



Jordan School District #717
Regular Meeting Agenda

Monday, August 14, 2023 at 6:30 PM
Regular Meeting
CERC Multi-purpose Room
500 Sunset Drive; Suite 3
Jordan, MN 55352

1. Call to Order	
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3. Roll Call	
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12. Leave of Absence - MS Special Education Teacher - Lauren Boeckmann	
13. Leave of Absence - MS Special Education Teacher - Chania Ruehling	
14. Leave of Absence - School Psychologist - Iwalani Dela Paz	
15. Resignation - HS Special Education Paraprofessional - Marijo Zietlow	
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12. Facilities Director's Report	504
13. School Board Member Reports / Committee Reports	505
10. Adjourn into Closed Session per MN Statue 13D.05, Subd. 3(a)	
11. Re-Open Regular Meeting	
12. Adjourn Regular Meeting	



Request to Address the School Board

According to School Board Policies 206 & 207, if a citizen wishes to speak to the School Board about an agenda item, the Superintendent's office must be notified.

Citizens must complete the 'Request to Address the School Board' form, which must be submitted in person or email to the School District Clerk, or other designee, by noon the day of the School Board meeting. The form may be dropped off at the District Office at 500 Sunset Drive, Jordan, MN 55352 or emailed to jfremming@isd717.org.

During the public comment part of each regular board meeting, up to 30 minutes of time will be allowed for district constituents to address the board. Each person may have up to 3 minutes of time to speak. The board is here to listen only and will not take action or discuss topics brought forward during the open forum. It may, at its discretion, ask questions for clarification of issues. The board may, if it deems appropriate, bring said issues forward at a subsequent meeting.

The following conduct is prohibited during the public comment period:

- *Speakers may not discuss or disclose any private educational data on any current or former student. As a result, speakers may not identify any current or former student during public comment. The only exception is that a parent who is speaking may choose to discuss private educational data on his or her own child.*
- *Speakers may not make allegations, charges or complaints against any student or employee. If a person wishes to make an allegation or to file a charge or complaint against a student or employee, the person should make the allegation, charge, or complaint to the Superintendent in writing or in a private meeting, or to the individual designated in District policy to receive the allegation, charge or complaint.*
- *Speakers may not make comments or gestures that are threatening, profane, lewd, vulgar, obscene, harassing, or abusive.*
- *Speakers may not make personal attacks against others, including, but not limited to, any student, parent, community member, employee, or School Board member.*
- *Speakers may not make comments that are defamatory or that would violate federal or state law, including laws protecting the privacy rights of an individual.*
- *Speakers may not make comments related to pending contract negotiations or to pending litigation to which the District is a party, including grievance proceedings.*
- *Speakers may not campaign for or against a political candidate during any part of a public School Board meeting.*
- *Speakers may not promote or advertise products that are for sale or purchase, unless the Board has invited the speaker to present the product as an agenda item.*



The open forum is the only opportunity for members of the audience to speak out during the meeting. Please attach the form and follow the guidelines for presenting your topic.

Name: _____ **Date:** _____
Phone Number: _____ **Email address:** _____

**This will only be used for follow-up to your shared issue/concern.*

Please specify the agenda Item you will be speaking to: _____

Please specifically state your purpose for addressing the School Board.

It is highly recommended to first speak to a district employee to discuss your issue/concern.

Have you previously contacted a School Board member and/or school employee about this issue/concern? YES NO

If so, please state name of board member/school employee: _____

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

School District Clerk

Date/Time Received



Regular Meeting

Monday, July 10, 2023 at 6:30 PM

Regular Meeting

CERC Multi-purpose Room

500 Sunset Drive; Suite 3

Jordan, MN 55352

1. Call to Order

- Deb Pauly called the meeting to order at 6:31pm

2. Pledge of Allegiance

3. Roll Call

- Present: Deb Pauly, Lauren Pedersen (Remote), Molly Monyok, Rob Langheim, Corinne Hennen, Jenny Kusske
Absent: Sara Lehnen
Remote: Lauren Pedersen 34961 Quest Road, Hillman, MN.

4. Consideration of Agenda

- Motion to approve the agenda made by Molly Monyok, Seconded by Jenny Kusske
Passed 6-0

5. Jordan Pride Awards

- Coach Ben Nylander honored the success of each of the Track & Field State participants and introduced each student. The board awarded each student a Jordan Pride Award.
Elijah Hagen
Kendra Krueger
Kaleb Sharp
Leo Siekmann
- Coach Ozzie Sand honored the Girl's Golf Team for going to State. The board awarded each student a Jordan Pride Award.
Morgan Eckman
Avery Gregor
Elizabeth Jerabak
Kamryn King
Hanna Norberg
Victoria Woytassek

6. Consent Agenda

- 6.1. Minutes
 - 6/12/23 Regular Board Minutes

- 6/26/23 Work Session Minutes
- 6.2. Monthly Finance Reports
 - Amy Hafemann prepared reports for the board to review.
- 6.3. Donations

Donor	Designated Purpose	Amount/Items
Herman's Landscape Supplies	Jordan Trap Team	\$500
Lindsey's BBQ and Grill	Jordan Trap Team	\$200
Fish Lake Sportsmen's Club	Jordan Trap Team	\$595
Michael & Kristi Johnson	Jordan Trap Team	\$200
Deborah and Scott Hagen	Jordan Trap Team	\$200
Ray's Remodeling Inc.	Jordan Trap Team	\$200
Brent Raduenz & Barbara Hennen	Jordan Trap Team	\$300
Fish Lake Sportsmen's Club	Jordan Trap Team	\$1,000
Penney Family Chiropractic	Jordan Trap Team	\$300
Jerome & Kristine Beach	Jordan Trap Team	\$100
Robert & Amy Mahowald	Jordan Trap Team	\$200
The Pickle Pig	Jordan Trap Team	\$300
Jeffrey & Amy Radick	Jordan Trap Team	\$100
Ryguy Asphalt Repair	Jordan Trap Team	\$300
John and Jeanette Radick	Jordan Trap Team	\$300
Ahlbrecht Masonry Inc.	Jordan Trap Team	\$300
Hennen Equipment Inc.	Jordan Trap Team	\$200
South Side Electric Inc.	Jordan Trap Team	\$300
Jordan Transformer	Jordan Trap Team	\$300
Lawns are Us	Jordan Trap Team	\$100
Wolf Motors	Jordan Trap Team	\$300
Goldsmith Eye Care	Jordan Trap Team	\$100
South Metro Carpet & Upholstery	Jordan Trap Team	\$200
Innovative Insurance	Jordan Trap Team	\$100
Rollx Vans	Jordan Trap Team	\$200
Jeffrey & Amy Radick	Jordan Trap Team	\$340
Matthew and Carol Frey	Jordan Trap Team	\$170
Tom Leclair & Lana Plashchynskaya	Jordan Trap Team	\$170
Eric Hinkel	Jordan Trap Team	\$180
Tony & Alisha Cooley	Jordan Trap Team	\$255
Jody Peterson	Jordan Trap Team	\$170
Thomas & Janet Dold	Jordan Trap Team	\$170

Scott & Deborah Hagen	Jordan Trap Team	\$340
Christian & Michelle Stay	Jordan Trap Team	\$170
Derek and Jennifer Everett	Jordan Trap Team	\$255
Robert & Amy Mahowald	Jordan Trap Team	\$340
Matt & Jodi Bertrang	Jordan Trap Team	\$85
Ray's Remodeling Inc.	Jordan Trap Team	\$255
Derek and Jennifer Everett	Jordan Trap Team	\$50
Brent Raduenz & Barbara Hennen	Jordan Trap Team	\$340
Christian & Michelle Stay	Jordan Trap Team	\$25
Jennifer & Dale Lecy	Jordan Trap Team	\$85
Jeff Matz Flooring	Jordan Trap Team	\$200
Anonymous	Jordan Trap Team	\$2,125
Charlotte Senske (Donna James Memorial)	JHS Concert Choir	\$250
Total Home Solutions LLC	JHS Band	\$1,000

- 6.4. Policies
 - 6.4.1: 506 Student Discipline
 - 6.4.2: 524.1 Social Media Policy
 - 6.4.3: 722 Public Data Requests
 - 6.4.4: 806 Crisis Management Policy
 - 6.4.5: 516.5 Overdose Medication
 - 6.4.6: 104 School District Mission Statement
 - 6.4.7: 420 Students and Employees with Aids and Certain Other Communicable Diseases and Infectious Conditions
 - 6.4.8: Extended School Year for Certain Students with Individual Education Plans
 - 6.4.9: 517 Student Recruiting
 - 6.4.10: 525 Violence Prevention (Applicable to Students and Staff)
 - 6.4.11: 527 Student use and Parking of Motor Vehicles: Patrols, Inspections and Searches
 - 6.4.12: 528 Student Parental, Family and Marital Status Nondiscrimination
 - 6.4.13: 529 Staff Notification of Violent Behavior by Students
 - 6.4.14: Staff Development for Standards
 - 6.4.15: 701.1 Modification of School District Budget
 - 6.4.16: 703 Annual Audit
 - 6.4.17: 707 Transportation of Public School Students
 - 6.4.18: 710 Extracurricular Transportation
 - 6.4.19: 713 Student Activity Accounting
 - 6.4.20: 720 Vending Machines
 - 6.4.21: 802 Disposition of Obsolete Equipment and Material
 - 6.4.22: 805 Waste REduction and Recycling
- 6.5. New Hire - ES Special Education Teacher - Molly Miller
- 6.6. New Hire - ES Grade 1 Teacher - Royce Wiersma
- 6.7. New Hire - ES Behavior Specialist - Matthew Phillips

- 6.8. New Hire - Special Education Teacher - Kathleen Dailey
- 6.9. New Hire - ES EL Teacher - Kelsey Wilson
- 6.10. New Hire - Activities Director John Buteyn
- 6.11. Resignation - Head Softball Coach - Bryan Martin
- 6.12. Resignation - MS Cross Country Coach Kelly Hyer
- 6.13. Resignation - JV Track Coach Michael Coddington
- 6.14. Contract Renewal - Baseball Head Coach - Brandon Arnold
- 6.15. Contract Renewal - Baseball JV Coach - Alex Beckman
- 6.16. Contract Renewal - Baseball C Squad Coach - Michael Vohntouka
- 6.17. Contract Renewal - Baseball MS Coach - Brian Heller
- 6.18. Contract Renewal - Baseball MS Coach - Andrew Buckner
- 6.19. Contract Renewal - Track Varsity Boys Head Coach - Ben Nylander
- 6.20. Contract Renewal - Track Varsity Girls Head Coach - Kelley Walerius
- 6.21. Contract Renewal - Track JV Coach - Shane Peters
- 6.22. Contract Renewal - Track JV Coach - Kelly Hyer
- 6.23. Contract Renewal - Track MS Coach - Nate Kucera
- 6.24. Contract Renewal - Track MS Coach - Heather Davis
- 6.25. Contract Renewal - Track MS Coach - Katie Fisher
- 6.26. Contract Renewal - Track MS Coach - Kevin Schepers
- 6.27. Contract Renewal - Girls golf Head Coach - Ozzie Sand
- 6.28. Contract Renewal - Boys Golf Head Coach Scott Hennen
- 6.29. Contract Renewal - Golf JV Coach - Nathan Steele
- 6.30. Contract Renewal - Golf MS Coach - Jeffrey Schipull
- 6.31. Contract Renewal - Knowledge Bowl - Rachel Rydberg
- 6.32. Contract Renewal - Spring Play MS Director Marie Wignall
- 6.33. Contract Renewal - Spring Play MS Assistant Director - Janice Lennox
- 6.34. Contract Renewal - Spring Play Director - Thomas Amundsen
- 6.35. Contract Renewal - Spring Play Assistant Director Michelle Spies
- 6.36. Contract Renewal - Spring Weight Room Supervisor - Chris Olson

7. Action / Discussion Items

- 7.1. Review and Act on Bond Sale Resolution
 - Michael Hart from PMA Securities presented the general obligation school building bond sale summary.
 - Motion to approve the Board Resolution and presentation from PMA Bond sale made by Molly Monyak, Seconded by Jenny Kusske
 - Roll call: Deb. Pauly - Aye, Molly Monyak - Aye, Lauren. Pedersen - Aye, Rob Langheim - Aye, Corinne Hennen - Aye, Jenny Kusske - Aye Passed 6-0
- 7.2. Review and Act 10 Year LTFM Plan Revenue Application & Resolution
 - Amy Hafemann and Dan Lehman reported on the LTFM plan which showed the district's projected LTFM revenue and a listing of the estimated expenditures by finance code. It is an annual requirement that the board approves the plan.
 - Motion to approve the Review and Act on Long-Term Facility Maintenance (LTFM) 10 Year Revenue and Expenditure Plan made by Corinne Hennen, Seconded by Jenny Kusske
 - Roll call: Deb. Pauly - Aye, Molly Monyak - Aye, Lauren. Pedersen - Aye, Rob Langheim - Aye, Corinne Hennen - Aye, Jenny Kusske - Aye Passed 6-0
- 7.3 Review and Approve MSBA Membership Subscription

- This is an annual renewal for association dues, a subscription to BoardBook, and access to policy services continued membership is recommended by Superintendent Case Evenson. Motion to renew the contract made by Jenny Kusske, Seconded by Rob Langheim
- Roll call: Deb. Pauly - Aye, Molly Monyak - Aye, Lauren. Pedersen - Aye, Rob Langheim - Aye, Corinne Hennen - Aye, Jenny Kusske - Aye Passed 6-0
- 7.4. Review and Act Teachers on Call Updated and Annual Approval on Contract Renewal
 - Amy Hafemann reviewed the updated contract and sub fee structure, and recommended the board to continue with Teachers On Call.
 - Motion to approve the Teacher on Call Contract renewal made by Lauren Pedersen, Seconded by Molly Monyak
 - Roll call: Deb. Pauly - Aye, Molly Monyak - Aye, Lauren. Pedersen - Aye, Rob Langheim - Aye, Corinne Hennen - Aye, Jenny Kusske - Aye Passed 6-0

8. Board and Administrative Reports

- 8.1. Superintendent's Report
- 8.2. HS Principal's Report
- 8.3. MS Principal's Report
- 8.4. ES Principal's Report
- 8.5. Teaching and Learning Director's Report
- 8.6. Activities Director's Report
- 8.7. Community Education & Recreation Director's Report
- 8.8. Communications and Marketing Specialist Report
- 8.9. Nutritional Services Director's Report
- 8.10. Special Services Director's Report
- 8.12. School Board Member Reports / Committee Reports
 - Policy
 - Booster Club
 - SW Metro

9. Adjourn Regular Meeting

- Motion to adjourn the meeting at 7:32pm made by Molly Monyak

School Board Clerk

Date



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

August 1, 2023

Board of Education Meeting

Finance Report

August, 2023 financial reports show activity that has been completed thru July, 2023. There will be more invoices that will be paid out in the next couple of months.

The Vendor Payment Register gives the detailed activity of all vendors that have been paid in the month of July. This report also shows the vendor payments made for FY2022-2023 but were not paid until the month of July.

The Payroll Payment Register is a listing of the payroll liability payments made during the month of July.

The pie chart shows the expenses by object codes in the General Fund that were paid thru July, 2023. Because our fiscal year is just starting, there have not been a lot of payments made; but there are a lot of supplies being ordered at this time.

Now that June 30th is past, the year end work will officially begin. I will keep you updated on the district's financial status for fiscal year ending 2022-2023 as the audit draws near.

As always, if there any questions, please feel free to contact me.

Jordan Public Schools Detail Payment Register By Vendor

Code Rcd	Vendor Co	Bank No	Check No	Pmt/Void Date	Pmt Type
27127 AARP SMART DRIVER COURSE					
	0717	001	108942		
	E 04	005 507	321 305 000	May 2023 AARP 4hr class 12 students	Check
					\$245.00
PO#:	56951	Voucher #:	125364	Invoice	Paid Amt: \$245.00
				Invoice No: 5/30/23	Check Amount: \$245.00
					Vendor Total: \$245.00
6222 ACTIVE INTERNET TECHNOLOGIES					
	0717	001	108926		
	E 01	005 107	000 405 400	FY24 Communication Websight(Blackboard)	Check
					\$5,790.00
PO#:	56970	Voucher #:	125292	Invoice	Paid Amt: \$5,790.00
				Invoice No: INV051915	Check Amount: \$5,790.00
					Vendor Total: \$5,790.00
4071 AFFINETY SOLUTIONS, INC					
	0717	001	108927		
	E 01	300 292	000 405 000	FY24 Activities Annual Software	Check
					\$2,075.00
PO#:	56979	Voucher #:	125293	Invoice	Paid Amt: \$2,075.00
				Invoice No: 12841	Check Amount: \$2,075.00
					Vendor Total: \$2,075.00
3031 AHEARN, DENIS & HELEN					
	0717	001	108943		
	R 02	300 770	701 601 000	H. Ahearn	Check
					\$33.00
PO#:	57102	Voucher #:	125310	Invoice	Paid Amt: \$33.00
				Invoice No: Refund	Check Amount: \$33.00
					Vendor Total: \$33.00
3529 AJMJMC, LLC					
	0717	001	108995		
	E 04	005 505	321 305 326	Soccer Sprg 2023 Mini 20 Classic 20 Premier 2	Check
					\$1,440.00
PO#:	56859	Voucher #:	125438	Invoice	Paid Amt: \$1,440.00
				Invoice No: J2023.08.06	Check Amount: \$1,440.00
					Vendor Total: \$1,440.00
3157 ALL FLAGS, LLC					
	0717	001	108996		
	E 01	005 810	000 401 000	4x6 custom JPS flags	Check
					\$449.16
	E 01	005 810	000 401 000	Shipping	
					\$18.60
PO#:	57128	Voucher #:	125439	Invoice	Paid Amt: \$467.76
				Invoice No: 381498	Check Amount: \$467.76
					Vendor Total: \$467.76

Jordan Public Schools Detail Payment Register By Vendor

Code	Rcd	Vendor	Co	Bank	Check No	Pmt/Void Date	Pmt Type
26895		AMAZON CAPITAL SERVICES					
		0717	001		108928		
		E	01	100	203	000 430 232	Check
						1483831418 Carson Dellosa Colorful Polka Dot	\$5.29
		E	01	100	203	000 430 232	Check
						B000KI9ZDU PACON SunWorks Heavyweight (\$25.74
		E	01	100	203	000 430 232	Check
						B000MFJNVK Scotch Magic Tape, 12 Rolls, Nu	\$24.99
		E	01	100	203	000 430 232	Check
						B01K07MXJI 12 Pack - SimpleHouseware Mags	\$19.57
		E	01	100	203	000 430 232	Check
						B07NZYJHRM Command Small Stainless Steel	\$18.96
		E	01	100	203	000 430 232	Check
						B07PGX9BNR Traditional Manuscript Nameplat	\$11.99
		E	01	100	203	000 430 232	Check
						B089LTCTTX Picture Hanging Wire 1.5mm Up	\$11.99
		E	01	100	203	000 430 232	Check
						B08TYXP7T Small Betta Fish Tank, Mini Fish T	\$18.99
		E	01	100	203	000 430 232	Check
						B09VGM3J1W Fluorite Aquarium Gravel Rocks	\$7.99
		E	01	100	203	000 430 232	Check
						Amazon Shipping Charge	\$0.00
						PO#: 56809	
						Voucher #:	
						125284 Invoice	
						Invoice No: 1RM1-H9J9-11CG	
						7/14/2023	
		E	01	100	203	000 430 231	Check
						043949950X Scholastic Alphabet-Number Line (\$6.99
		E	01	100	203	000 430 231	Check
						B00006IBP0 Crayola Tempera Paint, Brown Kids	\$5.12
		E	01	100	203	000 430 231	Check
						B00006IDOL Tru-Ray® Heavyweight Constructi	\$7.85
		E	01	100	203	000 430 231	Check
						B00008XPEO Tru-Ray® Construction Paper, 50	\$7.59
		E	01	100	203	000 430 231	Check
						B000Q5ZDLA BIC Round Stic Grip Xtra Comfor	\$2.57
		E	01	100	203	000 430 231	Check
						B000QE358O Prang (Formerly SunWorks) Con	\$4.97
		E	01	100	203	000 430 231	Check
						B014CD2B70 Tru-Ray® Heavyweight Construct	\$7.97
		E	01	100	203	000 430 231	Check
						B082YDVSVM EXPO Whiteboard/Dry Erase Br	\$16.24
		E	01	100	203	000 430 231	Check
						B09YNFQSMZ 200 Sheets 10 Colors Colored P	\$14.89
		E	01	100	203	000 430 231	Check
						Amazon Shipping Charge	\$0.00
						PO#: 56795	
						Voucher #:	
						125285 Invoice	
						Invoice No: 1G3M-FKJX-1HLH	
						7/14/2023	
		E	01	100	203	000 430 234	Check
						B00U31CNIS Carson Dellosa 36 Ft Scalloped H	\$7.99
		E	01	100	203	000 430 234	Check
						B00U31CNLU Carson Dellosa 36 Ft Scalloped I	\$4.79
		E	01	100	203	000 430 234	Check
						B096XTTCQ2 Ctosree 10 Rolls Colored Sticker	\$17.99
		E	01	100	203	000 430 234	Check
						B09F8PPR7Y 24 Pack Acrylic Sign Holder Slan	\$37.99
		E	01	100	203	000 430 234	Check
						Amazon Shipping Charge	\$0.00
						PO#: 56786	
						Voucher #:	
						125286 Invoice	
						Invoice No: 1G3H-9TX-GW3L	
						7/14/2023	
		E	01	100	203	000 430 234	Check
						B00006JNK2 EXPO Low Odor Dry Erase Marke	\$11.42
		E	01	100	203	000 430 234	Check
						B00008XPDB PACON Tru-Ray Construction Pz	\$3.44
		E	01	100	203	000 430 234	Check
						B001C5TW42 Prang (Formerly SunWorks) Con	\$3.79
		E	01	100	203	000 430 234	Check
						B00464740A Scotch Sure Start Shipping Packa	\$13.09
		E	01	100	203	000 430 234	Check
						B01HGYH2BW BIC White-Out Brand EZ Corre	\$6.73
		E	01	100	203	000 430 234	Check
						B073XS3CHW Command Small Picture Hangin	\$10.11
		E	01	100	203	000 430 234	Check
						B07D4YF3K4 Neenah Cardstock, 8.5" x 11", 90	\$12.99
		E	01	100	203	000 430 234	Check
						B07D9Z7GYL PILOT FriXion Clicker Erasable, f	\$19.37
		E	01	100	203	000 430 234	Check
						B07Q2X5C35 Astrobrights Mega Collection, Col	\$17.49

Jordan Public Schools
Detail Payment Register By Vendor

Code	Rcd	Vendor	Co	Bank	Check No	Check No	Pmt/Void Date	Pmt Type	
26895		AMAZON CAPITAL SERVICES							
		0717	001		108928				
				E 01	100	203	000 430 234		\$6.67
				E 01	100	203	000 430 234		\$19.69
				E 01	100	203	000 430 234		\$24.43
				E 01	100	203	000 430 234		\$0.00
	PO#: 56785	Voucher #:			125287	Invoice	Invoice No: 1QG9-WHNW-34RL		
				E 01	100	203	000 430 234		\$4.98
				E 01	100	203	000 430 234		\$5.49
				E 01	100	203	000 430 234		\$28.34
				E 01	100	203	000 430 234		\$5.52
				E 01	100	203	000 430 234		\$4.49
				E 01	100	203	000 430 234		\$14.15
				E 01	100	203	000 430 234		\$8.04
				E 01	100	203	000 430 234		\$38.25
				E 01	100	203	000 430 234		\$19.79
				E 01	100	203	000 430 234		\$7.99
				E 01	100	203	000 430 234		\$11.99
				E 01	100	203	000 430 234		\$0.00
				E 01	100	203	000 430 234		\$3.44
				E 01	100	203	000 430 232		\$35.39
				E 01	100	203	000 430 232		\$4.15
				E 01	100	203	000 430 232		\$4.97
				E 01	100	203	000 430 232		\$4.49
				E 01	100	203	000 430 232		\$6.79
				E 01	100	203	000 430 232		\$11.00
				E 01	100	203	000 430 232		\$8.57
				E 01	100	203	000 430 232		\$5.68
				E 01	100	203	000 430 232		\$7.95
				E 01	100	203	000 430 232		\$12.44
				E 01	100	203	000 430 232		\$5.52
				E 01	100	203	000 430 232		\$3.99
				E 01	100	203	000 430 232		\$11.99
				E 01	100	203	000 430 232		\$11.95
				E 01	100	203	000 430 232		\$8.39
				E 01	100	203	000 430 232		\$0.00
				E 01	100	203	000 430 232		\$0.00
	PO#: 56810	Voucher #:			125288	Invoice	Invoice No: 1LVY-FDR4-1DG7		
				E 01	100	203	000 430 232		\$3.44
				E 01	100	203	000 430 232		\$35.39
				E 01	100	203	000 430 232		\$4.15
				E 01	100	203	000 430 232		\$4.97
				E 01	100	203	000 430 232		\$4.49
				E 01	100	203	000 430 232		\$6.79
				E 01	100	203	000 430 232		\$11.00
				E 01	100	203	000 430 232		\$8.57
				E 01	100	203	000 430 232		\$5.68
				E 01	100	203	000 430 232		\$7.95
				E 01	100	203	000 430 232		\$12.44
				E 01	100	203	000 430 232		\$5.52
				E 01	100	203	000 430 232		\$3.99
				E 01	100	203	000 430 232		\$11.99
				E 01	100	203	000 430 232		\$11.95
				E 01	100	203	000 430 232		\$8.39
				E 01	100	203	000 430 232		\$0.00
				E 01	100	203	000 430 232		\$0.00
	PO#: 56784	Voucher #:			125289	Invoice	Invoice No: 1DTX-JKFR-3M1P		
				E 01	100	203	000 430 233		\$13.38

Jordan Public Schools Detail Payment Register By Vendor

Code	Rcd	Vendor	Co	Bank	Check No	Pmt/Void Date	Pmt Type
26895							
AMAZON CAPITAL SERVICES							
		0717	001		108928		
		E 01	100	203	000 430 233		Check
		B00JHUKKHQ	SHARPIE	Electro Pop	Permane	\$17.53	
		B078VLD9PJ	North Star	Teacher Resource	NS	\$18.49	
		B0BNMGS8RL	Really Good	Stuff Monthly	Caler	\$22.99	
			Amazon	Shipping	Charge	\$0.00	
		PO#: 56783	Voucher #:				Paid Amt: \$72.39
		E 01	100	203	000 430 234	\$15.32	
		B00006IDOE	Tru-Ray	102961EA	Pacon Constr	\$15.70	
		B00006IDOL	Tru-Ray	@ Heavyweight	Constructi	\$12.58	
		B0009ILLH32	Prang	(Formerly SunWorks)	Const	\$9.94	
		B000QE358O	Prang	(Formerly SunWorks)	Con	\$13.02	
		B001AZ9S6G	Prang	(Formerly SunWorks)	Con:	\$11.04	
		B00SWWFRK	Prang	(Formerly SunWorks)	Cr	\$9.99	
		B07GVDPM1D	Flexible	Bendy Pencil, 35	PCS F	\$13.99	
		B07X2J59LK	Meetary	50 Pieces	Transparent Ni	\$6.99	
		B08M5G3K3F	Teacher	Created	Resources Oh I	\$8.99	
		B094R88FMS	100 Pieces	Happy	Birthday Book	\$0.00	
			Amazon	Shipping	Charge		
		PO#: 56778	Voucher #:				Paid Amt: \$117.56
							Check Amount: \$923.37
							Vendor Total: \$923.37
4127							
AQUA ENGINEERING, INC							
		0717	001		108997		
		E 06	005	870	023 305 000	\$455.00	Check
		PO#: 57127	Voucher #:				Paid Amt: \$455.00
							Check Amount: \$455.00
6239							
AQUA NORTH SOLUTIONS							
		0717	001		108998		
		E 02	300	770	701 401 000	\$77.00	Check
		E 02	100	770	701 401 000	\$313.00	
		PO#:	Voucher #:				Paid Amt: \$36,740.00
							Check Amount: \$36,740.00
							Vendor Total: \$37,195.00

Jordan Public Schools Detail Payment Register By Vendor

Code Rcd	Vendor	Co	Bank	Check No	Pmt/Void Date	Pmt Type
6239 AQUA NORTH SOLUTIONS						
	0717	001		108998		
	E 02	128	770	701	401	000
	JMS					
PO#:	57193	Voucher #:	125478	Invoice	No:	1057
					7/28/2023	
						\$212.50
						Check
						Paid Amt: \$602.50
						Check Amount: \$602.50
						Vendor Total: \$602.50
3763 ASUS COMPUTER INTERNATIONAL						
	0717	001		108999		
	E 01	005	630	000	315	450
	4/20/23					
PO#:	57206	Voucher #:	125482	Invoice	No:	21230048317
			E 01	005	630	000
						4/26/23
						\$120.00
						Check
						Paid Amt: \$1,770.96
PO#:	57206	Voucher #:	125483	Invoice	No:	21230050803
			E 01	005	630	000
						4/27/23
						\$2,791.55
						Check
						Paid Amt: \$2,791.55
PO#:	57206	Voucher #:	125484	Invoice	No:	21230051860
			E 01	005	630	000
						5/29/23
						\$59.10
						Check
						Paid Amt: \$59.10
PO#:	57206	Voucher #:	125485	Invoice	No:	21230066585
			E 01	005	630	000
						5/30/23
						\$93.60
						Check
						Paid Amt: \$93.60
PO#:	57206	Voucher #:	125486	Invoice	No:	21230066770
			E 01	005	630	000
						6/9/23
						\$313.56
						Check
						Paid Amt: \$313.56
PO#:	57206	Voucher #:	125487	Invoice	No:	21230074527
			E 01	005	630	000
						6/12/23
						\$8,745.75
						Check
						Paid Amt: \$8,745.75
PO#:	57206	Voucher #:	125488	Invoice	No:	21230076171
			E 01	005	630	000
						6/14/23
						\$13,020.00
						Check
						Paid Amt: \$13,020.00
PO#:	57206	Voucher #:	125489	Invoice	No:	21230077494
			E 01	005	630	000
						6/29/23
						\$545.00
						Check
						Paid Amt: \$545.00
PO#:	57206	Voucher #:	125490	Invoice	No:	21230090672
			E 01	005	630	000
						6/30/23
						\$3,695.00
						Check
						Paid Amt: \$3,695.00
PO#:	57206	Voucher #:	125491	Invoice	No:	21230091943
			E 01	005	630	000
						6/30/23
						\$6,035.06
						Check
						Paid Amt: \$6,035.06
						Check Amount: \$37,189.58
						Vendor Total: \$37,189.58
28892 AVIBEN						
	0717	001		109032		
	E 01	005	110	000	305	000
	July 2023					
	403b Admin Fee					
PO#:		Voucher #:	125546	Invoice	No:	28587
						7/28/2023
						\$270.07
						Check
						Paid Amt: \$270.07
						Check Amount: \$270.07
						Vendor Total: \$270.07

Jordan Public Schools Detail Payment Register By Vendor

Code	Rcd	Vendor	Co	Bank	Check No	Pmt/Void Date	Pmt Type
6241		BAHIN, CULLEN	0717	001	109033		
				E 04	005 505 321 305 515	Jr Legion Umpire July 18-20, 2023	Check
							\$330.00
		PO#: 57257	Voucher #:	125547	Invoice	Invoice No: Reimbursement	
							Paid Amt: \$330.00
							Check Amount: \$330.00
							Vendor Total: \$330.00
26917		BAIMA, STEPHANIE	0717	001	108944		
				R 02	300 770 701 601 000	A. Baima	Check
							\$75.90
		PO#: 57101	Voucher #:	125311	Invoice	Invoice No: Refund	
							Paid Amt: \$75.90
							Check Amount: \$75.90
							Vendor Total: \$75.90
1503		BARES, ZACH	0717	001	108945		
				E 04	005 505 321 305 515	June 2023 CE Umpire 6/5,6/8,6/22,6/30	Check
							\$315.00
		PO#: 56982	Voucher #:	125312	Invoice	Invoice No: June 2023 Umpire	
							Paid Amt: \$315.00
							Check Amount: \$315.00
							Vendor Total: \$315.00
26454		BECKMAN, ALEX	0717	001	109034		
				E 04	005 505 321 305 515	July 2023 Umpire 7/11/23,7/10/23,7/15/23	Check
							\$435.00
		PO#: 57240	Voucher #:	125548	Invoice	Invoice No: July 2023 Umpire	
							Paid Amt: \$435.00
							Check Amount: \$435.00
							Vendor Total: \$750.00
11220		BENJAMIN BUS	0717	001	109000		
				E 01	005 760 720 440 000	Fuel	Check
							\$887.79
				E 01	005 760 728 360 000	Care & Treatment	\$2,908.64
				E 01	005 760 728 360 000	Homeless	\$205.80
				E 01	005 760 723 360 000	SPED	\$10,478.65
				E 01	005 760 723 360 000	In District SPED	\$625.14
				E 01	005 760 723 360 000	ESY SPED	\$224.75
				E 01	300 294 733 360 315	Baseball	\$1,139.41
				E 01	128 211 320 360 000	Horse Camp	\$318.83
				E 01	300 292 733 360 320	Track	\$1,066.24

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	109000		
		E 04	005 570 733 360 000	CREW	Check
		E 04	005 570 733 360 000	Kids Co	\$3,538.45
		E 01	128 211 150 360 012	Summer School	\$2,926.94
					\$3,156.91
PO#: 57237	Voucher #:	125493	Invoice	Invoice No: June 2023	7/28/2023
					Paid Amt: \$27,477.55
					Check Amount: \$27,477.55
					Vendor Total: \$27,477.55
6227 BIALICK, MIKE					
	0717	001	108989		
		E 04	005 505 321 401 000	6/28/23 Run of the Mill 5K coarse measurement:	Check
					\$450.00
PO#: 57023	Voucher #:	125365	Invoice	Invoice No: 2023058	7/14/2023
					Paid Amt: \$450.00
					Check Amount: \$450.00
					Vendor Total: \$450.00
26156 BIFFS, INC.					
	0717	001	109001		
		E 04	005 505 321 305 000	ES	Check
					\$167.14
PO#: 57188	Voucher #:	125441	Invoice	Invoice No: W924631	7/28/2023
		E 04	005 505 321 305 000	HS FB	Paid Amt: \$167.14
PO#: 57188	Voucher #:	125442	Invoice	Invoice No: W924629	7/28/2023
		E 04	005 505 321 305 000	HS SB	Paid Amt: \$51.42
PO#: 57188	Voucher #:	125443	Invoice	Invoice No: W924630	7/28/2023
		E 04	005 505 321 305 000	HS Baseball	Paid Amt: \$334.28
PO#: 57188	Voucher #:	125444	Invoice	Invoice No: W924632	7/28/2023
		E 04	005 505 321 305 000		Paid Amt: \$167.14
					Check Amount: \$719.98
					Vendor Total: \$719.98
1292 BIX PRODUCE CO.					
	0717	001	109002		
		E 02	128 770 701 490 000	Inv#05794073	Check
		E 02	100 770 701 490 000	CM#00367471	\$41.00
					(\$22.58)
PO#:	Voucher #:	125445	Invoice	Invoice No: 05794073/00367471	7/28/2023
					Paid Amt: \$18.42
					Check Amount: \$18.42
					Vendor Total: \$18.42
3625 BLICK ART MATERIALS					
	0717	001	108947		
		E 04	005 505 321 401 503	Chalk	Check
					\$162.72

Jordan Public Schools Detail Payment Register By Vendor

Code Rcd	Vendor Co	Bank	Check No	Pmt/Void Date	Pmt Type	Amount
3625 BLICK ART MATERIALS						
	0717	001	108947		Check	
	E 04	005 505 321 401 503				\$52.85
				7/14/2023		
PO#:	56961	Voucher #:	125314 Invoice	Invoice No: 1020258	Paid Amt:	\$215.57
					Check Amount:	\$215.57
					Vendor Total:	\$215.57
11747 BLUE CROSS & BLUE SHIELD						
	0717	001	108929		Check	
	B 01	215 024				\$269.00
				7/14/2023		
PO#:		Voucher #:	125294 Invoice	Invoice No: 230602326786	Paid Amt:	\$269.00
			B 01 215 024	Aug 2023 D. Swenson	Check Amount:	\$269.00
PO#:		Voucher #:	125295 Invoice	Invoice No: 230630092270	Paid Amt:	\$269.00
					Check Amount:	\$269.00
					Vendor Total:	\$538.00
6236 BOURDEAU, MICHAEL						
	0717	001	108948		Check	
	R 02	300 770 701 601 000				\$127.55
				7/14/2023		
PO#:	57107	Voucher #:	125315 Invoice	Invoice No: Refund	Paid Amt:	\$127.55
					Check Amount:	\$127.55
					Vendor Total:	\$127.55
5105 BRAUN INTERTEC CORPORATION						
	0717	001	109035		Check	
	E 06	005 870 023 305 000				\$6,054.00
				7/28/2023		
PO#:	56732	Voucher #:	125549 Invoice	Invoice No: B2305728	Paid Amt:	\$6,054.00
					Check Amount:	\$6,054.00
					Vendor Total:	\$6,054.00
6240 BROWN, BILL						
	0717	001	109003		Check	
	B 02	230 000				\$110.70
				7/28/2023		
PO#:	57261	Voucher #:	125495 Invoice	Invoice No: Refund	Paid Amt:	\$110.70
					Check Amount:	\$110.70
					Vendor Total:	\$110.70
1915 BSN SPORTS						
	0717	001	108949		Check	
	E 01	300 292 000 302 000				\$54.99
	E 01	300 292 000 302 000				\$219.96
	E 01	300 292 000 302 000				\$109.98
	E 01	300 292 000 302 000				\$219.96
	E 01	300 292 000 302 000				\$109.98

Jordan Public Schools Detail Payment Register By Vendor

Code Rcd	Vendor Co	Bank	Check No	Pmt/Void Date	Pmt Type				
1915	BSN SPORTS								
	0717	001	108949		Check				
		E 01	300 292 000 302 000	FB-Jordan halfzip - M		\$64.99			
		E 01	300 292 000 302 000	FB-Jordan halfzip - L		\$259.96			
		E 01	300 292 000 302 000	FB-Jordan halfzip - XL		\$129.98			
		E 01	300 292 000 302 000	FB-Jordan halfzip-2XL		\$259.96			
		E 01	300 292 000 302 000	FB-Jordan halfzip - 3XL		\$129.98			
		E 01	300 292 000 302 000	FB-Short sleeve pullover hoodie - S		\$699.86			
		E 01	300 292 000 302 000	FB-Short sleeve pullover hoodie - M		\$1,399.72			
		E 01	300 292 000 302 000	FB-Short sleeve pullover hoodie - L		\$1,249.75			
		E 01	300 292 000 302 000	FB-Short sleeve pullover hoodie - XL		\$1,049.79			
		E 01	300 292 000 302 000	FB-Short sleeve pullover hoodie - XXL		\$549.89			
		E 01	300 292 000 302 000	FB-Short sleeve pullover hoodie - 3XL		\$199.96			
		E 01	300 292 000 302 000	FB-Agility pocket short - S		\$399.80			
		E 01	300 292 000 302 000	FB-Agility pocket short - M		\$599.70			
		E 01	300 292 000 302 000	FB-Agility pocket short - L		\$499.75			
		E 01	300 292 000 302 000	FB-Agility pocket short - XL		\$239.88			
		E 01	300 292 000 302 000	FB-Agility pocket short - XXL		\$239.88			
		E 01	300 292 000 302 000	FB-Agility pocket short - 3XL		\$19.99			
		E 01	300 292 000 302 000	FB-Screen printing charge		\$408.00			
		E 01	300 292 000 302 000	FB-Freight		\$128.34			
PO#: 56336	Voucher #:	125316	Invoice	Invoice No: 921849184	7/14/2023	Paid Amt:	\$9,244.05		
		E 01	300 240 000 430 000	MAC Wide Body Tennis Racquet 4 -1/2" # 1393		\$55.98			
		E 01	300 240 000 430 000	MAC Wide Body Tennis Racquet 4 3/8" #13934		\$55.98			
		E 01	300 240 000 430 000	Freight		\$7.00			
PO#: 55939	Voucher #:	125317	Invoice	Invoice No: 921931849	7/14/2023	Paid Amt:	\$118.96		
		E 04	005 505 321 401 515	4/2023 MAC adult 4way pitchers mound rubber :		\$153.02			
PO#: 56435	Voucher #:	125318	Invoice	Invoice No: 921402652	7/14/2023	Paid Amt:	\$153.02		
						Check Amount:	\$9,516.03		
						Vendor Total:	\$9,516.03		
1037	CASH								
	0717	001	109004		Check				
		E 01	005 810 000 401 000	Tool Cat Wash		\$30.00			
		R 01	000 000 000 099 000	ES Food Service Extra Cash Bag		\$40.00			
		E 02	005 770 707 490 000	Catering		\$2.50			
		E 02	005 770 707 490 000	Admin Retreat Catering		\$15.31			
PO#: 57197	Voucher #:	125481	Invoice	Invoice No: Petty Cash FY23	7/28/2023	Paid Amt:	\$87.81		
						Check Amount:	\$87.81		
						Vendor Total:	\$87.81		

Jordan Public Schools Detail Payment Register By Vendor

Code Rcd	Vendor Co	Bank	Check No	Pmt/Void Date	Pmt Type
3676 CHOICE ELECTRIC					
	0717	001	109005		Check
		E 06	005 870 023 510 000	Locate power to 3 light poles in work area	\$125.00
		E 06	005 870 023 510 000	Paint	\$15.00
		E 06	005 870 023 510 000	Truck charge	\$40.00
PO#: 57139	Voucher #:		Invoice No: 23262	7/28/2023	Paid Amt: \$180.00
		E 04	005 505 321 350 550	Replace burned up duplex in workout room	\$402.50
		E 04	005 505 321 350 550	Duplex	\$5.00
		E 04	005 505 321 350 550	Truck charge	\$40.00
PO#: 57140	Voucher #:		Invoice No: 23260	7/28/2023	Paid Amt: \$447.50
					Check Amount: \$627.50
					Vendor Total: \$627.50
5636 CHOICE INSURANCE					
	0717	001	108930		Check
		E 01	005 940 000 340 000	Cyber Insurance FY24	\$10,757.38
PO#: 57058	Voucher #:		Invoice No: 19105	7/14/2023	Paid Amt: \$10,757.38
					Check Amount: \$10,757.38
					Vendor Total: \$10,757.38
10254 CITY OF JORDAN					
	0717	001	108950		Check
		E 01	100 810 000 330 204	ES	\$1,522.12
		E 01	128 810 000 330 204	MS	\$1,353.98
		E 01	300 810 000 330 204	HS	\$2,439.12
		E 01	005 810 000 330 204	Athletic Complex	\$6,033.08
		E 04	005 505 321 330 000	ES CE	\$31.06
		E 04	005 505 321 330 550	CERC	\$404.44
PO#:	Voucher #:		Invoice No: 7/11/2023	7/14/2023	Paid Amt: \$11,783.80
					Check Amount: \$11,783.80
					Vendor Total: \$11,783.80
6038 CLEARSOFT WATER CONDITIONING					
	0717	001	109006		Check
		E 01	300 810 000 401 000	HS	\$391.51
		E 01	128 810 000 401 000	MS	\$391.51
		E 01	128 810 000 401 000	ES	\$391.51
PO#: 57122	Voucher #:		Invoice No: 5/18/23	7/28/2023	Paid Amt: \$1,174.53
					Check Amount: \$1,174.53
					Vendor Total: \$1,174.53

Jordan Public Schools Detail Payment Register By Vendor

Code Rcd	Vendor Co	Bank	Check No	Pmt/Void Date	Pmt Type
2629 COMCAST					
	0717	001	108931		
	E 04	005 505 321 320 550	CERC Service 7/4/23-8/3/23		Check
PO#:	Voucher #:	125296 Invoice	Invoice No: 6/25/23	7/14/2023	Paid Amt: \$2.25
	E 04	005 505 321 320 550	CERC Service 6/18/23-7/17/23		Paid Amt: \$2.25
PO#:	Voucher #:	125297 Invoice	Invoice No: 6/8/23	7/14/2023	Paid Amt: \$2.25
					Check Amount: \$4.50
<hr/>					
	0717	001	109036		Check
	E 04	005 505 321 320 550	CERC Service 7/18/23-8/17/23		Paid Amt: \$2.25
PO#:	Voucher #:	125550 Invoice	Invoice No: 7/8/23	7/28/2023	Paid Amt: \$2.25
					Check Amount: \$2.25
					Vendor Total: \$6.75
<hr/>					
5814 DAHLEN, KELLEN					
	0717	001	108951		Check
	E 04	005 505 321 305 515	June 2023 CE Umpire 6/6,6/13,6/20		Paid Amt: \$185.00
PO#:	Voucher #:	125320 Invoice	Invoice No: June 2023 Umpire	7/14/2023	Paid Amt: \$185.00
					Check Amount: \$185.00
					Vendor Total: \$185.00
<hr/>					
6235 DAHM-WELTER, LISA					
	0717	001	108952		Check
	R 02	300 770 701 601 000	W. Welter		Paid Amt: \$28.75
PO#:	Voucher #:	125321 Invoice	Invoice No: Refund	7/14/2023	Paid Amt: \$28.75
					Check Amount: \$28.75
					Vendor Total: \$28.75
<hr/>					
6125 DASH SPORTS LLC					
	0717	001	108953		Check
	E 04	005 505 321 305 550	May 2023 Tball Tykes 12 each/ Tball Camp 11 e		Paid Amt: \$1,309.00
PO#:	Voucher #:	125322 Invoice	Invoice No: 2023-063	7/14/2023	Paid Amt: \$1,309.00
					Check Amount: \$1,309.00
					Vendor Total: \$1,309.00
<hr/>					
6230 DAVENPORT, AIDAN					
	0717	001	108954		Check
	E 04	005 505 321 305 515	6/15/23-June 2023 Umpire		Paid Amt: \$45.00
PO#:	Voucher #:	125323 Invoice	Invoice No: June 2023 Umpire	7/14/2023	Paid Amt: \$45.00
					Check Amount: \$45.00

Jordan Public Schools Detail Payment Register By Vendor

Code Rcd	Vendor Co	Bank	Check No	Pmt/Void Date	Pmt Type
6230 DAVENPORT, AIDAN					
	0717	001	109037		
	E 04	005 505 321 305 515		July 2023 Umpire 7/13/23,7/18/23	Check
					\$100.00
PO#:	57239	Voucher #:	125551	Invoice No: July 2023 Umpire	Paid Amt: \$100.00
				7/28/2023	Check Amount: \$100.00
				Vendor Total:	\$145.00
6226 EDEN PRAIRE LEGION BASEBALL					
	0717	001	108955		
	E 04	005 505 321 305 515		6/23/23 Umpire Clinic Legion Game vs Eden Pir	Check
					\$105.00
PO#:	57017	Voucher #:	125361	Invoice No: 1	Paid Amt: \$105.00
				7/14/2023	Check Amount: \$105.00
				Vendor Total:	\$105.00
6223 EDUTRAK, LLC					
	0717	001	108932		
	E 01	300 292 000 405 000		Base Service	Check
					\$684.70
	E 01	300 292 000 405 000		Databridge Service	
					\$476.90
PO#:	56976	Voucher #:	125299	Invoice No: 20219	Paid Amt: \$1,161.60
				7/14/2023	Check Amount: \$1,161.60
				Vendor Total:	\$1,161.60
28334 FRICKE, VICKI					
	0717	001	108956		
	E 04	005 505 321 305 550		June 2023 Personal Training	Check
					\$140.00
PO#:	57074	Voucher #:	125324	Invoice No: June 2023	Paid Amt: \$140.00
				7/14/2023	Check Amount: \$140.00
				Vendor Total:	\$140.00
1232 FRONTLINE TECHNOLOGIES GROUP LLC					
	0717	001	108933		
	E 01	100 203 000 405 000		ES	Check
					\$2,801.85
	E 01	128 211 000 405 000		MS	
					\$2,801.85
	E 01	300 211 000 405 000		HS	
					\$2,801.84
PO#:	56974	Voucher #:	125300	Invoice No: INVUS179064	Paid Amt: \$8,405.54
				7/14/2023	Check Amount: \$8,405.54
				Vendor Total:	\$8,405.54
12250 GENERAL PARTS INC.					
	0717	001	109053		
	E 02	005 770 701 350 000		MS Kitchen Range Repair 5/4/23	Check
					\$184.95
PO#:		Voucher #:	125567	Invoice No: 6423768	Paid Amt: \$184.95
				7/31/2023	Check Amount: \$184.95
				Vendor Total:	\$184.95

Jordan Public Schools Detail Payment Register By Vendor

Code Rcd	Vendor Co	Bank	Check No	Pmt/Void Date	Pmt Type
5460 GENERATION GENIUS					
	0717	001	109038		
	E 01	100 203 302 406 000		K-4 Science Curriculum Generation Genius	Check
					\$1,295.00
PO#:	57119	Voucher #:	125552	Invoice No: GG179047-R2	Paid Amt:
				7/28/2023	\$1,295.00
					Check Amount:
					\$1,295.00
					Vendor Total:
					\$1,295.00
27120 GOPHER STATE ONE-CALL					
	0717	001	108957		
	E 01	005 810 000 305 000		June 2023 EMailed Tickets	Check
					\$36.45
PO#:		Voucher #:	125325	Invoice No: 3061080	Paid Amt:
				7/14/2023	\$36.45
					Check Amount:
					\$36.45
					Vendor Total:
					\$36.45
6228 GROF, LEXYN					
	0717	001	108958		
	E 04	005 505 321 305 515		Hubmen BB Camp June 20-23, 2023	Check
					\$440.00
PO#:	57065	Voucher #:	125326	Invoice No: Hubman Camp	Paid Amt:
				7/14/2023	\$440.00
					Check Amount:
					\$440.00
					Vendor Total:
					\$440.00
26897 GULBRANSON, ROSE					
	0717	001	108959		
	E 01	128 050 000 401 000		Packing Tape	Check
					\$50.00
PO#:	57083	Voucher #:	125327	Invoice No: Reimbursement	Paid Amt:
				7/14/2023	\$50.00
					Check Amount:
					\$50.00
					Vendor Total:
					\$50.00
25341 H&B SPECIALIZED PRODUCTS					
	0717	001	109007		
	E 01	300 810 000 350 272		Replace motors-JHS bleacher repairs	Check
					\$5,456.00
PO#:	57137	Voucher #:	125449	Invoice No: 33099	Paid Amt:
				7/28/2023	\$5,456.00
					Check Amount:
					\$5,456.00
					Vendor Total:
					\$5,456.00
5678 HAGEN, TESSA					
	0717	001	108960		
	E 04	005 505 321 305 515		Tae Kwon Do Summer 5/31/23-7/5/23	Check
					\$289.80
PO#:	57073	Voucher #:	125328	Invoice No: Summer Session 1	Paid Amt:
				7/14/2023	\$289.80
					Check Amount:
					\$289.80
					Vendor Total:
					\$289.80

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:
25404 HALLER, PETE								
	0717	001	109039		Check			
	E 04	005 505 321 305 515	July 2023 Umpire 7/11/23			\$45.00		
PO#:	57241	Voucher #:	125555 Invoice	Invoice No: July 2023 Umpire			\$45.00	\$45.00
Vendor Total: \$45.00								
27447 HASTINGS CREAMERY, LLC								
	0717	001	109008		Check			
	E 02	100 770 701 495 000	ES			\$2,418.44		
	E 02	128 770 701 495 000	MS			\$704.82		
	E 02	300 770 701 495 000	HS			\$588.60		
	E 02	128 770 701 495 000	St Johns			\$336.70		
	E 02	300 770 701 495 000	SW Metro			\$463.43		
PO#:		Voucher #:	125544 Invoice	Invoice No: May 2023	7/28/2023		\$4,511.99	\$4,511.99
Vendor Total: \$4,511.99								
4134 HESS-NORSKOG, STACEY								
	0717	001	108961		Check			
	E 01	100 411 740 433 250	String Cheese/Goldfish			\$15.98		
PO#:		Voucher #:	125329 Invoice	Invoice No: Reimbursement	7/14/2023		\$15.98	\$15.98
Vendor Total: \$15.98								
5661 HIGH TOUCH HIGH TECH OF THE TWIN CITIES								
	0717	001	109040		Check			
	E 04	005 570 321 369 000	Lightning in a Bottle			\$620.00		
	E 04	005 570 321 369 000	Amazing Bodies			\$270.00		
PO#:	57244	Voucher #:	125553 Invoice	Invoice No: 2877	7/28/2023		\$890.00	\$890.00
Vendor Total: \$890.00								
1195 HILLYARD, INC./HUTCHINSON								
	0717	001	108962		Check			
	E 04	005 505 321 350 550	April 2023 Machine repairs lrg scrubber - charioi			\$192.00		
PO#:	56892	Voucher #:	125330 Invoice	Invoice No: 700548339	7/14/2023		\$192.00	\$192.00
	E 04	005 505 321 350 550	April 2023 Machine repairs - large vacuum			\$582.50		
PO#:	56892	Voucher #:	125331 Invoice	Invoice No: 700548345	7/14/2023		\$582.50	\$582.50
	E 04	005 505 321 350 550	April 2023 Machine repairs - lrg scrubber			\$1,037.30		
PO#:	56892	Voucher #:	125332 Invoice	Invoice No: 700548340	7/14/2023		\$1,037.30	\$1,037.30

Jordan Public Schools Detail Payment Register By Vendor

Code Rcd	Vendor Co	Bank	Check No	Pmt/Void Date	Pmt Type
1195 HILLIARD, INC./HUTCHINSON					
	0717	001	108962		
	E 04	005 505 321 350 550		April 2023 Machine repairs - hand push vacuum	Check
		125333 Invoice		7/14/2023	
	PO#: 56892	Voucher #:	Invoice No: 700548341		
				\$182.40	
				Paid Amt: \$182.40	
				Check Amount: \$1,994.20	
				Vendor Total: \$1,994.20	
3369 HOBART SERVICE					
	0717	001	109009		
	E 02	128 770 701 350 000		JMS Dishwasher repairs and service	Check
	E 02	100 770 701 350 000		JHS steamer repairs and service	
	PO#: 57126	Voucher #:	Invoice No: 35708930/35684441	7/28/2023	
				\$3,661.67	
				\$537.03	
				Paid Amt: \$4,198.70	
				Check Amount: \$4,198.70	
				Vendor Total: \$4,198.70	
4908 HOLZWARTH, JULIE					
	0717	001	108963		
	E 01	100 407 740 433 250		6/3/23	Check
	E 01	100 407 740 433 250		6/13/23	
	PO#: 57126	Voucher #:	Invoice No: Reimbursement	7/14/2023	
				\$27.68	
				\$19.00	
				Paid Amt: \$46.68	
				Check Amount: \$46.68	
				Vendor Total: \$46.68	
1855 HUBERT COMPANY					
	0717	001	109041		
	E 02	100 770 701 530 000		92900-Hubert refrigerated milk dispenser - triple	Check
	E 02	100 770 701 530 000		63889-Hubert stainless steel equipment stand	
	E 02	100 770 701 401 000		30856-compartment blue dishwasher glass rack	
	E 02	100 770 701 401 000		20892-clear plastic tumbler-Carlisle 9oz tumbler shipping	
	PO#: 56362	Voucher #:	Invoice No: 114434	7/28/2023	
				\$6,790.00	
				\$526.66	
				\$548.28	
				\$1,091.86	
				\$399.95	
				Paid Amt: \$9,356.75	
				Check Amount: \$9,356.75	
				Vendor Total: \$9,356.75	
4628 ILLUMINATE EDUCATION, INC					
	0717	001	109042		
	E 01	005 630 302 406 000		EduClimber Software License	Check
	E 01	005 630 302 406 000		Learning Community	
	PO#: 57156	Voucher #:	Invoice No: INVIE0101771	7/28/2023	
				\$7,883.48	
				\$225.00	
				Paid Amt: \$8,108.48	
				Check Amount: \$8,108.48	
				Vendor Total: \$8,108.48	

Jordan Public Schools Detail Payment Register By Vendor

Code Rcd	Vendor Co	Bank	Check No	Pmt/Void Date	Pmt Type
25958					
INNOVATIVE GRAPHICS					
	0717	001	108964		
	E 04	005 505 321 401 515		Hubmen BBall Camp tshirts 6/2023 137 each	Check
					\$959.00
PO#:	56904	Voucher #:	125335	Invoice No: 53330	Paid Amt: \$959.00
				7/14/2023	Check Amount: \$959.00
	0717	001	109010		Check
	E 04	005 505 321 401 515		June 2023 Jordan Tennis Camp tshirts 50 each	
					\$500.00
PO#:	57214	Voucher #:	125543	Invoice No: 53307	Paid Amt: \$500.00
				7/28/2023	Check Amount: \$500.00
					Vendor Total: \$1,459.00
2491					
INTEGRATED FIRE & SECURITY					
	0717	001	109011		Check
	E 01	300 865 363 305 000		Initial dispatch	\$195.00
	E 01	300 865 363 305 000		Labor	\$150.00
	E 01	300 865 363 305 000		Truck/Service call	\$85.00
PO#:	57125	Voucher #:	125451	Invoice No: 92123	Paid Amt: \$430.00
				7/28/2023	Check Amount: \$430.00
					Vendor Total: \$430.00
4664					
IXL LEARNING					
	0717	001	109043		Check
	E 01	128 211 000 406 000		Grade 5-8 Math, ELA, and Social	\$11,275.00
	E 01	100 203 000 406 000		Grades K-4 Math	\$6,875.00
	E 01	300 211 302 406 000		Grades 9-12 Math	\$1,925.00
	E 01	300 407 740 406 000		SPED 9-12 ELA and Math	\$413.00
PO#:	56946	Voucher #:	125557	Invoice No: S466975	Paid Amt: \$20,488.00
				7/28/2023	Check Amount: \$20,488.00
					Vendor Total: \$20,488.00
25364					
JORDAN COMMERCIAL CLUB					
	0717	001	108934		Check
	E 04	005 505 321 820 000		C. Bahn	\$55.00
	E 01	005 020 000 820 000		R. Evenson	\$55.00
PO#:	56968	Voucher #:	125301	Invoice No: Bahn/Evenson	Paid Amt: \$110.00
				7/14/2023	Check Amount: \$110.00
					Vendor Total: \$110.00
1920					
JORDAN DOLLARS FOR SCHOLARS					
	0717	001	109012		Check
	R 01	300 211 000 096 276		May 2023	\$790.00

Jordan Public Schools Detail Payment Register By Vendor

Code Rcd	Vendor	Co	Bank	Check No	Pmt/Void Date	Pmt Type
1920 JORDAN DOLLARS FOR SCHOLARS						
	0717	001	109012			
	R 01	300	211	000 096 276	CC Fee	
PO#: 57195	Voucher #:	125480	Invoice	Invoice No: May 2023	7/28/2023	
						Paid Amt: \$761.03
						Check Amount: \$761.03
						Vendor Total: \$761.03
10692 JOSTENS INC						
	0717	001	108965			
	E 01	300	790	000 849 000	Diploma's for M. Taylor, O, Rohr, R. Avila Pena	
	E 01	300	790	000 849 000	Shipping	
PO#: 56769	Voucher #:	125336	Invoice	Invoice No: 31671831	7/14/2023	
						Paid Amt: \$29.30
						Check Amount: \$29.30
						Vendor Total: \$29.30
6232 JUNGBAUER, DEANNA						
	0717	001	108966			
	B 02	230	000		D. Jungbauer	
PO#: 57078	Voucher #:	125337	Invoice	Invoice No: Refund	7/14/2023	
						Paid Amt: \$156.65
						Check Amount: \$156.65
						Vendor Total: \$156.65
4931 KIDSCREATE STUDIO						
	0717	001	108967			
	E 04	005	505	321 305 503	6/29/23 Art Academy 8 students \$78 each	
PO#: 57016	Voucher #:	125362	Invoice	Invoice No: 1054 V1	7/14/2023	
	E 04	005	505	321 305 503	June 2023 Tie Dye Party class	
PO#: 56952	Voucher #:	125363	Invoice	Invoice No: 18575372	7/14/2023	
						Paid Amt: \$418.00
						Check Amount: \$418.00
						Vendor Total: \$1,042.00
2254 KOHLHARDT, DEB						
	0717	001	108968			
	E 04	005	508	321 305 000	1/5/23-2/9/23	
	E 04	005	508	321 305 000	2/23-23-3/23-23	
						Check Amount: \$344.40
						Check Amount: \$186.20

Jordan Public Schools Detail Payment Register By Vendor

Code Rcd	Vendor Co	Bank	Check No	Pmt/Void Date	Pmt Type
2254 KOHLHARDT, DEB					
	0717	001	108968		
	E 04	005 508 321 305 000		4/6/23-6/1/23	Check
				\$470.40	
PO#:	56985	Voucher #:	125338	Invoice No: Gentle Yoga	
				7/14/2023	
				Paid Amt: \$1,001.00	
				Check Amount: \$1,001.00	
				Vendor Total: \$1,001.00	
5637 KRAUS-ANDERSON CONSTRUCTION COMPANY					
	0717	001	108969		
	E 06	005 870 023 305 000		June 2023 Abatement Bond	Check
				\$33,048.85	
PO#:		Voucher #:	125339	Invoice No: KA58832	
				7/14/2023	
				Paid Amt: \$33,048.85	
				Check Amount: \$33,048.85	
				Vendor Total: \$33,048.85	
3560 LARSON ENGINEERING, INC.					
	0717	001	108970		
	E 06	005 870 023 305 000		Abatement Bond 5/23/23-6/22/23	Check
				\$2,500.00	
PO#:	57067	Voucher #:	125340	Invoice No: 0001392	
				7/14/2023	
				Paid Amt: \$2,500.00	
				Check Amount: \$2,500.00	
				Vendor Total: \$2,500.00	
23240 MASBO					
	0717	001	108935		
	E 01	005 110 000 820 000		FY24 Membership A. Hafemann	Check
				\$110.00	
PO#:	56972	Voucher #:	125304	Invoice No: 300007227	
				7/14/2023	
				Paid Amt: \$110.00	
PO#:	57059	Voucher #:	125305	Invoice No: 300007412	
				7/14/2023	
				Paid Amt: \$110.00	
				Check Amount: \$220.00	
				Vendor Total: \$220.00	
3643 MASE					
	0717	001	108971		
	E 01	005 420 419 366 640		MASE Spring Conference May 10-12, 2023 S. S	Check
				\$329.00	
PO#:	56948	Voucher #:	125341	Invoice No: Order#21-29417	
				7/14/2023	
				Paid Amt: \$329.00	
				Check Amount: \$329.00	
				Vendor Total: \$329.00	
25631 MASSP					
	0717	001	108936		
	E 01	300 050 000 820 000		Active	Check
				\$595.00	
	E 01	300 050 000 820 000		Individual	
				\$250.00	

Jordan Public Schools Detail Payment Register By Vendor

Code Rcd	Vendor	Co	Bank	Check No	Pmt/Void Date	Pmt Type
25631	MASSP	0717	001	108936		Check
			E 01 300 050 000 820 000			\$20.00
			Invoice No: 1099		7/14/2023	
						Paid Amt: \$865.00
						Check Amount: \$865.00
						Vendor Total: \$865.00
25921	MCDONALD, JENNIFER	0717	001	108972		Check
			E 01 100 412 740 366 000			\$159.03
			Invoice No: Reimbursement		7/14/2023	
						Paid Amt: \$159.03
						Check Amount: \$159.03
						Vendor Total: \$159.03
28878	MEDICARE BLUE RX	0717	001	108937		Check
			B 01 215 024			\$179.00
			Invoice No: 231570185254		7/14/2023	
						Paid Amt: \$179.00
						Check Amount: \$179.00
						Vendor Total: \$179.00
6231	MELLGREN, ASHLEY	0717	001	108973		Check
			B 02 230 000			\$9.60
			B 02 230 000			\$27.00
			Invoice No: Refund		7/14/2023	
						Paid Amt: \$36.60
						Check Amount: \$36.60
						Vendor Total: \$36.60
10827	MESPA	0717	001	108938		Check
			E 01 100 050 000 820 000			\$972.00
			Invoice No: 15337		7/14/2023	
						Paid Amt: \$972.00
						Check Amount: \$972.00
						Vendor Total: \$972.00
19813	METRO ECSU - BRIGHT WORKS	0717	001	109045		Check
			E 01 005 010 000 820 000			\$1,200.00
			Invoice No: 15337		7/14/2023	
						Paid Amt: \$972.00
						Check Amount: \$972.00
						Vendor Total: \$972.00

Jordan Public Schools Detail Payment Register By Vendor

Code Rcd	Vendor Co	Bank	Check No	Pmt/Void Date	Pmt Type	
19813 METRO ECSU - BRIGHT WORKS						
	0717	001	109045			
	E 01	005 010 000	820 000	FY24 Student Fee	Check	\$2,214.00
PO#:	57263	Voucher #:	125560	Invoice No: INV0001895	Paid Amt:	\$3,414.00
					Check Amount:	\$3,414.00
					Vendor Total:	\$3,414.00
5867 METRONET						
	0717	001	109046		Check	
	E 04	005 582 344	320 000	School Readiness		\$25.41
	E 04	005 570 321	320 000	Kids Co		\$7.26
	E 02	005 770 701	320 000	ES Food Service		\$3.63
	E 01	100 203 000	320 000	ES		\$326.66
	E 04	005 505 321	320 550	CERC		\$16.96
	E 02	005 770 701	320 000	ES Food Service		\$4.24
	E 01	128 211 000	320 000	MS		\$402.81
	E 02	005 770 701	320 000	HS Food Service		\$9.01
	E 01	300 211 000	320 000	HS		\$441.48
PO#:		Voucher #:	125559	Invoice No: July 2023	Paid Amt:	\$1,237.46
					Check Amount:	\$1,237.46
					Vendor Total:	\$1,237.46
26865 MID COUNTY FABRICATING INC.						
	0717	001	108974		Check	
	E 01	300 298 000	401 297	Parts-HS Robotics		\$160.00
PO#:	57071	Voucher #:	125344	Invoice No: 43822	Paid Amt:	\$160.00
					Check Amount:	\$160.00
					Vendor Total:	\$160.00
25844 MN HISTORICAL SOCIETY						
	0717	001	108975		Check	
	E 04	005 570 321	369 000	Kids Co CREW 6/21/23		\$120.00
PO#:	56986	Voucher #:	125345	Invoice No: 29207	Paid Amt:	\$120.00
					Check Amount:	\$120.00
					Vendor Total:	\$120.00
3967 MN VALLEY ELECTRIC COOPERATIVE						
	0717	001	108976		Check	
	E 01	005 810 000	330 201	Ballfield Lights		\$16.11
PO#:		Voucher #:	125347	Invoice No: 7/7/23	Paid Amt:	\$16.11
					Check Amount:	\$16.11
					Vendor Total:	\$16.11

Jordan Public Schools Detail Payment Register By Vendor

Code Rcd	Vendor Co	Bank	Check No	Pmt/Void Date	Pmt Type	Amount
5066 MONTGOMERY SPORTSMEN'S CLUB						
	0717	001	108977		Check	
	E 04	005	505 321 401 514	Youth Trap Rounds June 2023		\$980.00
PO#:	56905	Voucher #:	125346	Invoice No: 6/19/23	7/14/2023	\$980.00
						Vendor Total: \$980.00
5945 Mosa Mack Science, Inc.						
	0717	001	108939		Check	
	E 01	128	211 302 406 000	Mosa Mack Middle School License		\$3,115.75
PO#:	56932	Voucher #:	125302	Invoice No: 3573	7/14/2023	\$3,115.75
						Vendor Total: \$3,115.75
3315 MRI SOFTWARE LLC						
	0717	001	109014		Check	
	E 01	005	110 000 305 000	Jan 2023		\$11.00
PO#:	57189	Voucher #:	125452	Invoice No: MRIUS1329871	7/28/2023	\$11.00
	E 01	300	292 000 302 000	Boosters Billed Apr 2023		\$11.00
PO#:	57189	Voucher #:	125453	Invoice No: MRIUS1389612	7/28/2023	\$11.00
	E 01	005	110 000 305 000	Apr 2023		\$4.00
PO#:	57189	Voucher #:	125454	Invoice No: MRIUS1402219	7/28/2023	\$4.00
	E 04	005	505 321 305 000	May 2023 CE		\$263.00
	E 01	005	110 000 305 000	May 2023		\$47.00
PO#:	57189	Voucher #:	125455	Invoice No: MRIUS1492522	7/28/2023	\$310.00
	E 04	005	505 321 305 000	June 2023 CE		\$77.00
PO#:	57189	Voucher #:	125456	Invoice No: MRIUS1542626	7/28/2023	\$77.00
						Vendor Total: \$413.00
2013 NAC MECHANICAL & ELECTRICAL SERVICES						
	0717	001	109015		Check	
	E 02	300	770 701 350 000	Temp sensor at JHS cooler		\$544.00
	E 01	100	810 000 350 272	Alteron system at JES		\$366.50
PO#:	57131	Voucher #:	125457	Invoice No: 213727/213731	7/28/2023	\$910.50
						Vendor Total: \$910.50

Jordan Public Schools Detail Payment Register By Vendor

Code Rcd	Vendor Co	Bank	Check No	Pmt/Void Date	Pmt Type	Amount
25315 NASSP						
	0717	001	109047		Check	\$385.00
	E 01	300 291 000 820 384	Membership fee for NHS			
PO#:	56762	Voucher #:	125561	Invoice No:	9001693298	7/28/2023
						Paid Amt: \$385.00
						Check Amount: \$385.00
						Vendor Total: \$385.00
4577 NEW BRIGHTON COMMUNITY CENTER						
	0717	001	108978		Check	\$489.63
	E 04	005 570 321 369 000	Kids Co FT 6/7/23			
PO#:	57075	Voucher #:	125348	Invoice No:	6/7/23	7/14/2023
						Paid Amt: \$489.63
						Check Amount: \$489.63
						Vendor Total: \$489.63
26584 NEW DOMINION SCHOOL						
	0717	001	108979		Check	\$645.47
	E 01	998 211 000 390 000	Reg Ed			
	E 01	998 408 740 394 000	SPED			
PO#:	57072	Voucher #:	125349	Invoice No:	11693	7/14/2023
						Paid Amt: \$2,339.47
						Check Amount: \$2,339.47
						Vendor Total: \$2,339.47
3256 NEW PRAGUE AREA SCHOOLS						
	0717	001	109016		Check	\$1,171.71
	E 01	300 292 000 391 000	Adaptive Hockey			
	E 01	300 292 000 391 000	Adaptive Softball			
PO#:	57194	Voucher #:	125479	Invoice No:	2022-23 Adaptive	7/28/2023
						Paid Amt: \$1,955.18
						Check Amount: \$1,955.18
						Vendor Total: \$1,955.18
4310 OLSON, BRIANNE						
	0717	001	109017		Check	\$100.00
	R 04	000 505 321 050 000	April 2023 Celebrate Jordan face painting			
PO#:	56434	Voucher #:	125542	Invoice No:	4/8/23	7/28/2023
						Paid Amt: \$100.00
						Check Amount: \$100.00
						Vendor Total: \$100.00
5296 ORT/JONATHAN&THERESA						
	0717	001	108980		Check	\$21.00
	R 02	300 770 701 601 000	W. Ort			
PO#:	57103	Voucher #:	125350	Invoice No:	Refund	7/14/2023
						Paid Amt: \$21.00
						Check Amount: \$21.00
						Vendor Total: \$21.00

Jordan Public Schools Detail Payment Register By Vendor

Code Rcd	Vendor Co	Bank	Check No	Pmt/Void Date	Pmt Type
10987 OWENS COMPANIES, INC.					
	0717	001	109018		
	E 01	128 810 000 350 272			Check
		Air handling unit in gym		\$818.78	
PO#:	57134	Voucher #:	125458 Invoice	7/28/2023	Paid Amt: \$818.78
			Invoice No: 35015		Check Amount: \$818.78
				Vendor Total:	\$818.78
25600 POSTMASTER					
	0717	001	108992		
	E 01	128 211 000 305 000	MS	\$77.48	Check
	E 01	300 211 000 305 000	HS	\$77.48	
PO#:		Voucher #:	125370 Invoice	7/19/2023	Paid Amt: \$154.96
			Invoice No: FY24 Open House		Check Amount: \$154.96
				Vendor Total:	\$154.96
6244 POUCKI, AMANDA					
	0717	001	109019		
	B 02	230 000		\$185.00	Check
		FY23 Lunch Account Refund			
PO#:		Voucher #:	125545 Invoice	7/28/2023	Paid Amt: \$185.00
			Invoice No: Refund		Check Amount: \$185.00
				Vendor Total:	\$185.00
5071 QUADIEMT FINANCE USA, INC					
	0717	001	109020		
	E 01	128 211 000 329 000		\$400.00	Check
		MS Postage Meter Fill 6/30/23			
PO#:	57260	Voucher #:	125494 Invoice	7/28/2023	Paid Amt: \$400.00
			Invoice No: 7/16/23		Check Amount: \$400.00
				Vendor Total:	\$400.00
11072 RADERMACHER FOODS INC.					
	0717	001	108981		
	E 04	005 570 321 401 000	Kids Co	\$17.56	Check
	E 04	005 570 321 401 000	Kids Co	\$69.19	
PO#:		Voucher #:	125351 Invoice	7/14/2023	Paid Amt: \$86.75
			Invoice No: Acct#26211		Check Amount: \$86.75
				Vendor Total:	\$86.75
109021					
	0717	001	109021		
	E 01	005 211 318 401 000	A&I	\$46.40	Check
	E 01	128 211 303 401 277	MS Targeted Services	\$47.50	

Jordan Public Schools Detail Payment Register By Vendor

Code Rcd	Vendor Co	Bank	Check No	Pmt/Void Date	Pmt Type	
11072 RADERMACHER FOODS INC.						
	0717	001	109021		Check	
		E 01	300 292 000 302 000		\$39.13	
		E 01	300 402 740 433 250	Boosters	\$56.27	
		E 01	100 411 740 433 250	SPED HS	\$40.65	
		E 01	128 402 740 433 250	SPED ES	\$22.48	
		E 01	128 411 740 433 250	SPED MS	\$36.01	
		E 01	100 411 740 433 250	SPED ES	\$38.57	
PO#:	Voucher #:	125459	Invoice	Invoice No: Acct#26200	7/28/2023	Paid Amt: \$327.01
					Check Amount:	\$327.01
					Vendor Total:	\$413.76
3845 RADICK, JEFFREY						
	0717	001	108982		Check	
PO#:	56984	Voucher #:	125352	Invoice	Invoice No: Reimbursement	7/14/2023
					Paid Amt: \$225.00	Check Amount: \$225.00
					Vendor Total:	\$225.00
4630 RAKERS, KIIRSTEN						
	0717	001	108983		Check	
PO#:	57085	Voucher #:	125353	Invoice	Invoice No: Reimbursement	7/14/2023
					Paid Amt: \$31.64	Check Amount: \$31.64
					Vendor Total:	\$31.64
20698 RATWIK, ROSZAK & MALONEY, PA						
	0717	001	108984		Check	
PO#:	57066	Voucher #:	125354	Invoice	Invoice No: 73926	7/14/2023
					Paid Amt: \$705.00	Check Amount: \$705.00
					Vendor Total:	\$705.00
3354 S.M. HENTGES & SONS INC						
	0717	001	109054		Check	
PO#:	57066	Voucher #:	125568	Invoice	Invoice No: Application #2	7/31/2023
					Paid Amt: \$176,464.63	Check Amount: \$176,464.63
					Vendor Total:	\$176,464.63

Jordan Public Schools Detail Payment Register By Vendor

Code Rcd	Vendor Co	Bank	Check No	Pmt/Void Date	Pmt Type
6225 SABB SHAKOPEE JUNIOR LEGION					
	0717	001	108990		
	E 04	005 505 321 305 515		2023 Summer Junior Legion gate fee	Check
					\$200.00
PO#:	57018	Voucher #:	125366	Invoice No: July 2023	
				7/14/2023	
					Paid Amt: \$200.00
					Check Amount: \$200.00
					Vendor Total: \$200.00
5886 SAYERS, KEVIN(EMPLOYEE)					
	0717	001	109048		
	E 01	128 211 163 430 012		Dollar Tree 7/16/23	Check
	E 01	128 211 163 430 012		Radermachers 7/13/23	
	E 01	128 211 163 430 012		Walmart 7/15/23	
					\$13.75
					\$14.98
					\$22.54
PO#:	57259	Voucher #:	125563	Invoice No: Reimbursement	
				7/28/2023	
					Paid Amt: \$51.27
					Check Amount: \$51.27
					Vendor Total: \$51.27
26125 SCHOLASTIC BOOK FAIRS-15					
	0717	001	109022		
	R 01	100 203 000 619 800		Inv#13446131-K. Sayers ES Book Fair \$	Check
					\$58.67
PO#:	57149	Voucher #:	125460	Invoice No: 13446131	
				7/28/2023	
					Paid Amt: \$58.67
					Check Amount: \$58.67
					Vendor Total: \$58.67
29095 SCHOOL NUTRITION DIRECTORS OF MN					
	0717	001	108940		
	E 02	005 770 701 820 000		FY24 Membership K. Raser	Check
					\$100.00
PO#:	57089	Voucher #:	125308	Invoice No: K. Raser	
				7/14/2023	
					Paid Amt: \$100.00
					Check Amount: \$100.00
					Vendor Total: \$100.00
3414 SCHWICKERT'S TECTA AMERICA, LLC					
	0717	001	109023		
	E 01	100 810 000 350 272		JES roof leaks - 03/21/23	Check
					\$1,914.92
PO#:	57129	Voucher #:	125461	Invoice No: S510107715	
				7/28/2023	
					Paid Amt: \$1,914.92
PO#:	57129	Voucher #:	125462	Invoice No: S510107727	
				7/28/2023	
					Paid Amt: \$1,611.40
PO#:	57129	Voucher #:	125463	Invoice No: S510109988	
				7/28/2023	
					Paid Amt: \$1,425.46
					Check Amount: \$4,951.78
					Vendor Total: \$4,951.78

Jordan Public Schools Detail Payment Register By Vendor

Code Rcd	Vendor Co	Bank	Check No	Pmt/Void Date	Pmt Type
10214 SOUTHWEST METRO INTERMEDIATE DISTRICT					
	0717	001	108985		
		E 01	998 211 000 390 000	FY23 CCJ Tuition Billing	Check
					\$1,233.76
PO#:	57068	Voucher #:	125355 Invoice	Invoice No: 4602	Paid Amt:
			E 01 998 211 000 390 000	FY23 Prairie Care Tuition Billing	\$1,233.76
PO#:	57069	Voucher #:	125356 Invoice	Invoice No: 4613	Paid Amt:
			E 01 998 211 000 390 000	Catalyst	\$2,084.64
			E 01 998 211 000 390 000	SW Metro	\$4,169.28
PO#:	57070	Voucher #:	125357 Invoice	Invoice No: 4632	Paid Amt:
					\$6,253.92
					Check Amount: \$8,980.42
0717 001 109024					
		E 01	998 216 406 303 000	FY23 Title One Funds JAF	Check
					\$12,430.66
					(\$12,430.66)
					\$90.00
					\$12,340.66
PO#:	57145	Voucher #:	125464 Invoice	Invoice No: 4709	Paid Amt:
			E 01 998 416 740 394 000	A. Hunter-FY23 Homebound L. Lambrecht Apr-1	\$12,430.66
PO#:	57147	Voucher #:	125465 Invoice	Invoice No: 4662	Paid Amt:
			E 01 998 203 000 390 000	FY23 4th Qtr Online/Elevate April-June 2023-Ol	\$2,911.28
			E 01 998 211 000 390 000	FY23 4th Qtr Online/Elevate April-June 2023-Ol	\$1,103.70
					\$29,651.26
PO#:	57192	Voucher #:	125466 Invoice	Invoice No: 4689	Paid Amt:
					\$30,754.96
					Check Amount: \$46,096.90
					Vendor Total: \$55,077.32
4180 SOUTHWEST WEST CENTRAL SERVICE COOP					
	0717	001	109025		
		E 01	005 760 733 350 000	Bryan Martin	Check
					\$12.00
					\$12.00
PO#:	57123	Voucher #:	125467 Invoice	Invoice No: 72274	Paid Amt:
					\$24.00
					Check Amount: \$24.00
					Vendor Total: \$24.00
25711 STAR GROUP, LLC/NAPA AUTO PARTS					
	0717	001	109026		
		E 01	005 810 000 350 274	ATM-15 fuse-weed sprayer	Check
					\$5.69
PO#:	57124	Voucher #:	125468 Invoice	Invoice No: 863903	Paid Amt:
					\$5.69
					Check Amount: \$5.69
					Vendor Total: \$5.69

Jordan Public Schools Detail Payment Register By Vendor

Code Rcd	Vendor Co	Bank	Check No	Pmt/Void Date	Pmt Type
25711 STAR GROUP, LLC/NAPA AUTO PARTS					
	0717	001	109049		
	E 01	005	810 000 401 000	7/28/2023	Check
			Repel wiper blade		\$25.98
PO#:	57207	Voucher #:	125562	Invoice No:	868821/867037
					Paid Amt: \$61.67
					Check Amount: \$61.67
				Vendor Total:	\$67.36
5224 STROH, MONICA					
	0717	001	108986		
	R 02	300	770 701 601 000	7/14/2023	Check
			A. Stroh		\$44.60
PO#:	57105	Voucher #:	125358	Invoice No:	Refund
					Paid Amt: \$44.60
					Check Amount: \$44.60
				Vendor Total:	\$44.60
4945 TECH ACADEMY/COMPUTER EXPLORERS					
	0717	001	109050		
	E 04	005	505 321 305 503	7/28/2023	Check
			7/7/23 Extreme Tech Robotics class 12 students		\$864.00
PO#:	57090	Voucher #:	125564	Invoice No:	4980
					Paid Amt: \$864.00
					Check Amount: \$864.00
				Vendor Total:	\$864.00
6119 THE TOONIES LLC					
	0717	001	108993		
	E 04	005	570 321 369 000	7/25/2023	Check
			Kids Co FT 7/26/23-Balance Due		\$460.00
PO#:		Voucher #:	125437	Invoice No:	7/26/23
					Paid Amt: \$460.00
					Check Amount: \$460.00
				Vendor Total:	\$460.00
5903 TILL 360, LLC					
	0717	001	108941		
	E 01	100	203 000 406 000	7/14/2023	Check
			ES		\$1,495.00
	E 01	128	211 000 406 000		\$1,495.00
			MS		\$1,495.00
	E 01	300	211 000 406 000		\$1,495.00
			HS		\$1,495.00
PO#:	56967	Voucher #:	125309	Invoice No:	230505MIN
					Paid Amt: \$4,485.00
					Check Amount: \$4,485.00
				Vendor Total:	\$4,485.00
6001 TOWN & COUNTRY GLASS INC					
	0717	001	109027		
	E 01	100	810 000 350 272		Check
			Insulated unit low-E		\$129.34
	E 01	100	810 000 350 272		\$10.00
			Supplies		\$10.00

Jordan Public Schools Detail Payment Register By Vendor

Code	Rcd	Vendor	Co	Bank	Check No	Pmt/Void Date	Pmt Type	Amount
6001 TOWN & COUNTRY GLASS INC								
		0717	001	109027			Check	
		E 01	100	810	000	350	272	Labor
		PO#: 57133	Voucher #:	125469	Invoice	Invoice No: 23085	7/28/2023	\$165.00
								Paid Amt: \$304.34
								Check Amount: \$304.34
								Vendor Total: \$304.34
2669 TRUGREEN								
		0717	001	109028			Check	
		E 01	100	810	000	350	199	JES - 06/03/23
		PO#: 57132	Voucher #:	125470	Invoice	Invoice No: 176911510	7/28/2023	\$578.89
		E 01	128	810	000	350	199	JMS - 06/03/23
		PO#: 57132	Voucher #:	125471	Invoice	Invoice No: 176911544	7/28/2023	\$1,215.43
		E 01	300	810	000	350	199	JHS - 06/20/23
		PO#: 57132	Voucher #:	125472	Invoice	Invoice No: 178150070	7/28/2023	\$3,481.81
		E 01	998	810	000	305	000	RV - 06/03/23
		PO#: 57132	Voucher #:	125473	Invoice	Invoice No: 176911598	7/28/2023	\$274.75
		E 01	998	810	000	305	000	Rental - 06/03/23
		PO#: 57132	Voucher #:	125474	Invoice	Invoice No: 176907524	7/28/2023	\$268.38
								Paid Amt: \$5,819.26
								Check Amount: \$5,819.26
								Vendor Total: \$5,819.26
2515 UNIVERSAL ATHLETIC								
		0717	001	109029			Check	
		E 04	005	505	321	401	515	Summer 2023 baseball score books, home plate
		PO#: 56864	Voucher #:	125475	Invoice	Invoice No: 150-0069958-01	7/28/2023	\$120.96
								Paid Amt: \$120.96
								Check Amount: \$120.96
								Vendor Total: \$120.96
23084 WASTE MANAGEMENT OF WI-MN								
		0717	001	109030			Check	
		E 01	300	810	000	330	202	20 yard roll off dumpster
		PO#: 57135	Voucher #:	125476	Invoice	Invoice No: 8909688-2282-9	7/28/2023	\$1,060.89
								Paid Amt: \$1,060.89
								Check Amount: \$1,060.89
								Vendor Total: \$1,060.89
01592 WEBER, LEAH								
		0717	001	108987			Check	
		E 01	100	407	740	433	250	Cub Foods/Target
		PO#:	Voucher #:	125359	Invoice	Invoice No: Reimbursement	7/14/2023	\$52.37
								Paid Amt: \$52.37
								Check Amount: \$52.37
								Vendor Total: \$52.37

Jordan Public Schools Detail Payment Register By Vendor

Code Rcd	Vendor Co	Bank	Check No	Pmt/Void Date	Pmt Type
5299	WEEDMAN/JON&NICOLE	0717 001	108988		
	R 02 300 770 701 601 000				Check
	M. Weedman				\$46.35
PO#: 57104	Voucher #: 125360	Invoice	Invoice No: Refund	7/14/2023	Paid Amt: \$46.35
					Check Amount: \$46.35
					Vendor Total: \$46.35
11454	WOLF MOTOR CO INC	0717 001	109051		
	E 01 005 810 000 350 200				Check
	Sliding door repairs				\$226.65
PO#: 57208	Voucher #: 125565	Invoice	Invoice No: 6250859/1	7/28/2023	Paid Amt: \$226.65
					Check Amount: \$226.65
					Vendor Total: \$226.65
5916	YAMAHA GOLF & UTILITY	0717 001	109031		
	E 01 300 790 000 849 000				Check
	6 passenger rental-Golf cart rental for graduator				\$950.00
PO#: 57130	Voucher #: 125477	Invoice	Invoice No: 01-290586	7/28/2023	Paid Amt: \$950.00
					Check Amount: \$950.00
					Vendor Total: \$950.00
					Report Total: \$542,854.26

Jordan Public Schools
Detail Payment Register By Vendor
Fund Summary

Fund Description	Total
01 General Fund	\$241,357.05
02 Food Service Fund	\$20,418.10
04 Community Education	\$25,636.63
06 Building Fund	\$255,442.48
Report Total	\$542,854.26

Jordan Public Schools Detail Payment Register By Vendor

Code Rcd	Vendor	Co	Bank	Check No	Pmt/Void Date	Pmt Type
24385	AFLAC	0717	001			
			B 01	215 060	American Family/Flex Cancer	Wire
PO#:	Voucher #:		125229	Invoice	7/31/2023	Paid Amt: \$52.95
			B 01	215 060	American Family/Flex Cancer	\$52.95
PO#:	Voucher #:		125593	Invoice	7/31/2023	Paid Amt: \$52.95
						Check Amount: \$105.90
Vendor Total: \$105.90						
28892	AVIBEN	0717	001			
			B 01	215 056	American Express	Wire
PO#:	Voucher #:		125228	Invoice	7/14/2023	Paid Amt: \$1,495.87
			B 01	215 055	Equitable Life	\$2,170.86
PO#:	Voucher #:		125232	Invoice	7/14/2023	Paid Amt: \$2,170.86
			B 01	215 050	ECONOMIC SERVICES	\$741.74
PO#:	Voucher #:		125233	Invoice	7/14/2023	Paid Amt: \$741.74
			B 01	215 053	Fidelity Investment	\$612.50
PO#:	Voucher #:		125235	Invoice	7/14/2023	Paid Amt: \$612.50
			B 01	215 068	ING/Aetna	\$152.04
			B 01	215 080	First Investors Corporation	\$316.68
PO#:	Voucher #:		125236	Invoice	7/14/2023	Paid Amt: \$468.72
			B 01	215 064	Franklin Templeton	\$1,655.35
PO#:	Voucher #:		125237	Invoice	7/14/2023	Paid Amt: \$1,655.35
			B 01	215 069	Orchard Trust/Great West	\$100.00
PO#:	Voucher #:		125238	Invoice	7/14/2023	Paid Amt: \$100.00
			B 01	215 078	Horace Mann	\$2,977.41
PO#:	Voucher #:		125239	Invoice	7/14/2023	Paid Amt: \$2,977.41
			B 01	215 068	ING/Aetna	\$5,701.97
PO#:	Voucher #:		125240	Invoice	7/14/2023	Paid Amt: \$5,701.97
			B 01	215 077	Modern Woodmen	\$104.83
PO#:	Voucher #:		125245	Invoice	7/14/2023	Paid Amt: \$104.83
			B 01	215 057	Thrivent Financial	\$519.70
PO#:	Voucher #:		125248	Invoice	7/14/2023	Paid Amt: \$519.70
			B 01	215 067	Valic	\$479.84
PO#:	Voucher #:		125250	Invoice	7/14/2023	Paid Amt: \$479.84
			B 01	215 056	American Express	\$841.18
PO#:	Voucher #:		125252	Invoice	7/14/2023	Paid Amt: \$841.18
			B 01	215 064	Franklin Templeton	\$807.17
PO#:	Voucher #:		125256	Invoice	7/14/2023	Paid Amt: \$807.17
			B 01	215 078	Horace Mann	\$435.28
PO#:	Voucher #:		125257	Invoice	7/14/2023	Paid Amt: \$435.28

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 01 215 068	ING/Aetna	7/14/2023	Wire
				125258 Invoice	Invoice No: S2024010		Paid Amt: \$1,416.69
	PO#:	Voucher #:		B 01 215 057	Thrivent Financial	7/14/2023	Paid Amt: \$266.68
				125265 Invoice	Invoice No: S2024010		Paid Amt: \$234.00
	PO#:	Voucher #:		B 01 215 053	Fidelity Investment	7/14/2023	Paid Amt: \$104.29
				125271 Invoice	Invoice No: S202324S10		Paid Amt: \$104.29
	PO#:	Voucher #:		B 01 215 068	ING/Aetna	7/14/2023	Paid Amt: \$100.00
				125272 Invoice	Invoice No: S202324S10		Paid Amt: \$104.29
	PO#:	Voucher #:		B 01 215 078	Horace Mann	7/14/2023	Paid Amt: \$100.00
				125273 Invoice	Invoice No: S202324S10		Paid Amt: \$100.00
	PO#:	Voucher #:		B 01 215 068	ING/Aetna	7/14/2023	Paid Amt: \$165.22
				125274 Invoice	Invoice No: S202324S10		Paid Amt: \$165.22
							Check Amount: \$21,399.30
							Wire
	PO#:	Voucher #:		B 01 215 056	American Express	7/31/2023	Paid Amt: \$841.18
				125569 Invoice	Invoice No: S2024020		Paid Amt: \$242.00
	PO#:	Voucher #:		B 01 215 053	Fidelity Investment	7/31/2023	Paid Amt: \$638.42
				125573 Invoice	Invoice No: S2024020		Paid Amt: \$95.82
				B 01 215 064	Franklin Templeton		
	PO#:	Voucher #:		B 01 215 068	ING/Aetna	7/31/2023	Paid Amt: \$535.28
				125574 Invoice	Invoice No: S2024020		Paid Amt: \$934.24
	PO#:	Voucher #:		B 01 215 078	Horace Mann	7/31/2023	Paid Amt: \$535.28
				125575 Invoice	Invoice No: S2024020		Paid Amt: \$1,792.73
	PO#:	Voucher #:		B 01 215 068	ING/Aetna	7/31/2023	Paid Amt: \$266.68
				125576 Invoice	Invoice No: S2024020		Paid Amt: \$1,495.87
	PO#:	Voucher #:		B 01 215 057	Thrivent Financial	7/31/2023	Paid Amt: \$2,170.86
				125584 Invoice	Invoice No: S2024020		Paid Amt: \$266.68
	PO#:	Voucher #:		B 01 215 056	American Express	7/31/2023	Paid Amt: \$1,495.87
				125592 Invoice	Invoice No: S202324S1		Paid Amt: \$2,170.86
	PO#:	Voucher #:		B 01 215 055	Equitable Life	7/31/2023	Paid Amt: \$616.68
				125596 Invoice	Invoice No: S202324S1		Paid Amt: \$612.50
	PO#:	Voucher #:		B 01 215 050	ECONOMIC SERVICES	7/31/2023	Paid Amt: \$616.68
				125597 Invoice	Invoice No: S202324S1		Paid Amt: \$612.50
	PO#:	Voucher #:		B 01 215 053	Fidelity Investment	7/31/2023	Paid Amt: \$152.04
				125599 Invoice	Invoice No: S202324S1		Paid Amt: \$316.68
	PO#:	Voucher #:		B 01 215 068	ING/Aetna	7/31/2023	Paid Amt: \$468.72
				B 01 215 080	First Investors Corporation		
	PO#:	Voucher #:		125600 Invoice	Invoice No: S202324S1	7/31/2023	Paid Amt: \$468.72

Jordan Public Schools Detail Payment Register By Vendor

Code Rcd	Vendor	Co	Bank	Check No	Invoice No:	Pmt/Void Date	Pmt Type	Check Amount:	
28892	AVIBEN	0717	001				Wire		
			B 01 215 064		Franklin Templeton				
PO#:	Voucher #:		125601 Invoice		S202324S1	7/31/2023	Paid Amt:	\$1,655.35	
PO#:	Voucher #:		B 01 215 069		Orchard Trust/Great West		Paid Amt:	\$100.00	
PO#:	Voucher #:		B 01 215 078		Horace Mann	7/31/2023	Paid Amt:	\$2,977.41	
PO#:	Voucher #:		B 01 215 068		ING/Aetna	7/31/2023	Paid Amt:	\$5,701.97	
PO#:	Voucher #:		B 01 215 077		Modern Woodmen	7/31/2023	Paid Amt:	\$104.83	
PO#:	Voucher #:		B 01 215 057		Thrivent Financial	7/31/2023	Paid Amt:	\$519.70	
PO#:	Voucher #:		B 01 215 067		Valic	7/31/2023	Paid Amt:	\$479.84	
PO#:	Voucher #:		125614 Invoice		S202324S1	7/31/2023	Paid Amt:	\$479.84	
								Vendor Total:	\$21,515.84
11747	BLUE CROSS & BLUE SHIELD	0717	001				Wire		
			B 01 215 020		Health Ins				
PO#:	Voucher #:		125230 Invoice		S202324S0	7/31/2023	Paid Amt:	\$53,049.59	
PO#:	Voucher #:		B 01 215 020		Health Ins		Paid Amt:	\$12,414.79	
PO#:	Voucher #:		B 01 215 020		Health Ins	7/31/2023	Paid Amt:	\$3,242.39	
PO#:	Voucher #:		B 01 215 020		Health Ins	7/31/2023	Paid Amt:	\$15,657.18	
PO#:	Voucher #:		B 01 215 020		Health Ins	7/31/2023	Paid Amt:	\$53,049.59	
PO#:	Voucher #:		B 01 215 020		Health Ins-adj to premium		Paid Amt:	\$16,256.40	
PO#:	Voucher #:		B 01 215 024		Health Ins-Retiree		Paid Amt:	\$5,691.59	
PO#:	Voucher #:		125594 Invoice		S202324S1	7/31/2023	Paid Amt:	\$74,997.58	
								Vendor Total:	\$159,361.53
22350	FRANSDEN BANK AND TRUST	0717	001				Wire		
			B 01 215 003		Fed Tax				
PO#:	Voucher #:		125234 Invoice		S202324S0	7/14/2023	Paid Amt:	\$28,271.51	
PO#:	Voucher #:		B 01 215 010		FICA		Paid Amt:	\$10,371.20	
PO#:	Voucher #:		125242 Invoice		S202324S0	7/14/2023	Paid Amt:	\$10,371.20	

Jordan Public Schools Detail Payment Register By Vendor

Code Rcd	Vendor	Co	Bank	Check No	Invoice No:	Pmt/Void Date	Pmt Type	Check Amount:
22350	FRANSEN BANK AND TRUST							
		0717	001					
			B 01	215 010	FICA		Wire	
PO#:	Voucher #:		125247	Invoice	S202324S0	7/14/2023	Paid Amt:	\$44,345.82
			B 01	215 003	Fed Tax			
PO#:	Voucher #:		125255	Invoice	S2024010	7/14/2023	Paid Amt:	\$5,911.58
			B 01	215 010	FICA			
PO#:	Voucher #:		125260	Invoice	S2024010	7/14/2023	Paid Amt:	\$1,977.52
			B 01	215 010	FICA			
PO#:	Voucher #:		125263	Invoice	S2024010	7/14/2023	Paid Amt:	\$8,455.68
			B 01	215 003	Fed Tax			
PO#:	Voucher #:		125270	Invoice	S202324S10	7/14/2023	Paid Amt:	\$6,389.71
			B 01	215 010	FICA			
PO#:	Voucher #:		125276	Invoice	S202324S10	7/14/2023	Paid Amt:	\$3,306.64
			B 01	215 010	FICA			
PO#:	Voucher #:		125280	Invoice	S202324S10	7/14/2023	Paid Amt:	\$14,138.48
								Check Amount: \$123,168.14
4		0717	001				Wire	
			B 01	215 002	State Tax			
PO#:	Voucher #:		125244	Invoice	S202324S0	7/14/2023	Paid Amt:	\$14,206.66
								Check Amount: \$14,206.66
		0717	001				Wire	
			B 01	215 002	State Tax			
PO#:	Voucher #:		125261	Invoice	S2024010	7/14/2023	Paid Amt:	\$3,493.73
								Check Amount: \$3,493.73
		0717	001				Wire	
			B 01	215 002	State Tax			
PO#:	Voucher #:		125278	Invoice	S202324S10	7/14/2023	Paid Amt:	\$3,956.97
								Check Amount: \$3,956.97
		0717	001				Wire	
			B 01	215 003	Fed Tax			
PO#:	Voucher #:		125572	Invoice	S2024020	7/31/2023	Paid Amt:	\$9,399.14
			B 01	215 010	FICA			
PO#:	Voucher #:		125578	Invoice	S2024020	7/31/2023	Paid Amt:	\$3,938.24
			B 01	215 010	FICA			
PO#:	Voucher #:		125582	Invoice	S2024020	7/31/2023	Paid Amt:	\$16,839.12
			B 01	215 003	Fed Tax			
PO#:	Voucher #:		125587	Invoice	S202324S20	7/31/2023	Paid Amt:	\$43.76
			B 01	215 010	FICA			
PO#:	Voucher #:		125588	Invoice	S202324S20	7/31/2023	Paid Amt:	\$75.40
								Check Amount: \$75.40

Jordan Public Schools Detail Payment Register By Vendor

Code Rcd	Vendor	Co	Bank	Check No	Invoice No:	Pmt/Void Date	Pmt Type	Check Amount:
22350	FRANSEN BANK AND TRUST							
		0717	001				Wire	
			B 01	215 010	FICA			
PO#:	Voucher #:		125590	Invoice	S202324S20	7/31/2023	Paid Amt:	\$322.48
			B 01	215 003	Fed Tax			
PO#:	Voucher #:		125598	Invoice	S202324S1	7/31/2023	Paid Amt:	\$28,271.51
			B 01	215 010	FICA			
PO#:	Voucher #:		125606	Invoice	S202324S1	7/31/2023	Paid Amt:	\$10,371.36
			B 01	215 010	FICA			
PO#:	Voucher #:		125611	Invoice	S202324S1	7/31/2023	Paid Amt:	\$44,346.08
							Check Amt:	\$113,607.09
		0717	001				Wire	
			B 01	215 002	State Tax			
PO#:	Voucher #:		125580	Invoice	S2024020	7/31/2023	Paid Amt:	\$5,740.34
							Check Amt:	\$5,740.34
		0717	001				Wire	
			B 01	215 002	State Tax			
PO#:	Voucher #:		125589	Invoice	S202324S20	7/31/2023	Paid Amt:	\$57.72
							Check Amt:	\$57.72
		0717	001				Wire	
			B 01	215 002	State Tax			
PO#:	Voucher #:		125608	Invoice	S202324S1	7/31/2023	Paid Amt:	\$14,206.66
							Check Amt:	\$14,206.66
							Vendor Total:	\$278,437.31
4689	JORDAN EDUCATION FOUNDATION							
		0717	001	108991			Check	
			B 01	215 073	Jordan Ed Foundation			
PO#:	Voucher #:		125241	Invoice	S202324S0	7/14/2023	Paid Amt:	\$7.00
			B 01	215 073	Jordan Ed Foundation			
PO#:	Voucher #:		125259	Invoice	S2024010	7/14/2023	Paid Amt:	\$45.00
			B 01	215 073	Jordan Ed Foundation			
PO#:	Voucher #:		125275	Invoice	S202324S10	7/14/2023	Paid Amt:	\$10.00
							Check Amt:	\$62.00
		0717	001	109055			Check	
			B 01	215 073	Jordan Ed Foundation			
PO#:	Voucher #:		125577	Invoice	S2024020	7/31/2023	Paid Amt:	\$55.00
			B 01	215 073	Jordan Ed Foundation			
PO#:	Voucher #:		125605	Invoice	S202324S1	7/31/2023	Paid Amt:	\$7.00
							Check Amt:	\$7.00
							Vendor Total:	\$62.00

Jordan Public Schools Detail Payment Register By Vendor

Code Rcd	Vendor	Co	Bank	Check No	Pmt/Void Date	Pmt Type
24948 MN CHILD SUPPORT PYMT CENTER						
	0717	001	B 01	215 029	Child Support	Wire
PO#:	Voucher #:		125243	Invoice	7/14/2023	Paid Amt: \$189.00
						Check Amount: \$189.00
						Vendor Total: \$189.00
27742 MN DEPT OF REVENUE						
	0717	001	B 01	215 074	Garnishment	Wire
PO#:	Voucher #:		125277	Invoice	7/14/2023	Paid Amt: \$72.00
						Check Amount: \$72.00
						Vendor Total: \$72.00
23795 NATIONAL INSURANCE SERVICES						
	0717	001	B 01	215 027	Supplemental Life Ins	Check
			B 01	215 035	Life	\$9.80
			B 01	215 036	Accident	\$896.00
			B 01	215 065	Disability	\$1.60
						\$1,324.07
PO#:	Voucher #:		125246	Invoice	7/31/2023	Paid Amt: \$2,231.47
			B 01	215 027	Supplemental Life Ins	\$7.00
			B 01	215 035	Life	\$96.20
			B 01	215 065	Disability	\$236.78
PO#:	Voucher #:		125262	Invoice	7/31/2023	Paid Amt: \$339.98
			B 01	215 027	Supplemental Life Ins	\$4.20
			B 01	215 035	Life	\$23.14
			B 01	215 065	Disability	\$134.44
PO#:	Voucher #:		125279	Invoice	7/31/2023	Paid Amt: \$161.78
			B 01	215 027	Supplemental Life Ins	\$11.20
			B 01	215 035	Life	\$124.68
			B 01	215 065	Disability	\$400.61
PO#:	Voucher #:		125581	Invoice	7/31/2023	Paid Amt: \$536.49
			B 01	215 027	Supplemental Life Ins	\$9.80

Jordan Public Schools Detail Payment Register By Vendor

Code Rcd	Vendor	Co	Bank	Check No	Pmt/Void Date	Pmt Type
23795 NATIONAL INSURANCE SERVICES						
	0717	001		109056		
		B 01	215	027	Supplemental Life Ins-adj to premium	
		B 01	215	035	Life	(\$0.40)
		B 01	215	035	Life Ins-adj to premium	\$896.00
		B 01	215	026	Life Ins-Retiree	\$104.78
		B 01	215	036	Accident	\$70.00
		B 01	215	065	Disability	\$1.60
		B 01	215	065	Disability-adj to premium	\$1,324.07
PO#:	Voucher #:			Invoice No:	7/31/2023	Check Amount:
	125610			S202324S1		\$2,107.13
						Vendor Total:
						\$5,376.85
21993 PUBLIC EMPLOYEES RETIREMENT ASSN						
	0717	001				
		B 01	215	014	PERA	Wire
PO#:	Voucher #:			Invoice No:	7/14/2023	Check Amount:
	125264			S2024010		\$3,905.62
		B 01	215	014	PERA	Paid Amt: \$3,905.62
		B 01	215	014	171307	\$7,284.91
		B 01	215	014		\$10.00
PO#:	Voucher #:			Invoice No:	7/14/2023	Check Amount:
	125281			S202324S10		\$7,294.91
						Vendor Total:
						\$11,200.53
21994 TEACHERS RETIREMENT ASSN						
	0717	001				
		B 01	215	014	PERA	Wire
PO#:	Voucher #:			Invoice No:	7/31/2023	Check Amount:
	125583			S2024020		\$10,024.21
		B 01	215	018	TRA	Paid Amt: \$10,024.21
		B 01	215	018	TRA	\$63,687.37
		B 01	215	018	TRA	\$6,782.94
		B 01	215	018	TRA	\$7,543.06
PO#:	Voucher #:			Invoice No:	7/14/2023	Check Amount:
	125282			S202324S10		\$7,543.06
						Vendor Total:
						\$21,224.74
	0717	001				
		B 01	215	018	TRA	Wire
PO#:	Voucher #:			Invoice No:	7/31/2023	Check Amount:
	125585			S2024020		\$8,614.83
		B 01	215	018	TRA	Paid Amt: \$8,614.83
		B 01	215	018	TRA	\$59.40
PO#:	Voucher #:			Invoice No:	7/31/2023	Check Amount:
	125591			S202324S20		\$59.40
						Vendor Total:
						\$8,674.23

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	TRA	Wire	
PO#:	Voucher #:	125613	Invoice	Invoice No: S202324S1	7/31/2023	Paid Amt: \$63,687.37	Check Amount: \$72,361.60
						Vendor Total:	\$150,374.97
5942	WEX						
	0717	001	B	01 215 092	Flex-Dep Care	Wire	
			B	01 215 093	Flex-Med Care		
PO#:	Voucher #:	125617	Invoice	Invoice No: S202324S0	7/31/2023	Paid Amt: \$1,718.03	
			B	01 215 091	Flex-Medical Care		
			B	01 215 091	Flex-Med Care-adj to claims		
PO#:	Voucher #:	125619	Invoice	Invoice No: S2024010	7/31/2023	Paid Amt: \$204.24	
			B	01 215 091	Flex-Med Care		
PO#:	Voucher #:	125622	Invoice	Invoice No: S2024020	7/31/2023	Paid Amt: \$229.18	
			B	01 215 092	Flex-Dep Care		
			B	01 215 092	Flex-Dep Care-adj to claims		
			B	01 215 093	Flex-Med Care		
			B	01 215 093	Flex-Med Care-adj to claims		
PO#:	Voucher #:	125624	Invoice	Invoice No: S202324S1	7/31/2023	Paid Amt: \$1,820.32	Check Amount: \$3,971.77
						Vendor Total:	\$3,023.83
	0717	001	B	01 215 028	Flex-Employee Contributions	Wire	
PO#:	Voucher #:	125616	Invoice	Invoice No: S202324S0	7/31/2023	Paid Amt: \$3,023.83	Check Amount: \$3,023.83
						Vendor Total:	\$75.00
	0717	001	B	01 215 028	Flex-Employee Contribution	Wire	
PO#:	Voucher #:	125618	Invoice	Invoice No: S2024010	7/31/2023	Paid Amt: \$75.00	Check Amount: \$75.00
						Vendor Total:	\$205.55
	0717	001	B	01 215 028	Flex Employee Contribution	Wire	
PO#:	Voucher #:	125620	Invoice	Invoice No: S202324S10	7/31/2023	Paid Amt: \$205.55	Check Amount: \$205.55
						Vendor Total:	\$280.55
	0717	001	B	01 215 028	Flex Employee Contribution	Wire	
PO#:	Voucher #:	125621	Invoice	Invoice No: S2024020	7/31/2023	Paid Amt: \$280.55	Check Amount: \$280.55

Jordan Public Schools

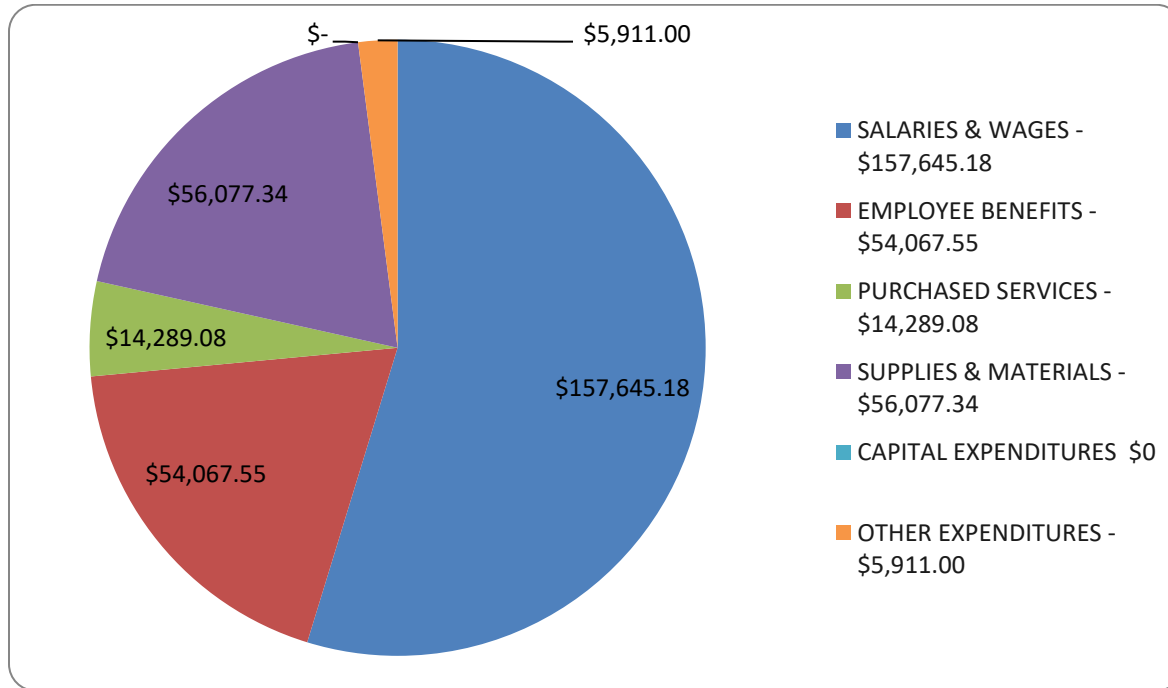
Detail Payment Register By Vendor

Code	Rcd	Vendor	Co	Bank	Check No	Pmt/Void Date	Pmt Type
5942		WEX	0717	001			Wire
			B	01	215 028		
				125623	Invoice	7/31/2023	
PO#:		Voucher #:		Invoice No:		Paid Amt:	Check Amount:
						\$3,023.83	\$3,023.83
						Vendor Total:	\$10,580.53
						Report Total:	\$669,022.97



FUND 01 - EXP GUIDELINE BY OBJECT

AUGUST, 2023



TOTAL EXPENDITURES – FUND 01 - THROUGH JuLY, 2023 – 287,990.15

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/Items
Deb Pauly	Music Program All Schools	\$150.00
Deb Pauly	JHS Band- Uniforms	\$100.00
Deb Pauly	Wolfridge Scholarship Fund	\$50.00
Family of Dorthy Pauly	JES	\$25.00
Penney Family Chiropractic	Run of the Mill Sponsorship '23	\$200.00
Frandsen Bank & Trust	Run of the Mill Sponsorship '23	\$200.00
Radermacher Foods, Inc.	Run of the Mill Sponsorship '23	\$200.00
Quatmann, Inc.	Run of the Mill Sponsorship '23	\$200.00
Hometown Bank	Run of the Mill Sponsorship '23	\$200.00
All In One Delia's Authentic Home Flavor LLC	Run of the Mill Sponsorship '23	\$200.00
Ahlbrecht Masonry, Inc.	Run of the Mill Sponsorship '23	\$200.00
Superior Contracting, Inc.	Run of the Mill Sponsorship '23	\$200.00
Ronald and Elizabeth Malecha	JES Music Department	\$30.00
Diane Hesse - Donna James Memorial	JES Music Department	\$220.00
Anonymous	JES Teachers	\$1,650.00
Clancy's Bar and Pizza Parlor	Run of the Mill Sponsorship '23	\$200.00

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 DISTRICT SCHOOLS
POLICY**

Adopted: September 12, 2007

Revised: August 14th, 2023

102 EQUAL EDUCATIONAL OPPORTUNITY

I. PURPOSE

The purpose of this policy is to ensure that equal educational opportunity is provided for all students of the school district.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to provide equal educational opportunity for all students. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, including gender identity and expression, or age. The school district also makes reasonable accommodations for students with disabilities.
- B. The school district prohibits harassment and discrimination of any individual based on any of the protected classifications listed above. For information about the types of conduct that constitute violation of the school district's policy on harassment and violence and the school district's procedures for addressing such complaints, refer to the school district's policy on harassment and violence (Policy 413).
- C. The school district prohibits discrimination of students with a disability, within the intent of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), who need services, accommodations, or programs in order to receive a free appropriate public education. For information as to protections that may apply pursuant to Section 504 and the school district's corresponding procedures for addressing disability discrimination complaints, refer to the school district's policy on student disability nondiscrimination (Policy 521).
- D. The school district prohibits sexual harassment discrimination of any individual on the basis of sex in its education programs or activities. For information as to the protections that apply pursuant to Title IX and school district's corresponding procedures and processes for addressing sexual harassment and discrimination, refer to the school district's policy on Title IX sex nondiscrimination (Policy 522).
- E. The school district shall provide equal opportunity for members of each sex and

to members of all races and ethnicities to participate in its athletic program. In determining whether equal opportunity to participate in athletic programs is available for the purposes of this law, at least the following factors shall be considered to the extent that they are applicable to a given situation: whether the opportunity for males and females to participate in the athletic program reflects the demonstrated interest in athletics of the males and females in the student body of the educational institution; whether the opportunity for members of all races and ethnicities to participate in the athletic program reflects the demonstrated interest in athletics of members of all races and ethnicities in the student body of the educational institution; whether the variety and selection of sports and levels of competition effectively accommodate the demonstrated interests of members of each sex; whether the variety and selection of sports and levels of competition effectively accommodate the demonstrated interests of members of all races and ethnicities; the provision of equipment and supplies; scheduling of games and practice times; assignment of coaches; provision of locker rooms; practice and competitive facilities; and the provision of necessary funds for teams of one sex.

- F. This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges of enrollment.
- G. Every school district employee shall be responsible for complying with this policy.
- H. Any student, parent, or guardian having a question regarding this policy should discuss it with the appropriate school district official as provided by policy. In the absence of a specific designee, an inquiry or a complaint should be referred to the superintendent.

Legal References: Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1681 *et seq.* (Title IX of the Education Amendments of 1972)
42 U.S.C. § 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

Cross References:
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process)

**JORDAN DISTRICT SCHOOLS
POLICY**

Adopted: September 12, 2007

Revised: August 14th, 2023

418 DRUG-FREE WORKPLACE/DRUG-FREE SCHOOL

I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment for employees and students by prohibiting the use of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, and controlled substances without a physician’s prescription.

II. GENERAL STATEMENT OF POLICY

- A. Use or possession of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, and controlled substances before, during, or after school hours, at school or in any other school location, is prohibited as general policy. Paraphernalia associated with controlled substances is prohibited.
- B. A violation of this policy occurs when any student, teacher, administrator, other school district personnel, or member of the public uses or possesses alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, or controlled substances in any school location.
- C. An individual may not use or possess cannabis flower, cannabis products, lower-potency hemp edibles, or hemp-derived consumer products in a public school, as defined in Minnesota Statutes, section 120A.05, subdivisions 9, 11, and 13, including all facilities, whether owned, rented, or leased, and all vehicles that the school district owns, leases, rents, contracts for, or controls.
- D. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or member of the public who violates this policy.

III. DEFINITIONS

- A. “Alcohol” includes any alcoholic beverage containing more than one-half of one percent alcohol by volume.
- B. “Controlled substances” include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act,

21 United States Code section 812, including analogues and look-alike drugs.

- C. “Edible cannabinoid product” means any product that is intended to be eaten or consumed as a beverage by humans, contains a cannabinoid in combination with food ingredients, and is not a drug.
- D. “Nonintoxicating cannabinoid” means substances extracted from certified hemp plants that do not produce intoxicating effects when consumed by injection, inhalation, ingestion, or by any other immediate means.
- E. “Medical cannabis” means any species of the genus cannabis plant, or any mixture or preparation of them, including whole plant extracts and resins, and is delivered in the form of: (1) liquid, including, but not limited to, oil; (2) pill; (3) vaporized delivery method with use of liquid or oil but which does not require the use of dried leaves or plant form; (4) combustion with use of dried raw cannabis; or (5) any other method approved by the commissioner.
- F. “Possess” means to have on one’s person, in one’s effects, or in an area subject to one’s control.
- G. “School location” includes any school building or on any school premises; in any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district; or during any period of time such employee is supervising students on behalf of the school district or otherwise engaged in school district business.
- H. “Sell” means to sell, give away, barter, deliver, exchange, distribute or dispose of to another, or to manufacture; or to offer or agree to perform such an act, or to possess with intent to perform such an act.
- I. “Toxic substances” includes: (1) glue, cement, aerosol paint, containing toluene, benzene, xylene, amyl nitrate, butyl nitrate, nitrous oxide, or containing other aromatic hydrocarbon solvents, but does not include glue, cement, or paint contained in a packaged kit for the construction of a model automobile, airplane, or similar item; (2) butane or a butane lighter; or (3) any similar substance declared to be toxic to the central nervous system and to have a potential for abuse, by a rule adopted by the commissioner of health.
- J. “Use” means to sell, buy, manufacture, distribute, dispense, be under the influence of, or consume in any manner, including, but not limited to, consumption by injection, inhalation, ingestion, or by any other immediate means.

IV. EXCEPTIONS

- A. A violation of this policy does not occur when a person brings onto a school

location, for such person's own use, a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, which has a currently accepted medical use in treatment in the United States and the person has a physician's prescription for the substance. The person shall comply with the relevant procedures of this policy.

- B. A violation of this policy does not occur when a person possesses an alcoholic beverage in a school location when the possession is within the exceptions of Minnesota Statutes section 624.701, subdivision 1a (experiments in laboratories; pursuant to a temporary license to sell liquor issued under Minnesota laws or possession after the purchase from such a temporary license holder).
- C. A violation of this policy does not occur when a person uses or possesses a toxic substance unless they do so with the intent of inducing or intentionally aiding another in inducing intoxication, excitement, or stupefaction of the central nervous system, except under the direction and supervision of a medical doctor.

V. PROCEDURES

- A. Students who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, must comply with the school district's student medication policy.
- B. Employees who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, are permitted to possess such controlled substance and associated necessary paraphernalia, such as an inhaler or syringe. The employee must inform his or her supervisor. The employee may be required to provide a copy of the prescription.
- C. Each employee shall be provided with written notice of this Drug-Free Workplace/Drug-Free School policy and shall be required to acknowledge that he or she has received the policy.
- D. Employees are subject to the school district's drug and alcohol testing policies and procedures.
- E. Members of the public are not permitted to possess controlled substances, nonintoxicating cannabinoids, or edible cannabinoid products, in a school location except with the express permission of the superintendent.
- F. No person is permitted to possess or use medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products on a school bus or van; or on the grounds of any preschool or primary or secondary school; or on the grounds of any child care facility. This prohibition includes (1) vaporizing or combusting medical cannabis on any form of public transportation where the vapor or smoke could be inhaled by a minor child or in any public place, including indoor or

outdoor areas used by or open to the general public or place of employment; and (2) operating, navigating, or being in actual physical control of any motor vehicle or working on transportation property, equipment or facilities while under the influence of medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products.

- G. Possession of alcohol on school grounds pursuant to the exceptions of Minnesota Statutes section 624.701, subdivision 1a, shall be by permission of the school board only. The applicant shall apply for permission in writing and shall follow the school board procedures for placing an item on the agenda.

VI. SCHOOL PROGRAMS

- A. Starting in the 2026-2027 school year, the school district must implement a comprehensive education program on cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, for students in middle school and high school. The program must include instruction on the topics listed in Minnesota Statutes, section 120B.215, subdivision 1 and must:
 - 1. respect community values and encourage students to communicate with parents, guardians, and other trusted adults about cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl; and
 - 2. refer students to local resources where students may obtain medically accurate information about cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, and treatment for a substance use disorder.
- B. School district efforts to develop, implement, or improve instruction or curriculum as a result of the provisions of this section must be consistent with Minnesota Statutes, sections 120B.10 and 120B.11.
- C. Notwithstanding any law to the contrary, the school district shall have a procedure for a parent, a guardian, or an adult student 18 years of age or older to review the content of the instructional materials to be provided to a minor child or to an adult student pursuant to this article. The district must allow a parent or adult student to opt out of instruction under this article with no academic or other penalty for the student and must inform parents and adult students of this right to opt out.

VII. ENFORCEMENT

- A. Students
 - 1. Students may be required to participate in programs and activities that provide education against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes, and nonintoxicating cannabinoids, edible cannabinoid products.

2. Students may be referred to drug or alcohol assistance or rehabilitation programs; school based mental health services, mentoring and counseling, including early identification of mental health symptoms, drug use and violence and appropriate referral to direct individual or group counseling service. which may be provide by school based mental health services providers; and/or referral to law enforcement officials when appropriate.
3. A student who violates the terms of this policy shall be subject to discipline in accordance with the school district's discipline policy. Such discipline may include suspension or expulsion from school.

B. Employees

1. As a condition of employment in any federal grant, each employee who is engaged either directly or indirectly in performance of a federal grant shall abide by the terms of this policy and shall notify his or her supervisor in writing of his or her conviction of any criminal drug statute for a violation occurring in any of the places listed above on which work on a school district federal grant is performed, no later than five (5) calendar days after such conviction. Conviction means a finding of guilt (including a plea of nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the federal or state criminal drug statutes.
2. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, termination, or discharge as deemed appropriate by the school board.
3. In addition, any employee who violates the terms of this policy may be required to satisfactorily participate in a drug and/or alcohol abuse assistance or rehabilitation program approved by the school district. Any employee who fails to satisfactorily participate in and complete such a program is subject to nonrenewal, suspension, or termination as deemed appropriate by the school board.
4. Sanctions against employees, including nonrenewal, suspension, termination, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies.

C. The Public

A member of the public who violates this policy shall be informed of the policy and asked to leave. If necessary, law enforcement officials will be notified and asked to provide an escort.

Legal References: Minn. Stat. § 120B.215 (Education on Cannabis Use and Substance Use)
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
Minn. Stat. § 121A.40-§ 121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 151.72 (Sale of Certain Cannabinoid Products)
Minn. Stat. § 152.01, Subd. 15a (Definitions)
Minn. Stat. § 152.0264 (Cannabis Sale Crimes)
Minn. Stat. § 152.22, subd. 6 (Definitions; Medical Cannabis)
Minn. Stat. § 152.23 (Limitations; Medical Cannabis)
Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)
Minn. Stat. § 340A.101 (Definitions; Alcoholic Beverage)
Minn. Stat. § 340A.403 (3.2 Percent Malt Liquor Licenses)
Minn. Stat. § 340A.404 (Intoxicating Liquor; On-Sale Licenses)
Minn. Stat. § 342.09 (Personal Adult Use of Cannabis)
Minn. Stat. § 342.56 (Limitations)
Minn. Stat. § 609.684 (Abuse of Toxic Substances)
Minn. Stat. § 624.701 (Alcohol in Certain Buildings or Grounds)
20 U.S.C. § 7101-7122 (Student Support and Academic Enrichment Grants)
21 U.S.C. § 812 (Schedules of Controlled Substances)
41 U.S.C. §§ 8101-8106 (Drug-Free Workplace Act)
21 C.F.R. §§ 1308.11-1308.15 (Controlled Substances)
34 C.F.R. Part 84 (Government-Wide Requirements for Drug-Free Workplace)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 416 (Drug and Alcohol Testing)
MSBA/MASA Model Policy 417 (Chemical Use and Abuse)
MSBA/MASA Model Policy 419 (Tobacco-Free Environment; Possession and use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 516 (Student Medication)

— ACKNOWLEDGMENT —

DRUG-FREE WORKPLACE / DRUG-FREE SCHOOL POLICY

I have received a copy of the Drug-Free Workplace/Drug-Free School Policy of Independent School District No.717, Jordan, Minnesota.

Signature of Employee / Applicant: _____

Printed Name of Employee / Applicant: _____

Dated: _____

OUR MISSION

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

**JORDAN PUBLIC SCHOOLS
POLICY**

Adopted: March 8, 2010

Revised: August 14th, 2023

419 TOBACCO-FREE ENVIRONMENT; POSSESSION AND USE OF TOBACCO, TOBACCO-RELATED DEVICES, AND ELECTRONIC DELIVERY DEVICES; VAPING AWARENESS AND PREVENTION INSTRUCTION

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is tobacco free.

II. GENERAL STATEMENT OF POLICY

- A. A violation of this policy occurs when any student, teacher, administrator, other school personnel of the school district, or person smokes or uses tobacco, tobacco-related devices, or carries or uses an activated electronic delivery device in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. In addition, this prohibition includes vehicles used, in whole or in part, for work purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- B. A violation of this policy occurs when any elementary school, middle school, or secondary school student possesses any type of tobacco, tobacco-related devices, or electronic delivery devices in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls and includes vehicles used, in whole or in part, for school purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or person who is found to have violated this policy.
- D. The school district will not solicit or accept any contributions or gifts of money, curricula, materials, or equipment from companies that directly manufacture and are identified with tobacco products, tobacco-related devices, or electronic delivery devices. The school district will not promote or allow promotion of tobacco products or electronic delivery devices on school property or at

school-sponsored events.

III. Definitions

- A. “Electronic delivery device” means any product containing or delivering nicotine, lobelia, or any other substance, whether natural or synthetic, intended for human consumption through inhalation of aerosol or vapor from the product. Electronic delivery device includes any component part of a product. Electronic delivery devices include but is not limited to devices manufactured, marketed, or sold as electronic cigarettes, electronic cigars, electronic pipe, vape pens, modes, tank systems, or under any other product name or descriptor. Electronic delivery device includes any component part of a product, whether or not marketed or sold separately. Electronic delivery device excludes drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.
- B. “Heated tobacco product” means a tobacco product that produces aerosols containing nicotine and other chemicals which are inhaled by users through the mouth.
- C. “Tobacco” means cigarettes and any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or accessory of a tobacco product, including, but not limited to, cigars; cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff; snuff flour; cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco. Tobacco excludes any drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.
- D. “Tobacco-related devices” means cigarette papers or pipes for smoking or other devices intentionally designed or intended to be used in a manner which enables the chewing, sniffing, smoking, or inhalation of aerosol or vapor of tobacco or tobacco products. Tobacco-related devices include components of tobacco-related devices which may be marketed or sold separately.
- E. “Smoking” means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. Smoking includes carrying or using an activated electronic delivery device.
- F. “Vaping” means using an activated electronic delivery device or heated tobacco product.

IV. EXCEPTIONS

- A. A violation of this policy does not occur when an Indian adult lights tobacco on school district property as a part of a traditional Indian spiritual or cultural ceremony. An American Indian student may carry a medicine pouch containing loose tobacco intended as observance of traditional spiritual or cultural practices. An Indian is a person who is a member of an Indian tribe as defined under Minnesota law.
- B. A violation of this policy does not occur when an adult nonstudent possesses a tobacco or nicotine product that has been approved by the United States Food and Drug Administration for sale as a tobacco cessation product, as a tobacco dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose. Nothing in this exception authorizes smoking or use of tobacco, tobacco-related devices, or electronic delivery devices on school property or at off-campus events sponsored by the school district.

V. VAPING PREVENTION INSTRUCTION

- A. The school district must provide vaping prevention instruction at least once to students in grades 6 through 8
- B. The school district may use instructional materials based upon the Minnesota Department of Health's school e-cigarette toolkit or may use other smoking prevention instructional materials with a focus on vaping and the use of electronic delivery devices and heated tobacco products. The instruction may be provided as part of the school district's locally developed health standards.

IV. ENFORCEMENT

- A. All individuals on school premises shall adhere to this policy.
- B. Students who violate this tobacco-free policy shall be subject to school district discipline procedures.
- C. School district administrators and other school personnel who violate this tobacco-free policy shall be subject to school district discipline procedures.
- D. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota or federal law, and school district policies.
- E. Persons who violate this tobacco-free policy may be referred to the building administration or other school district supervisory personnel responsible for the area or program at which the violation occurred.

- F. School administrators may call the local law enforcement agency to assist with enforcement of this policy. Smoking or use of any tobacco product in a public school is a violation of the Minnesota Clean Indoor Air Act and/or the Freedom to Breathe Act of 2007 and is a petty misdemeanor. A court injunction may be instituted against a repeated violator.
- G. No persons shall be discharged, refused to be hired, penalized, discriminated against, or in any manner retaliated against for exercising any right to a smoke-free environment provided by the Freedom to Breathe Act of 2007 or other law.

VII. DISSEMINATION OF POLICY

- A. This policy shall appear in the student handbook.
- B. The school district will develop a method of discussing this policy with students and employees.

Legal References: Minn. Stat. § 120B.238 (Vaping Awareness and Prevention)
Minn. Stat. §§ 144.411-144.417 (Minnesota Clean Indoor Air Act)
Minn. Stat. § 609.685 (Sale of Tobacco to Persons Under Age 21)
2007 Minn. Laws Ch. 82 (Freedom to Breathe Act of 2007)

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

**JORDAN DISTRICT SCHOOLS
POLICY**

Adopted: September 12, 2007

Revised: August 14th, 2023

424 LICENSE STATUS

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

- A. A qualified teacher is one holding a valid license to perform the particular service for which the teacher is employed by the school district.
- B. No person shall be a qualified teacher until the school district verifies through the Minnesota education licensing system available on the Minnesota Professional Educator Licensing and Standards Board website that the person is a qualified teacher consistent with state law.
- C. The school district has a duty to ascertain the licensure status of its teachers and ensure that the school district's teacher license files are up to date. The school district shall establish a procedure for annually reviewing its teacher license files to verify that every teacher's license is current and appropriate to the particular service for which the teacher is employed by the school district.
- D. The school district must annually report to the Professional Educator Licensing and Standards Board: (1) all new teacher hires and terminations, including layoffs, by race and ethnicity; and (2) the reasons for all teacher resignations and requested leaves of absence. The report must not include data that would personally identify individuals.

III. PROCEDURE

- A. The superintendent or the superintendent's designee shall establish a schedule for the annual review of teacher licenses.
- B. Where it is discovered that a teacher's license will expire within one year from the date of the annual review, the superintendent or the superintendent's designee will

advise the teacher in writing of the approaching expiration and that the teacher must complete the renewal process and file the license with the superintendent prior to the expiration of the current license. However, failure to provide this notice does not relieve a teacher from his/her duty and responsibility of ensuring that his/her teaching license is valid, current and appropriate to his/her teaching assignment.

- C. If it is discovered that a teacher's license has expired, the superintendent will immediately investigate the circumstances surrounding the lack of license and will take appropriate action. The teacher shall be advised that the teacher's failure to have the license reinstated will constitute gross insubordination, inefficiency and willful neglect of duty which are grounds for immediate discharge from employment.
- D. The duty and responsibility of maintaining a current and valid teaching license appropriate to the teaching assignment as required by this policy shall remain with the teacher, notwithstanding the superintendent's failure to discover a lapsed license or license that does not support the teaching assignment. A teacher's failure to comply with this policy may be grounds for the teacher's immediate discharge from employment.

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

**JORDAN DISTRICT SCHOOLS
POLICY**

Adopted: September 12, 2007

Revised: August 14th, 2023

425 STAFF DEVELOPMENT

I. PURPOSE

The purpose of this policy is to establish a staff development program and structure to carry out planning and reporting on staff development that supports improved student learning.

II. ADVISORY STAFF DEVELOPMENT COMMITTEE AND SITE PROFESSIONAL DEVELOPMENT TEAMS

A. The school board will establish an Advisory Staff Development Committee to develop a Staff Development Plan, assist Site Professional Development Teams in developing a site plan consistent with the goals of the Staff Development Plan, and evaluate staff development efforts at the site level.

1. The majority of the membership of the Advisory Staff Development Committee shall consist of teachers representing various grade levels, subject areas, and special education. The Committee also will include nonteaching staff, parents, and administrators.

2. Members of the Advisory Staff Development Committee shall be appointed by the school board. Committee members shall serve a two-year term^{1*} based upon nominations by board members, teachers, and paraprofessionals. The school board shall appoint replacement members of the Advisory Staff Development Committee as soon as possible following the resignation, death, serious illness, or removal of a member from the Committee.

B. The school board will establish the Site Professional Development Teams.

1. Members of the Site Professional Development Teams will be appointed by the school board. Team members shall serve a two-year term^{*} based upon nominations by board members, teachers, and paraprofessionals. The school board shall appoint replacement members of the Site Professional

^{1*} This time period may be changed to accommodate individual school district needs.

Development Teams as soon as possible following the resignation, death, serious illness, or removal of a member from the Team.

2. The majority of the Site Professional Development Teams shall be teachers representing various grade levels, subject areas, and special education.

III. DUTIES OF THE ADVISORY STAFF DEVELOPMENT COMMITTEE

- A. The Advisory Staff Development Committee will develop a Staff Development Plan which will be reviewed and subject to approval by the school board twice a year.^{2*}
- B. The Staff Development Plan must contain the following elements:
 1. Staff development outcomes which are consistent with the education outcomes as may be determined periodically by the school board;
 2. The means to achieve the Staff Development outcomes;
 3. The procedures for evaluating progress at each school site toward meeting educational outcomes consistent with relicensure requirements under Minn. Stat. § 122A.18, Subd. 4;
 4. Ongoing staff development activities that contribute toward continuous improvement in achievement of the following goals:
 - a. Improve student achievement of state and local education standards in all areas of the curriculum, including areas of regular academic and applied and experiential learning, by using research-based best practices methods;
 - b. Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, English learners, and gifted children, within the regular classroom, applied and experiential learning settings, and other settings;
 - c. Provide an inclusive curriculum for a racially, ethnically, linguistically, and culturally diverse student population that is consistent with state education diversity rule and the district's education diversity plan;
 - d. Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;

^{2*} This time period may be changed to accommodate individual school district needs.

- e. Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution;
 - f. Effectively deliver digital and blended learning and curriculum and engage students with technology; and
 - g. Provide teachers and other members of site-based management teams with appropriate management and financial management skills.
5. The Staff Development Plan also must:
- a. Support stable and productive professional communities achieved through ongoing and schoolwide progress and growth in teaching practice;
 - b. Emphasize coaching, professional learning communities, classroom action research, and other job-embedded models;
 - c. Maintain a strong subject matter focus premised on students' learning goals consistent with Minn. Stat. § 120B.125;
 - d. Ensure specialized preparation and learning about issues related to teaching English learners and students with special needs by focusing on long-term systemic efforts to improve educational services and opportunities and raise student achievement; and
 - e. Reinforce national and state standards of effective teaching practice.
6. Staff development activities must:
- a. Focus on the school classroom and research-based strategies that improve student learning;
 - b. Provide opportunities for teachers to practice and improve their instructional skills over time;
 - c. Provide opportunities for teachers to use student data as part of their daily work to increase student achievement;
 - d. Enhance teacher content knowledge and instructional skills, including to accommodate the delivery of digital and blended learning and curriculum and engage students with technology;

- e. Align with state and local academic standards;
 - f. Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring;
 - g. Align with the plan, if any, of the district or site for an alternative teacher professional pay system;
 - h. Provide teachers of English learners, including English as a second language, and content teachers with differentiated instructional strategies critical for ensuring students long-term academic success, the means to effectively use assessment data on the academic literacy, oral academic language, and English language development of English learners, and skills to support native and English language development across the curriculum; and
 - i. Provide opportunities for staff to learn about current workforce trends, the connections between workforce trends and postsecondary education, and training options, including career and technical education options.
7. Staff development activities may include curriculum development and curriculum training programs and activities that provide teachers and other members of site-based teams training to enhance team performance.
8. The school district may implement other staff development activities required by law and activities associated with professional teacher compensation models.
- C. The Advisory Staff Development Committee will assist Site Professional Development Teams in developing a site plan consistent with the goals and outcomes of the Staff Development Plan.
- D. The Advisory Staff Development Committee will evaluate staff development efforts at the site level and will report to the school board on a quarterly basis^{3*} the extent to which staff at the site have met the outcomes of the Staff Development Plan.
- E. In addition to developing a Staff Development Plan, the Staff Development Advisory Committee also must develop teacher mentoring programs for teachers new to the profession or school district, including teaching residents, teachers of color, teachers who are American Indian, teachers in license shortage areas,

^{3*} This time period may be changed to accommodate individual school district needs.

teachers with special needs, or experienced teachers in need of peer coaching. Teacher mentoring programs must be included in or aligned with the school district's teacher evaluation and peer review processes under Minnesota Statutes, sections 122A.40, subdivision 8 or 122A.41, subdivision 5.

- F. The Advisory Staff Development Committee shall assist the school district in preparing any reports required by the Minnesota Department of Education (MDE) relating to staff development including, but not limited to, the reports referenced in Section VII. below.

IV. DUTIES OF THE SITE PROFESSIONAL DEVELOPMENT TEAM

- A. Each Site Professional Development Team shall develop a site plan, consistent with the goals of the Staff Development Plan. The school board will review the site plans for consistency with the Staff Development Plan twice a year.*
- B. The Site Professional Development Team must demonstrate to the school board the extent to which staff at the site have met the outcomes of the Staff Development Plan. The actual reports to the school board can be made by the Advisory Staff Development Committee to avoid duplication of effort.
- C. If the school board determines that staff development outcomes are not being met, it may withhold a portion of the initial allocation of revenue referenced in Section V. below.

V. STAFF DEVELOPMENT FUNDING

- A. Unless the school district is in statutory operating debt or a majority of the school board and a majority of its licensed teachers annually vote to waive the requirement to reserve basic revenue for staff development, the school district will reserve an amount equal to at least two percent of its basic revenue for: in-service education for violence prevention programs to help students learn how to resolve conflicts within their families and communities in non-violent, effective ways; staff development plans; curriculum development and programs; other in-service education; teachers' workshops; teacher conferences; the cost of substitute teachers for staff development purposes; preservice and in-service education for special education professionals and paraprofessionals; and other related costs for staff development efforts. The school district also may use the revenue reserved for staff development for grants to the school district's teachers to pay for coursework and training leading to certification as either a college in the schools teacher or a concurrent enrollment teacher. In order to receive a grant, the teacher must be enrolled in a program that includes coursework and training focused on teaching a core subject.
- B. The school district may, in its discretion, expend an additional amount of unreserved revenue for staff development based on its needs.

- C. Release time provided for teachers to supervise students on field trips and school activities, or independent tasks not associated with enhancing the teacher's knowledge and instructional skills, such as preparing report cards, calculating grades, or organizing classroom materials, may not be counted as staff development time that is financed with staff development reserved revenue under Minn. Stat. § 122A.61.

VI. PROCEDURE FOR USE OF STAFF DEVELOPMENT FUNDS

- A. On a yearly^{4*} basis, the Advisory Staff Development Committee, with the assistance of the Site Professional Development Teams, shall prepare a projected budget setting forth proposals for allocating staff development funds reserved for each school site. Such budgets shall include, but not be limited to, projections as to the cost of building site training programs, costs of individual staff seminars, and cost of substitutes.
- B. Upon approval of the budget by the school board, the Advisory Committee shall be responsible for monitoring the use of such funds in accordance with the Staff Development Plan and budget. The requested use of staff development funds must meet or make progress toward the goals and objectives of the Staff Development Plan. All costs/expenditures will be reviewed by the school board and/or superintendent for consistency with the Staff Development Plan on a quarterly basis.*
- C. Individual requests from staff for leave to attend staff development activities shall be submitted and reviewed according to school district policy, staff procedures, contractual agreement, and the effect on school district operations. Failure to timely submit such requests may be cause for denial of the request.

VII. PARAPROFESSIONALS, TITLE I AIDES, AND OTHER INSTRUCTIONAL SUPPORT STAFF

- A. The school district must provide a minimum of eight hours of paid orientation or professional development annually to all paraprofessionals, Title I aides, and other instructional support staff. Six of the eight hours must be completed before the first instructional day of the school year or within 30 days of hire.
- B. The orientation or professional development must be relevant to the employee's occupation and may include collaboration time with classroom teachers and planning for the school year.
- C. For paraprofessionals who provide direct support to students, at least 50 percent of the professional development or orientation must be dedicated to meeting the

^{4*} This time period may be changed to accommodate individual school district needs.

requirements of this section. Professional development for paraprofessionals may also address the requirements of Minnesota Statutes, section 120B.363, subdivision 3.

- D. A school administrator must provide an annual certification of compliance with this requirement to the MDE Commissioner.

VII. REPORTING

- A. The school district and site staff development committee shall prepare a report of the previous fiscal year's staff development activities and expenditures as part of the school district's world's best workforce report.

- 1. The report must include assessment and evaluation data indicating progress toward district and site staff development goals based on teaching and learning outcomes, including the percentage of teachers and other staff involved in instruction who participate in effective staff development activities.
- 2. The report will provide a breakdown of expenditures for:
 - a. Curriculum development and curriculum training programs;
 - b. Staff development training models, workshops, and conferences; and
 - c. The cost of releasing teachers or providing substitute teachers for staff development purposes.

The report also must indicate whether the expenditures were incurred at the district level or the school site level and whether the school site expenditures were made possible by the grants to school sites that demonstrate exemplary use of allocated staff development revenue. These expenditures must be reported using the uniform financial and accounting and reporting standards (UFARS).

- B. The report will be signed by the superintendent and staff development chair.

Legal References: Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)
Minn. Stat. § 120A.415 (Extended School Calendar)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.22, Subd. 2 (Violence Prevention Education)
Minn. Stat. § 121A.642 (Paraprofessional Training)
Minn. Stat. § 122A.18, Subd. 4 (Board to Issue Licenses; Expiration and Renewal)

Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination - Additional Staff Development and Salary)
Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions - Additional Staff Development and Salary)
Minn. Stat. § 122A.60 (Staff Development Program)
Minn. Stat. § 122A.61 (Reserved Revenue for Staff Development)
Minn. Stat. § 126C.10, Subds. 2 and 2b (General Education Revenue)
Minn. Stat. § 126C.13, Subd. 5 (General Education Levy and Aid)

Cross References: *None.*

**JORDAN DISTRICT SCHOOLS
POLICY**

Adopted: Sept. 12, 2007

Revised: August 14th, 2023

504 STUDENT DRESS AND APPEARANCE

I. PURPOSE

The purpose of this policy is to enhance the education of students by establishing expectations of dress and grooming that are related to educational goals and community standards.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to encourage students to be dressed appropriately for school activities and in keeping with community standards. This is a joint responsibility of the student and the student's parent(s) or guardian(s).
- B. Appropriate clothing and appearance includes, but is not limited to, the following:
 - 1. Clothing appropriate for the weather.
 - 2. Clothing that does not create a health or safety hazard.
 - 3. Clothing appropriate for the activity (i.e., physical education or the classroom).
 - 4. Hair, including but not limited to hair texture and hair styles such as braids, locks, and twists.
- C. Inappropriate clothing and appearance includes, but is not limited to, the following:
 - 1. "Short shorts," skimpy tank tops, tops that expose the midriff, are strapless or backless, exposure to underwear, and other clothing that is not in keeping with community standards.
 - 2. Clothing bearing a message that is lewd, vulgar, or obscene.
 - 3. Apparel promoting products or activities that are illegal for use by minors.
 - 4. Objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang

membership or affiliation, or approves, advances, or provokes any form of religious, racial, or sexual harassment and/or violence against other individuals as defined in MSBA/MASA Model Policy 413.

5. Any apparel or footwear that would damage school property.
- D. Headgear, including hats or head coverings, are not allowed in the building except with the approval of the building principal (e.g., student undergoing chemotherapy, medical situations, student religious practice or belief).
- E. The intention of this policy is not to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, profane, or do not advocate violence or harassment against others.
- F. “Gang,” as defined in this policy, means any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or whose members engaged in a pattern of criminal gang activity. “Pattern of gang activity” means the commission, attempt to commit, conspiring to commit, or solicitation of two or more criminal acts, provided the criminal acts were committed on separate dates or by two or more persons who are members of or belong to the same criminal street gang.

III. PROCEDURES

- A. When, in the judgment of the administration, a student’s appearance, grooming, or mode of dress interferes with or disrupts the educational process or school activities, or poses a threat to the health or safety of the student or others, the student will be directed to make modifications or will be sent home for the day. Parents/guardians will be notified.
- B. The administration may recommend a form of dress considered appropriate for a specific event and communicate the recommendation to students and parents/guardians. A school district or charter school must not prohibit an American Indian student from wearing American Indian regalia, Tribal regalia, or objects of cultural significance at a graduation ceremony.
- C. Likewise, an organized student group may recommend a form of dress for students considered appropriate for a specific event and make such recommendation to the administration for approval.

Legal References: U. S. Const., amend. I
Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503 (1969)

B.W.A. v. Farmington R-7 Sch. Dist., 554 F.3d 734 (8th Cir. 2009)
Lowry v. Watson Chapel Sch. Dist., 540 F.3d 752 (8th Cir. 2008)
Stephenson v. Davenport Cmty. Sch. Dist., 110 F.3d 1303 (8th Cir. 1997)
B.H. ex rel. Hawk v. Easton Area School Dist., 725 F.3d 293 (3rd Cir. 2013)
D.B. ex rel. Brogdon v. Lafon, 217 Fed.Appx. 518 (6th Cir. 2007)
Hardwick v. Heyward, 711 F.3d 426 (4th Cir. 2013)
Madrid v. Anthony, 510 F.Supp.2d 425 (S.D. Tex. 2007)
McIntire v. Bethel School, Indep. Sch. Dist. No. 3, 804 F.Supp. 1415 (W.D. Okla. 1992)
Hicks v. Halifax County Bd. of Educ., 93 F.Supp.2d 649 (E.D. N.C. 1999)
Olesen v. Bd. of Educ. of Sch. Dist. No. 228, 676 F.Supp. 820 (N.D. Ill. 1987)

Cross References: MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 525 (Violence Prevention)

**JORDAN DISTRICT SCHOOLS
POLICY**

Adopted: September 12, 2007

Revised: August 14th, 2023

507 CORPORAL PUNISHMENT AND PRONE RESTRAINT

I. PURPOSE

The purpose of this policy is to describe limitations on use of corporal punishment and prone restraint upon a student.

II. GENERAL STATEMENT OF POLICY

No employee or agent of the school district shall inflict corporal punishment or use prone restraint upon a student.

III. DEFINITIONS

1. "Corporal punishment" means conduct involving:
 - a. hitting or spanking a person with or without an object; or
 - b. unreasonable physical force that causes bodily harm or substantial emotional harm.
2. "Prone restraint" means placing a child in a face-down position.

IV. PROHIBITIONS

1. An employee or agent of a district shall not inflict corporal punishment or cause corporal punishment to be inflicted upon a pupil to reform unacceptable conduct or as a penalty for unacceptable conduct.
2. An employee or agent of a district, including a school resource officer, security personnel, or police officer contracted with a district, shall not use prone restraint.
3. An employee or agent of a district, including a school resource officer, security personnel, or police officer contracted with a district, shall not inflict any form of physical holding that restricts or impairs a pupil's ability to breathe; restricts or impairs a pupil's ability to communicate distress; places pressure or weight on a pupil's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a pupil's torso.

4. Conduct that violates this Article is not a crime under Minnesota Statutes, section 645.241, but may be a crime under Minnesota Statutes, chapter 609 if the conduct violates a provision of Minnesota Statutes, chapter 609. Conduct that violates IV.1 above is not per se corporal punishment under the statute. Nothing in this Minnesota Statutes, section 121A.58 or 125A.0941 precludes the use of reasonable force under Minnesota Statutes, section 121A.582.

V. EXCEPTIONS

A teacher or school principal may use reasonable force under the conditions set forth in Policy 506 (Student Discipline).

VI. VIOLATION

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

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

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 506 (Student Discipline)

**JORDAN DISTRICT SCHOOLS
POLICY**

Adopted: September 12, 2007

Revised: August 14th, 2023

509 ENROLLMENT OF NONRESIDENT STUDENTS

I. PURPOSE

The school district desires to participate in the Enrollment Options Program (Open Enrollment) established by Minnesota Statutes section 124D.03. The purpose of this policy is to set forth the application and exclusion procedures used by the school district in making said determination.

II. GENERAL STATEMENT OF POLICY

The school board adopts specific standards for acceptance and rejection of Open Enrollment applications.

III. OPEN ENROLLMENT PROCESS

- A. Open Enrollment applications will be approved provided that acceptance of the application will not exceed the capacity of a program, excluding special education services; class; grade level; or school building as established by school board resolution and provided that:
 - 1. space is available for the applicant under enrollment cap standards established by school board policy or other directive; and
 - 2. in considering the capacity of a grade level, the school district may only limit the enrollment of nonresident students to a number not less than the lesser of: (a) one percent of the total enrollment at each grade level in the school district; or (b) the number of school district resident students at that grade level enrolled in a nonresident school district in accordance with Minnesota Statutes section 124D.03.
 - 3. the applicant is not otherwise excluded by action of the school district because of previous conduct in another school district.
- B. If the school district limits enrollment of nonresident students pursuant to this section, the district shall report to the Commissioner of the Minnesota Department of Education (MDE) by July 15 on the number of nonresident pupils denied admission due to the limitations on the enrollment of nonresident pupils.

IV. BASIS FOR DECISIONS

A. Standards that may be used for rejection of application

In addition to the provisions of Paragraph II.A., the school district may refuse to allow a pupil who is expelled under Minnesota Statutes section 121A.45 to enroll during the term of the expulsion if the student was expelled for:

1. possessing a dangerous weapon, including a weapon, device, instruments, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade less than two and one-half inches in length, at school or a school function;
2. possessing or using an illegal drug at school or a school function;
3. selling or soliciting the sale of a controlled substance while at school or a school function; or
4. committing a third-degree assault involving assaulting another and inflicting substantial bodily harm.

B. Standards that may not be used for rejection of application

The school district may not use the following standards in determining whether to accept or reject an application for open enrollment:

1. previous academic achievement of a student;
2. athletic or extracurricular ability of a student;
3. disabling conditions of a student;
4. a student's proficiency in the English language;
5. the student's district of residence except where the district of residence is directly included in an enrollment options strategy included in an approved achievement and integration program; or
6. previous disciplinary proceedings involving the student. This shall not preclude the school district from proceeding with exclusion as set out in Section F. of this policy.

C. Application

The student and parent or guardian must complete and submit the "General Statewide Enrollment Options Application for K-12 and Early Childhood Special

Education (or the Statewide Enrollment Options Application for State-funded Voluntary Prekindergarten (VPK) or School Readiness Plus (SRP) Application if applicable) developed by MDE and available on its website.

The school district may require a nonresident student enrolled in a program under Minnesota Statutes, section 125A.13, or in a preschool program, except for a program under Minnesota Statutes, section 124D.151 or Laws 2017, First Special Session chapter 5, article 8, section 9, to follow the application procedures under this subdivision to enroll in kindergarten. A district must allow a nonresident student enrolled in a program under Minnesota Statutes, section 124D.151 or Laws 2017, First Special Session chapter 5, article 8, section 9, to remain enrolled in the district when the student enters kindergarten without submitting annual or periodic applications, unless the district terminates the student's enrollment under subdivision 12.

The school district shall notify the parent or guardian in writing by February 15 or within ninety (90) days for applications submitted after January 15 in the case of achievement and integration district transfers whether the application has been accepted or rejected. If an application is rejected, the district must state in the notification the reason for rejection. The parent or guardian must notify the nonresident district by March 1 or within ten (10) business days whether the pupil intends to enroll in the nonresident district.

D. Lotteries

If a school district has more applications than available seats at a specific grade level, it must hold an impartial lottery following the January 15 deadline to determine which students will receive seats. The district must give priority to enrolling siblings of currently enrolled students, students whose applications are related to an approved integration and achievement plan, children of the school district's staff, and students residing in that part of a municipality (a statutory or home rule charter city or town) where:

1. The student's resident district does not operate a school building;
2. The municipality is located partially or fully within the boundaries of at least five school districts;
3. The nonresident district in which the student seeks to enroll operates one of more school buildings within the municipality; and
4. No other nonresident, independent, special, or common school district operates a school building within the municipality.

The process for the school district lottery must be established by school board policy and posted on the school district's website.

E. Exclusion

1. Administrator's initial determination. If a school district administrator knows or has reason to believe that an applicant has engaged in conduct that has subjected or could subject the applicant to expulsion or exclusion under law or school district policy, the administrator will transmit the application to the superintendent with a recommendation of whether exclusion proceedings should be initiated.
2. Superintendent's review. The superintendent may make further inquiries. If the superintendent determines that the applicant should be admitted, he or she will notify the applicant and the school board chair. If the superintendent determines that the applicant should be excluded, the superintendent will notify the applicant and determine whether the applicant wishes to continue the application process. Although an application may not be rejected based on previous disciplinary proceedings, the school district reserves the right to initiate exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case-by-case basis.

F. Termination of Enrollment

The school district may terminate the enrollment of a nonresident student enrolled under an enrollment options program pursuant to Minnesota Statutes section 124D.03 or 124D.08 at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy under Minnesota Statutes chapter 260A, and the student's case has been referred to juvenile court. A "habitual truant" is a child under 17 years of age who is absent from attendance at school without lawful excuse for seven school days in a school year if the child is in elementary school or for one or more class periods on seven school days in a school year if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days in a school year and who has not lawfully withdrawn from school under Minnesota Statutes section 120A.22, Subd. 8. The school district may also terminate the enrollment of a nonresident student over 17 years of age if the student is absent without lawful excuse for one or more periods on 15 school days and has not lawfully withdrawn from school under Minnesota Statutes section 120A.22, Subd. 8.

A student who has not applied for and been accepted for open enrollment pursuant to this policy and does not otherwise meet the residency requirements for enrollment may be terminated from enrollment and removed from school. Prior to removal from school, the school district will send to the student's parents a written notice of the school district's belief that the student is not a resident of the school district. The notice shall include the facts upon which the belief is based and notice to the parents of their opportunity to provide documentary evidence, in

person or in writing, of residency to the superintendent or the superintendent's designee. The superintendent or the superintendent's designee will make the final determination as to the residency status of the student.

Notwithstanding the requirement that an application must be approved by the board of the nonresident district, a student who has been enrolled in a district, who is identified as homeless, and whose parent or legal guardian moves to another district, or who is placed in foster care in another school district, may continue to enroll in the nonresident district without the approval of the board of the nonresident district. The approval of the board of the student's resident district is not required.

Legal References: Minn. Stat. § 120A.22, Subd. 3(e) and Subd. 8 (Compulsory Instruction)
Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Board Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. § 124D.68 (Graduation Incentives Program)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. § 260C.007, Subd. 19 (Definitions)
Minn. Op. Atty. Gen. 169-f (Aug. 13, 1986)
Indep. Sch. Dist. No. 623 v. Minn. Dept. of Educ., Co. No. A05-361, 2005 WL 3111963 (Minn. Ct. App. 2005) (unpublished)
18 U.S.C. 930, para. (g)(2) (Definition of weapon)

Cross References: MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 517 (Student Recruiting)

**JORDAN DISTRICT SCHOOLS
POLICY**

Adopted: September 12, 2007

Revised: August 14th, 2023

513 STUDENT PROMOTION, RETENTION, AND PROGRAM DESIGN

I. PURPOSE

The purpose of this policy is to provide guidance to professional staff, parents, and students regarding student promotion, retention, and program design.

II. GENERAL STATEMENT OF POLICY

The school board expects all students to achieve at an acceptable level of proficiency. Parental assistance, tutorial and remedial programs, counseling, and other appropriate services shall be coordinated and utilized to the greatest extent possible to help students succeed in school.

A. Promotion

Students who achieve at levels deemed acceptable by local and state standards shall be promoted to the next grade level at the completion of each school year.

B. Retention

Retention of a student may be considered when professional staff and parents feel that it is in the best interest of the student. Physical development, maturity, and emotional factors shall be considered, as well as scholastic achievement. The superintendent's decision shall be final.

C. Program Design

1. The superintendent, with participation of the professional staff and parents, shall develop and implement programs to challenge students that are consistent with the needs of students at every level. A process to assess and evaluate students for program assignment shall be developed in coordination with such programs. Opportunities for special programs and placement outside of the school district shall also be developed as additional options. All programs will be aligned with creating the World's Best Workforce.

2. The school district may identify students, locally develop programs and services addressing instructional and affective needs, provide staff development, and evaluate programs to provide gifted and talented students with challenging and appropriate educational programs and services.
3. The school district must adopt guidelines for assessing and identifying students for participation in gifted and talented programs and services consistent with Minnesota Statutes, section 120B.11. The guidelines should include the use of:
 - a. multiple objective criteria; and
 - b. assessments and procedures that are valid and reliable, fair, and based on current theory and research. Assessments and procedures should be sensitive to under-represented groups, including, but not limited to, low-income, minority, twice-exceptional, and English learners.
4. The school district must adopt procedures for the academic acceleration of gifted and talented students. These procedures will include how the school district will:
 - a. assess a student's readiness and motivation for acceleration; and
 - b. match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for that student.
5. The school district must adopt procedures consistent with Minnesota Statutes, section 124D.02 for early admission to kindergarten or first grade of gifted or talented learners consistent with Minnesota Statutes, section 120B.11, subdivision 2, clause (2). The procedures must be sensitive to underrepresented groups.

Legal References: Minn. Stat. § 120B.15 (Gifted and Talented Program)
 Minn. Stat. § 123B.143, Subd. 1 (Superintendents)

Cross References: MSBA/MASA Model Policy 613 (Graduation Requirements)
 MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
 MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
 MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)

MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 620 (Credit for Learning)

**JORDAN PUBLIC SCHOOLS
POLICY**

Adopted: July 9, 2012

Revised: August 14th, 2023

514 BULLYING PROHIBITION POLICY

I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with a student’s ability to learn and/or a teacher’s ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, the school district intends to prevent bullying and to take action to investigate, respond to, and to remediate and discipline for those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

II. GENERAL STATEMENT OF POLICY

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited:
 - 1. on school premises, on school district property, at school functions or activities, or on school transportation;
 - 2. by the use of electronic technology and communications on the school premises, during the school functions or activities, on the school transportation, or on the school computers, networks, forums, and mailing lists; or
 - 3. by use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts student learning or the school environment.

- B. A school-aged child who voluntarily participates in a public school activity, such as a cocurricular or extracurricular activity, is subject to the policy provisions applicable to the public school students participating in the activity.
- C. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources. This policy also applies to sexual exploitation.
- D. Malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status, status with regard to public assistance, disability, religion, sexual harassment, and sexual orientation and gender identity as defined in Minnesota Statutes, chapter 363A is prohibited. This prohibition applies to students, independent contractors, teachers, administrators, and other school personnel.

Malicious and sadistic conduct and sexual exploitation by a school district or school staff member, independent contractor, or enrolled student against a staff member, independent contractor, or student that occurs as described in Article II.A above is prohibited.
- E. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.
- F. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.
- G. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- H. False accusations or reports of bullying against another student are prohibited.
- I. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy (See MSBA/MASA Model Policy 506). The school district may take into

account the following factors:

1. The developmental ages and maturity levels of the parties involved;
2. The levels of harm, surrounding circumstances, and nature of the behavior;
3. Past incidences or past or continuing patterns of behavior;
4. The relationship between the parties involved; and
5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The school district shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent, and community participation.

Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events.

- J. The school district will act to investigate all complaints of bullying reported to the school district and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

- A. “Bullying” means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:
 1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
 2. materially and substantially interferes with a student’s educational opportunities or performance or ability to participate in school functions or

activities or receive school benefits, services, or privileges.

The term, “bullying,” specifically includes cyberbullying, malicious and sadistic conduct, and sexual exploitation.

- B. “Cyberbullying” means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.
- C. “Immediately” means as soon as possible but in no event longer than 24 hours.
- D. “Intimidating, threatening, abusive, or harming conduct” means, but is not limited to, conduct that does the following:
 - 1. Causes physical harm to a student or a student’s property or causes a student to be in reasonable fear of harm to person or property;
 - 2. Under Minnesota common law, violates a student’s reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
 - 3. Is directed at any student or students, including those based on a person’s actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.
- E. ”Malicious and sadistic conduct” means creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.
- F. “On school premises, on school district property, at school functions or activities, or on school transportation” means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other

vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

- G. "Prohibited conduct" means bullying, cyberbullying, malicious and sadistic conduct, sexual exploitation, or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about prohibited conduct.
- H. "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.
- I. "Student" means a student enrolled in a public school or a charter school.
- J. For further clarification, the PBIS Committee and District Administration has defined working definitions that will include, but are not limited to, teasing, harassment, conflict, and bullying.

IV. REPORTING PROCEDURE

- A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.
- C. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures,

practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

- D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.
- E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.
- F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.
- G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. SCHOOL DISTRICT ACTION

- A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.

- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy (See MSBA/MASA Model Policy 506) and other applicable school district policies; and applicable regulations.
- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

VI. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe

to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.

VII. TRAINING AND EDUCATION

- A. The school district shall discuss this policy with school personnel and volunteers and provide appropriate training to school district personnel regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.
- B. The school district shall require ongoing professional development, consistent with Minnesota Statutes section 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:
 - 1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
 - 2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
 - 3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
 - 4. The incidence and nature of cyberbullying; and
 - 5. Internet safety and cyberbullying.
- C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.
- D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources

available to targets or victims of bullying.

- E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

The administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

1. Engage all students in creating a safe and supportive school environment;
 2. Partner with parents and other community members to develop and implement prevention and intervention programs;
 3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
 4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
 5. Teach students to advocate for themselves and others;
 6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and
 7. Foster student collaborations that, in turn, foster a safe and supportive school climate.
- F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data

related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy (See MSBA/MASA Model Policy 515) in the student handbook.

VIII. NOTICE

- A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- B. This policy must be conspicuously posted throughout each school building, in the administrative offices of the school district and in the office of each school.
- C. This policy must be distributed to each school district or school employee and independent contractor at the time of hiring or contracting.
- D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy (See MSBA/MASA Model Policy 506) distributed to parents at the beginning of each school year.
- E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the school district's or a school's website.
- F. Each school must develop a process for discussing this policy with students, parents of students, independent contractors, and school employees.
- G. The school district shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

IX. POLICY REVIEW

To the extent practicable, the school board shall, on a cycle consistent with other school district policies, review and revise this policy. The policy shall be made consistent with Minnesota Statutes, sections 121A.031 and 121A.0312 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120A.05, Subds. 9, 11, 13, and 17 (Definitions)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.03 (Model Policy)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.0312 (Malicious and Sadistic Conduct)
Minn. Stat. § 121A.0311 (Notice of the Rights and Responsibilities of

Students and Parents under the Safe and Supportive Minnesota Schools Act)

Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)

Minn. Stat. § 121A.69 (Hazing Policy)

Minn. Stat. Ch. 124E (Charter Schools)

Minn. Stat. Ch. 363A (Minnesota Human Rights Act)

20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)

34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)

Cross References:

MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)

MSBA/MASA Model Policy 413 (Harassment and Violence)

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

MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)

MSBA/MASA Model Policy 423 (Employee-Student Relationships)

MSBA/MASA Model Policy 501 (School Weapons Policy)

MSBA/MASA Model Policy 506 (Student Discipline)

MSBA/MASA Model Policy 507 (Corporal Punishment)

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

MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination Policy)

MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)

MSBA/MASA Model Policy 525 (Violence Prevention)

MSBA/MASA Model Policy 526 (Hazing Prohibition)

MSBA/MASA Model Policy 529 (Staff Notification of Violent Behavior by Students)

MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)

MSBA/MASA Model Policy 711 (Video Recording on School Buses)

MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

JORDAN PUBLIC SCHOOLS POLICY

Adopted: July 9, 2012

Revised: August 14th, 2023

524 INTERNET ACCEPTABLE USE AND SAFETY POLICY

I. PURPOSE

The purpose of this policy is to set forth policies and guidelines for access to the school district computer system and acceptable and safe use of the Internet, including electronic communications.

II. GENERAL STATEMENT OF POLICY

In making decisions regarding student and employee access to the school district computer system and the Internet, including electronic communications, the school district considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the school district computer system and to the Internet enables students and employees to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The school district expects that faculty will blend thoughtful use of the school district computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

III. LIMITED EDUCATIONAL PURPOSE

The school district is providing students and employees with access to the school district computer system, which includes Internet access. The purpose of the system is more specific than providing students and employees with general access to the Internet. The school district system has a limited educational purpose, which includes use of the system for classroom activities, educational research, and professional or career development activities. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network.

IV. USE OF SYSTEM IS A PRIVILEGE

The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of

employment; or civil or criminal liability under other applicable laws.

V. UNACCEPTABLE USES

- A. The following uses of the school district system and Internet resources or accounts are considered unacceptable:
1. Users will not use the school district system to access, review, upload, download, store, print, post, receive, transmit, or distribute:
 - a. pornographic, obscene, or sexually explicit material or other visual depictions that are harmful to minors;
 - b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;
 - c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
 - d. information or materials that could cause damage or danger of disruption to the educational process;
 - e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
 2. Users will not use the school district system to knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
 3. Users will not use the school district system to engage in any illegal act or violate any local, state, or federal statute or law.
 4. Users will not use the school district system to vandalize, damage, or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software, or system performance by spreading computer viruses or by any other means, will not tamper with, modify, or change the school district system software, hardware, or wiring or take any action to violate the school district's security system, and will not use the school district system in such a way as to disrupt the use of the system by other users.
 5. Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information, or files without the implied or direct permission of that person.
 6. Users will not use the school district system to post private information

about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs, or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.

- a. This paragraph does not prohibit the posting of employee contact information on school district webpages or communications between employees and other individuals when such communications are made for education-related purposes (i.e., communications with parents or other staff members related to students).
- b. Employees creating or posting school-related webpages may include personal contact information about themselves on a webpage. However, employees may not post personal contact information or other personally identifiable information about students unless:
 - (1) such information is classified by the school district as directory information and verification is made that the school district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with Policy 515; or
 - (2) such information is not classified by the school district as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with Policy 515.

In addition, prior to posting any personal contact or personally identifiable information on a school-related webpage, employees shall obtain written approval of the content of the postings from the building administrator.

- c. These prohibitions specifically prohibit a user from utilizing the school district system to post personal information about a user or

another individual on social networks, including, but not limited to, social networks such as “Facebook”, “Twitter”, “Instagram”, “Snapchat”, “Tick Tock”, “Reddit”, and similar websites or applications.

7. Users must keep all account information and passwords on file with the designated school district official. Users will not attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person’s account, or use computer accounts, access codes, or network identification other than those assigned to the user. Messages and records on the school district system may not be encrypted without the permission of appropriate school authorities.
 8. Users will not use the school district system to violate copyright laws or usage licensing agreements, or otherwise to use another person’s property without the person’s prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.
 9. Users will not use the school district system for conducting business, for unauthorized commercial purposes, or for financial gain unrelated to the mission of the school district. Users will not use the school district system to offer or provide goods or services or for product advertisement. Users will not use the school district system to purchase goods or services for personal use without authorization from the appropriate school district official.
 10. Users will not use the school district system to engage in bullying or cyberbullying in violation of the school district’s Bullying Prohibition Policy (MSBA/MASA Model Policy 514). This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.
- B. A student or employee engaging in the foregoing unacceptable uses of the Internet when off school district premises also may be in violation of this policy as well as other school district policies. Examples of such violations include, but are not limited to, situations where the school district system is compromised or if a school district employee or student is negatively impacted. If the school district receives a report of an unacceptable use originating from a non-school computer or resource, the school district may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the school district computer system and the Internet and discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment.
- C. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school district official. In the case of a school district employee, the immediate disclosure

shall be to the employee's immediate supervisor and/or the building administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. In certain rare instances, a user also may access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher or, in the case of a school district employee, the building administrator.

VI. FILTER

- A. With respect to any of its computers with Internet access, the school district will monitor the online activities of both minors and adults and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are:
 - 1. Obscene;
 - 2. Child pornography; or
 - 3. Harmful to minors.
- B. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:
 - 1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or
 - 2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
 - 3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
- C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.
- D. An administrator, supervisor, or other person authorized by the Superintendent may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.
- E. The school district will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

VII. CONSISTENCY WITH OTHER SCHOOL POLICIES

Use of the school district computer system and use of the Internet shall be consistent with

school district policies and the mission of the school district.

VIII. LIMITED EXPECTATION OF PRIVACY

- A. By authorizing use of the school district system, the school district does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on the school district system.
- B. Routine maintenance and monitoring of the school district system may lead to a discovery that a user has violated this policy, another school district policy, or the law.
- C. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.
- D. Parents have the right at any time to investigate or review the contents of their child's files and e-mail files. Parents have the right to request the termination of their child's individual account at any time.
- E. School district employees should be aware that the school district retains the right at any time to investigate or review the contents of their files and e-mail files. In addition, school district employees should be aware that data and other materials in files maintained on the school district system may be subject to review, disclosure or discovery under Minn. Stat. Ch. 13 (the Minnesota Government Data Practices Act).
- F. The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through the school district system.

IX. INTERNET USE AGREEMENT

- A. The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents, and employees of the school district.
- B. This policy requires the permission of and supervision by the school's designated professional staff before a student may use a school account or resource to access the Internet.
- C. The Internet Use Agreement form for students must be read and signed by the user, the parent or guardian, and the supervising teacher or district representative. The Internet Use Agreement form for employees must be signed by the employee. The signed staff and student forms must then be filed at the school office.

X. LIMITATION ON SCHOOL DISTRICT LIABILITY

Use of the school district system is at the user's own risk. The system is provided on an "as is, as available" basis. The school district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage, or unavailability of data stored on school district diskettes, tapes, hard drives, or servers, or for delays or changes in or interruptions of service or mis-deliveries or non-deliveries of information or materials, regardless of the cause. The school district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district system. The school district will not be responsible for financial obligations arising through unauthorized use of the school district system or the Internet.

XI. USER NOTIFICATION

- A. All users shall be notified of the school district policies relating to Internet use.
- B. This notification shall include the following:
 1. Notification that Internet use is subject to compliance with school district policies.
 2. Disclaimers limiting the school district's liability relative to:
 - a. Information stored on school district diskettes, hard drives, or servers.
 - b. Information retrieved through school district computers, networks, or online resources.
 - c. Personal property used to access school district computers, networks, or online resources.
 - d. Unauthorized financial obligations resulting from use of school district resources/accounts to access the Internet.
 3. A description of the privacy rights and limitations of school sponsored/managed Internet accounts.
 4. Notification that, even though the school district may use technical means to limit student Internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.
 5. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents.
 6. Notification that the collection, creation, reception, maintenance, and dissemination of data¹⁰⁶ via the Internet, including electronic

communications, is governed by Policy 406, Public and Private Personnel Data, and Policy 515, Protection and Privacy of Pupil Records.

7. Notification that, should the user violate the school district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.
8. Notification that all provisions of the acceptable use policy are subordinate to local, state, and federal laws.

XII. PARENTS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE

- A. Outside of school, parents bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies, and other possibly offensive media. Parents are responsible for monitoring their student's use of the school district system and of the Internet if the student is accessing the school district system from home or a remote location.
- B. Parents will be notified that their students will be using school district resources/accounts to access the Internet and that the school district will provide parents the option to request alternative activities not requiring Internet access. This notification should include:
 1. A copy of the user notification form provided to the student user.
 2. A description of parent/guardian responsibilities.
 3. A notification that the parents have the option to request alternative educational activities not requiring Internet access and the material to exercise this option.
 4. A statement that the Internet Use Agreement must be signed by the user, the parent or guardian, and the supervising teacher prior to use by the student.
 5. A statement that the school district's acceptable use policy is available for parental review.

XIII. NOTIFICATION REGARDING TECHNOLOGY PROVIDERS

- A. "Technology provider" means a person who:
 1. contracts with the school district, as part of a one-to-one program or otherwise, to provide a school-issued device for student use; and
 2. creates, receives, or maintains educational data pursuant or incidental to a contract with the school district.

- B. "Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.
- C. Within 30 days of the start of each school year, the school district must give parents and students direct and timely notice, by United States mail, e-mail, or other direct form of communication, of any curriculum, testing, or assessment technology provider contract affecting a student's educational data. The notice must:
 - 1. identify each curriculum, testing, or assessment technology provider with access to educational data;
 - 2. identify the educational data affected by the curriculum, testing, or assessment technology provider contract; and
 - 3. include information about the contract inspection and provide contact information for a school department to which a parent or student may direct questions or concerns regarding any program or activity that allows a curriculum, testing, or assessment technology provider to access a student's educational data.
- D. The school district must provide parents and students an opportunity to inspect a complete copy of any contract with a technology provider.
- E. A contract between a technology provider and the school district must include requirements to ensure appropriate security safeguards for educational data. The contract must require that:
 - 1. the technology provider's employees or contractors have access to educational data only if authorized; and
 - 2. the technology provider's employees or contractors may be authorized to access educational data only if access is necessary to fulfill the official duties of the employee or contractor.
- F. All educational data created, received, maintained, or disseminated by a technology provider pursuant or incidental to a contract with a public educational agency or institution are not the technology provider's property.

XIV. SCHOOL-ISSUED DEVICES

- A. "School-issued device" means hardware or software that the school district, acting independently or with a technology provider, provides to an individual student for that student's dedicated personal use. A school-issued device includes a device issued through a one-to-one program.
- B. Except as provided in paragraph C, the school district or a technology provider must not electronically access or monitor:
 - 1. any location-tracking feature of a school-issued device;

2. any audio or visual receiving, transmitting, or recording feature of a school-issued device; or
 3. student interactions with a school-issued device, including but not limited to keystrokes and web-browsing activity.
- C. The school district or a technology provider may only engage in activities prohibited by paragraph B if:
1. the activity is limited to a noncommercial educational purpose for instruction, technical support, or exam-proctoring by school district employees, student teachers, staff contracted by the school district, a vendor, or the Minnesota Department of Education, and notice is provided in advance;
 2. the activity is permitted under a judicial warrant;
 3. the school district is notified or becomes aware that the device is missing or stolen;
 4. the activity is necessary to respond to an imminent threat to life or safety and the access is limited to that purpose;
 5. the activity is necessary to comply with federal or state law, including but not limited to Minnesota Statutes section 121A.031; or
 6. the activity is necessary to participate in federal or state funding programs, including but not limited to the E-Rate program.
- D. If the school district or a technology provider interacts with a school-issued device as provided in paragraph C, clause 4, it must, within 72 hours of the access, notify the student to whom the school-issued device was issued or that student's parent and provide a written description of the interaction, including which features of the device were accessed and a description of the threat. This notice is not required at any time when the notice itself would pose an imminent threat to life or safety, but must instead be given within 72 hours after that imminent threat has ceased.

XV. CELL PHONE USE

1. Students are prohibited from using a cell phone or other electronic communication device to engage in conduct prohibited by school district policies including, but not limited to, cheating, bullying, harassment, and malicious and sadistic conduct.
2. If the school district has a reasonable suspicion that a student has violated a school policy, rule, or law by use of a cell phone or other electronic communication device, the school district may search the device. The search of the device will be reasonably related in scope to the circumstances justifying the search.

3. Students who use an electronic communication device during the school day in violation of school district policies may be subject to disciplinary action pursuant to the school district's discipline policy. In addition, a student's cell phone or electronic communication device may be confiscated by the school district and, if applicable, provided to law enforcement. Cell phones or other electronic communication devices that are confiscated and retained by the school district will be returned in accordance with school building procedures.

XVI. LIMIT ON SCREEN TIME FOR CHILDREN IN PRESCHOOL AND KINDERGARTEN

A child in a publicly funded preschool or kindergarten program may not use an individual-use screen, such as a tablet, smartphone, or other digital media, without engagement from a teacher or other students. This section does not apply to a child for whom the school has an individualized family service plan, an individualized education program, or a 504 plan in effect.

XVII. IMPLEMENTATION; POLICY REVIEW

- A. The school district administration may develop appropriate user notification forms, guidelines, and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines, forms, and procedures shall be an addendum to this policy.
- B. The administration shall revise the user notifications, including student and parent notifications, if necessary, to reflect the adoption of these guidelines and procedures.
- C. The school district Internet policies and procedures are available for review by all parents, guardians, staff, and members of the community.
- D. Because of the rapid changes in the development of the Internet, the school board shall conduct an annual review of this policy.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 124D.166 (Limit on Screen Time for Children in Preschool and Kindergarten)
Minn. Stat. § 125B.15 (Internet Access for Students)
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)
15 U.S.C. § 6501 *et seq.* (Children's Online Privacy Protection Act)
17 U.S.C. § 101 *et seq.* (Copyrights)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
47 U.S.C. § 254 (Children's Internet Protection Act of 2000 (CIPA))
47 C.F.R. § 54.520 (FCC rules implementing CIPA)

Mahanoy Area Sch. Dist. v. B.L., 594 U.S. ____ , 141 S. Ct. 2038 (2021)
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969)
United States v. Amer. Library Assoc., 539 U.S. 1942003)
Sagehorn v. Indep. Sch. Dist. No. 728, 122 F.Supp.2d 842 (D. Minn. 2015)
R.S. v. Minnewaska Area Sch. Dist. No. 2149, 894 F.Supp.2d 1128 (D. Minn. 2012)
Tatro v. Univ. of Minnesota, 800 N.W.2d 811 (Minn. App. 2011),
 aff'd on other grounds 816 N.W.2d 509 (Minn. 2012)
S.J.W. v. Lee's Summit R-7 Sch. Dist., 696 F.3d 771 (8th Cir. 2012)
Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist., 853 F.Supp.2d 888 (W.D. Mo. 2012)
M.T. v. Cent. York Sch. Dist., 937 A.2d 538 (Pa. Commw. Ct. 2007)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
 MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
 MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
 MSBA/MASA Model Policy 506 (Student Discipline)
 MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
 MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
 MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)
 MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
 MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)
 MSBA/MASA Model Policy 603 (Curriculum Development)
 MSBA/MASA Model Policy 604 (Instructional Curriculum)
 MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)
 MSBA/MASA Model Policy 806 (Crisis Management Policy)
 MSBA/MASA Model Policy 904 (Distribution of Materials on School District Property by Non-school Persons)

**JORDAN PUBLIC SCHOOLS
DISTRICT 717
TECHNOLOGY ACCEPTABLE USE POLICY FORM**

FORM I

Our goal in providing the use of technology (Internet, computers, network and other equipment) to staff and students is to promote educational excellence in the Jordan Public Schools by facilitating research, resource sharing, innovation, and communication. In making decisions regarding student and employee access to the school district computer system and the Internet, including electronic communications, the school district considers its own stated educational mission, goals and objectives. Electronic information research skills are now fundamental to the preparation of citizens and future employees. Access to the school district computer system and to the Internet enables students and employees to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The school district expects that faculty will blend thoughtful use of the school district computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

Students and employees are expected to use Internet access through the school system to further educational and personal goals consistent with the mission of the school district and school policies. The school district, however, cannot prevent the possibility that some users may access material that is not consistent with the educational mission, goals, and policies of the school district. Outside of school, parents bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies, and other possibly offensive media. Parents are responsible for monitoring their student's use of the school district system and of the Internet if the student is accessing the school district system from home or a remote location.

Rules for Technology Use:

1. Users will not use the school district system to access, review, upload, download, store, print, post, receive, transmit or distribute: pornographic, obscene, or sexually explicit material or other visual depictions that are harmful to minors; obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language; materials that use language or images that are inappropriate in the education setting or disruptive to the educational process; information or materials that could cause damage or danger of disruption to the educational process; and materials that use language or images that advocate violence or discrimination toward other people or that may constitute harassment or discrimination.
2. Users will not use the school district system to knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
3. Users will not use the school district system to engage in any illegal act or violate any local, state, or federal statute or law.
4. Users will not use the school district system to vandalize, damage, or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software, or system performance by spreading computer viruses or by any other means, will not tamper with, modify, or change the school district system software, hardware, or wiring or take any action to violate the school district's security system, and will not use the school district system in such a way as to disrupt the use of the system by other users.
5. Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information, or files without the implied or direct permission of that person.

**JORDAN PUBLIC SCHOOLS
DISTRICT 717
TECHNOLOGY ACCEPTABLE USE POLICY FORM**

6. Users will not use the school district system to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs, or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who send the message.
7. Users must keep all account information and passwords on file with the designated school district official. Users will not attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person's account, or use computer accounts, access codes, or network identification other than those assigned to the user. Messages and records on the school district system may not be encrypted without the permission of appropriate school authorities.
8. Users will not use the school district system to violate copyright laws or usage licensing agreements, or otherwise to use another person's property without the person's prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize the works they find on the Internet.
9. Users will not use the school district system for conducting business, for unauthorized commercial purposes, or for financial gain unrelated to the mission of the school district. Users will not use the school district system to offer or provide goods or services or for product advertisement. Users will not use the school district system to purchase goods or services for personal use without authorization from the appropriate school district official.
10. Users will not use the school district system to engage in bullying or cyberbullying in violation of the school district's Bullying Prohibition Policy. This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.

Possible consequences for misuse are:

Students or employees may be subject to disciplinary action for misuse, including, but not limited to, suspension or cancellation of the use or access to the school district computer system and the Internet; and discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment.

It is understood that the use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including suspension, expulsion, exclusion or termination of employment; or civil or criminal liability under other applicable laws.

The Jordan Public Schools do not discriminate on the basis of race, color, national origin, age, religion, marital status, sex or handicap in employment, educational programs, or activities.

**JORDAN PUBLIC SCHOOLS
DISTRICT 717
TECHNOLOGY ACCEPTABLE USE POLICY FORM**

Jordan Public Schools are pleased to offer the staff and students access to the District's technology resources. To gain access to any technology, all students 18 years of age and under must obtain parental permission. A "Technology Acceptable Use Agreement" must be signed and returned to the school district before access to technologies will be granted. Students over the age of 18 may sign their own forms.

PARENT/S or GUARDIAN/S

I have read the Terms and Conditions for Technology Acceptable Use and I understand that the access is designed for educational purposes and the Jordan Public Schools have made access available for this purpose. I recognize that it is impossible for the Jordan Public Schools to completely restrict access to controversial material, and I will not hold them responsible for the materials this student may acquire through the use of these technologies. Furthermore, I understand that should my child commit any violation of the Terms and Conditions for Technology Acceptable Use, his/her access privileges may be revoked, school disciplinary action taken, and/or appropriate legal action initiated.

I have watched and understand the Digital Device Guideline and Instruction videos found on the district website at www.bit.ly/jpschromeguides

Parent/s or Guardian/s Name (print name here) _____

Parent/s or Guardian/s Signature _____

Date _____ Phone _____

STUDENT

I have read the Terms and Conditions for Technology Acceptable Use and agree to abide by the stated Terms and Conditions. I understand that if I commit any violation of the Terms and Conditions for Technology Acceptable Use, my access privileges may be revoked, school disciplinary action taken, and/or appropriate legal action initiated.

I have watched and understand the Digital Device Guideline and Instruction videos found on the district website at www.bit.ly/jpschromeguides

Student Name (print name here) _____

Student Signature _____

Date _____ Grade _____

The Jordan Public School makes no warranties of any kind, whether expressed or implied, for the services it is providing. The Jordan Public School System will not be responsible for any damages a user may suffer, including loss of data. The District will not be responsible for the accuracy or quality of information obtained through the Internet connection.

**JORDAN PUBLIC SCHOOLS
DISTRICT 717
DIGITAL DEVICE INSURANCE AGREEMENT**

FORM I-1

Jordan Public Schools recognizes that with the implementation of the **PLANIT JORDAN Learning Initiative** there is a need to protect the digital device investment by both the district and their families. The 1:1 Device (Chromebook) Insurance Cost is \$20 per device and will be due within two weeks of receipt of your student's 1:1 device. The insurance costs will be capped at \$60 for families with multiple students in Grades 5-12 attending school within the district. The district will cover 50% of the cost of insurance (\$10) for families that qualify for the free and reduced lunch program. Please return the 'Waiver of Confidentiality' (Form K-1) to the District Office to be eligible for the fee reduction.

Families who have purchased the insurance will have a reduced incident fee for device repair. The district will charge families \$30 for the first covered incident, \$60 for the second covered incident and \$90 for the third covered incident per student with no family cap on costs. The district will cover 50% of the cost of repair for families with insurance that qualify for the free and reduced lunch program. The 1:1 Device Insurance Cost will provide insurance coverage for accidental damage including screen repairs and liquid damage to the Chromebook, hardware failure, theft, and repair. Lost or damaged charging cables, replacement of a lost device or damage that is deliberate or negligent is NOT covered with this insurance plan. The annual coverage begins upon receipt of the payment and ends at the conclusion of each school year.

INTENTIONAL DAMAGE: Students/parents are responsible for full payment of intentional damages to the digital devices. The District Insurance Plan DOES NOT cover intentional damage of the 1:1 device.

All insurance claims must be reported to Stephen Damlo, Director of Technology. In cases of theft or other criminal acts, a police report MUST be filed by the student or parent. A copy of the police report must be provided to the Technology Department. In the case of loss of the device, students/parents are responsible for replacement costs of the device.

Families who decline the district provided protection plan will be responsible for the full cost of fixing or replacement of the Chromebook.

- I have read all the insurance information and agree to pay the \$20 fee.**
- I have read all the insurance information and will decline the district plan. I will cover the full cost of any damage to the device.**

Parent/Guardian Printed Name: _____

Parent/Guardian Signature: _____

Student Name: _____ **Grade:** _____

Date: _____ **Paid with:** **Campus Portal** **Cash** **Check #:** _____

**JORDAN PUBLIC SCHOOLS
POLICY**

Adopted: September 12, 2007

Revised: August 14th, 2023

532 USE OF PEACE OFFICERS AND CRISIS TEAMS TO REMOVE STUDENTS WITH IEPs FROM SCHOOL GROUNDS

I. PURPOSE

The purpose of this policy is to describe the appropriate use of peace officers and crisis teams to remove, if necessary, a student with an individualized education program (IEP) from school grounds.

II. GENERAL STATEMENT OF POLICY

The school district is committed to promoting learning environments that are safe for all members of the school community. It further believes that students are the first priority and that they should be reasonably protected from physical or emotional harm at all school locations and during all school activities.

In general, all students, including those with IEPs, are subject to the terms of the school district's discipline policy. Building level administrators have the leadership responsibility to maintain a safe, secure, and orderly educational environment within which learning can occur. Corrective action to discipline a student and/or modify a student's behavior will be taken by staff when a student's behavior violates the school district's discipline policy.

If a student with an IEP engages in conduct which, in the judgment of school personnel, endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, that student may be removed from school grounds in accordance with this policy.

III. DEFINITIONS

For purposes of this policy, the following terms have the meaning given them in this section:

- A. "Student with an IEP" or "the student" means a student who is eligible to receive special education and related services pursuant to the terms of an IEP or an individual interagency intervention plan (IIIP).
- B. "Peace officer" means an employee or an elected or appointed official of a political subdivision or law enforcement agency who is licensed by the Board of Peace Officer Standards and Training, charged with the prevention and detection

of crime and the enforcement of general criminal laws of the state and who has the full power of arrest. The term “peace officer” includes a person who serves as a sheriff, a deputy sheriff, a police officer, or a state patrol trooper.

- C. “Police liaison officer” is a peace officer who, pursuant to an agreement between the school district and a political subdivision or law enforcement agency, is assigned to a school building for all or a portion of the school day to provide law enforcement assistance and support to the building administration and to promote school safety, security, and positive relationships with students.
- D. “Crisis team” means a group of persons, which may include teachers and non-teaching school personnel, selected by the building administrator in each school building who have received crisis intervention training and are responsible for becoming actively involved with resolving crises. The building administrator or designee shall serve as the leader of the crisis team.
- E. The phrase “remove the student from school grounds” is the act of securing the person of a student with an IEP and escorting that student from the school building or school activity at which the student with an IEP is located.
- F. “Emergency” means a situation where immediate intervention is needed to protect a child or other individual from physical.
- G. All other terms and phrases used in this policy shall be defined in accordance with applicable state and federal law or ordinary and customary usage.

IV. REMOVAL OF STUDENTS WITH IEPs FROM SCHOOL GROUNDS

A. Removal By Crisis Team

If the behavior of a student with an IEP escalates to the point where the student’s behavior endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building’s crisis team may be summoned. The crisis team may attempt to de-escalate the student’s behavior by means including, but not limited to, those described in the student’s IEP and/or behavior intervention plan. When such measures fail, or when the crisis team determines that the student’s behavior continues to endanger or may endanger the health, safety, or property of the student, other students, staff members, or school property, the crisis team may remove the student from school grounds.

If the student’s behavior cannot be safely managed, school personnel may immediately request assistance from the police liaison officer or a peace officer.

B. Removal By Police Liaison Officer or Peace Officer

If a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building's crisis team, building administrator, or the building administrator's designee, may request that the police liaison officer or a peace officer remove the student from school grounds.

If a student with an IEP is restrained or removed from a classroom, school building, or school grounds by a peace officer at the request of a school administrator or school staff person during the school day twice in a 30-day period, the student's IEP team must meet to determine if the student's IEP is adequate or if additional evaluation is needed.

Whether or not a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, school district personnel may report a crime committed by a student with an IEP to appropriate authorities. If the school district reports a crime committed by a student with an IEP, school personnel shall transmit copies of the special education and disciplinary records of the student for consideration by appropriate authorities to whom it reports the crime, to the extent that the transmission is permitted by the Family Education Rights and Privacy Act (FERPA), the Minnesota Government Data Practices Act, and school district's policy, Protection and Privacy of Pupil Records.

The fact that a student with an IEP is covered by special education law does not prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student with an IEP.

C. Reasonable Force Permitted

1. In removing a student with an IEP from school grounds, a building administrator, other crisis team members, or the police liaison officer or other agents of the school district, whether or not members of a crisis team, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.
2. In removing a student with an IEP from school grounds, police liaison officers and school district personnel are further prohibited from engaging in the following conduct:
 - a. Corporal punishment prohibited by Minn. Stat. § 121A.58;
 - b. Requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain;
 - c. Totally or partially restricting a child's senses as punishment;

- d. Denying or restricting a child's access to equipment and devices such as walkers, wheel chairs, hearing aids, and communication boards that facilitate the child's functioning except when temporarily removing the equipment or device is needed to prevent injury to the child or others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the child as soon as possible;
 - e. Interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under Minn. Stat. § 626.556;
 - f. Physical holding (as defined in Minn. Stat. § 125A.0941) that restricts or impairs a child's ability to breathe, restricts or impairs a child's ability to communicate distress, places pressure or weight on a child's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen, or results in straddling a child's torso;
 - g. Withholding regularly scheduled meals or water; and/or
 - h. Denying a child access to toilet facilities.
3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

D. Parental Notification

The building administrator or designee shall make reasonable efforts to notify the student's parent or guardian of the student's removal from school grounds as soon as possible following the removal.

E. Continued Removals; Review of IEP

Continued and repeated use of the removal process described herein must be reviewed in the development of the individual student's IEP or IIIP.

F. Effect of Policy in an Emergency; Use of Restrictive Procedures

A student with an IEP may be removed in accordance with this policy regardless of whether the student's conduct would create an emergency.

If the school district seeks to remove a student with an IEP from school grounds under this policy due to behaviors that constitute an emergency and the student's IEP, IIP, or behavior intervention plan authorizes the use of one or more restrictive procedures, the crisis team may employ those restrictive procedures, in addition to any reasonable force that may be necessary, to facilitate the student's removal from school grounds, as long as the crisis team members who are implementing the restrictive procedures have received the training required by Minnesota Statutes, 125A.0942, subdivision 5, and otherwise comply with the requirements of section 125A.0942.

G. Reporting to the Minnesota Department of Education (MDE)

Annually, stakeholders may recommend, as necessary, to the Commissioner of MDE (Commissioner) specific and measurable implementation and outcome goals for reducing the use of restrictive procedures. The Commissioner must submit to the Legislature a report on districts' progress in reducing the use of restrictive procedures that recommends how to further reduce these procedures and eliminate the use of seclusion. By January 15, April 15, July 15, and October 15 of each year, districts must report, in a form and manner determined by the Commissioner, about individual students who have been secluded. By July 15 each year, districts must report summary data. The summary data must include information on the use of restrictive procedures for the prior school year, July 1 through June 30, including the use of reasonable force by school personnel that is consistent with the definition of physical holding or seclusion of a child with a disability.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. §§ 121A.40-121A.56 (Minnesota Pupil Fair Dismissal Act)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
Minn. Stat. § 121A.67 (Removal by Police Officer)
Minn. Stat. §§ 125A.094-125A.0942 (Restrictive Procedures for Children with Disabilities)
Minn. Stat. § 609.06 (Authorized Use of Force)
Minn. Stat. § 609.379 (Permitted Actions)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy (FERPA))
20 U.S.C. § 1415(k)(6) (Individuals with Disabilities Education Act)
34 C.F.R. § 300.535 (Referral to and Action by Law Enforcement and Judicial Authorities)

Cross References: MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 507 (Corporal Punishment)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 806 (Crisis Management Policy)

JORDAN DISTRICT SCHOOLS POLICY

Adopted: August 14th, 2017

Revised: August 14th, 2023

534 UNPAID MEAL CHARGES

I. PURPOSE

The purpose of this policy is to ensure that students receive healthy and nutritious meals through the school district's nutrition program and that school district employees, families, and students have a shared understanding of expectations regarding meal charges. The policy of the school district is to provide meals to students in a respectful manner and to maintain the dignity of students by prohibiting lunch shaming or otherwise obstructing the student. The policy seeks to allow students to receive the nutrition they need to stay focused during the school day and minimize identification of students with insufficient funds to pay for a la carte items or second meals as well as to maintain the financial integrity of the school nutrition program.

II. PAYMENT OF MEALS

- A. Students have use of a meal account. When an account balance reaches zero, a student shall not be allowed to charge second meals or a la carte items until the negative account balance is paid. A student may continue to charge meals when the account balance is negative. Money may be added to meal accounts by cash, check, or credit card using the Campus Portal.

If the school district participates in the United States Department of Agriculture National School Lunch program and has an Identified Student Percentage below the federal percentage determined for all meals to be reimbursed at the free rate via the Community Eligibility Provision must participate in the free school meals program.

- B. A school that participates in the United States Department of Agriculture National School Lunch program and has an Identified Student Percentage at or above the federal percentage determined for all meals to be reimbursed at the free rate must participate in the federal Community Eligibility Provision in order to participate in the free school meals program.
- C. Each school that participates in the free school meals program must:
1. participate in the United States Department of Agriculture School Breakfast Program and the United States Department of Agriculture National School Lunch Program; and

2. provide to all students at no cost up to two federally reimbursable meals per school day, with a maximum of one free breakfast and one free lunch.
- D. Once a meal has been placed on a student's tray or otherwise served to a student, the meal may not be subsequently withdrawn from the student by the cashier or other school official, whether or not the student has an outstanding meals balance.
 - E. When a student has a negative account balance, the student will not be allowed to charge a snack item.
 - F. If a parent or guardian chooses to send in one payment that is to be divided between sibling accounts, the parent or guardian must specify how the funds are to be distributed to the students' accounts. Funds may not be transferred between sibling accounts unless written/verbal permission is received from the parent or guardian.

III. LOW OR NEGATIVE ACCOUNT BALANCES – NOTIFICATION

- A. The school district will make reasonable efforts to notify families when meal account balances are low or fall below zero.
- B. Families will be notified of a low balance once the balance reaches a negative balance. Families will be notified by an automated calling system and email..
- C. Reminders for payment of outstanding student meal balances will not demean or stigmatize any student participating in the school lunch program, Including, but not limited to, dumping meals, withdrawing a meal that has been served, announcing or listing students' names publicly, providing alternative meals not specifically related to dietary needs; providing nonreimbursable meals; or affixing stickers, stamps, or pins.

IV. UNPAID MEAL CHARGES

- A. The school district will make reasonable efforts to communicate with families to resolve the matter of unpaid charges. Where appropriate, families may be encouraged to apply for free or reduced-price meals for their children.
- B. The school district will make reasonable efforts to collect unpaid meal charges classified as delinquent debt. Unpaid meal charges are designated as delinquent debt when payment is overdue, the debt is considered collectable, and efforts are being made to collect it.
- C. Negative balances of more than \$50.00, not paid prior to the end of the month will be turned over to the superintendent or superintendent's designee for collection. In some instances, the school district does use a collection agency to collect unpaid school meal debts after reasonable efforts first have been made by the school

district to collect the debt. Collection options may include, but are not limited to, use of collection agencies, claims in the conciliation court, or any other legal method permitted by law.

- D. The school district may not enlist the assistance of non-school district employees, such as volunteers, to engage in debt collection efforts.
- E. The school district will not impose any other restriction prohibited under Minnesota Statutes section 123B.37 due to unpaid student meal balances. The school district will not limit a student's participation in any school activities, graduation ceremonies, field trips, athletics, activity clubs, or other extracurricular activities or access to materials, technology, or other items provided to students due to an unpaid student meal balance.

V. COMMUNICATION OF POLICY

- A. This policy and any pertinent supporting information shall be provided in writing (i.e., mail, email, back-to-school packet, student handbook, etc.) to:
 - 1. all households at or before the start of each school year;
 - 2. students and families who transfer into the school district, at the time of enrollment; and
 - 3. all school district personnel who are responsible for enforcing this policy.
- B. The school district will post this policy on the school district's website, or the website of the organization where the meal is served, in addition to providing the required written notification described above.
- C. If the school district contracts with a third party for its meal services, it will provide the vendor with its school meal policy. The school district will ensure that any third-party provider with whom the school district endorsed into either an original or modified contract after July 1, 2021, adheres to the school district's school meals policy.

Legal References: Minn. Stat. § 123B.37 (Prohibited Fees)
Minn. Stat. § 124D.111, (School Meals Policies; Lunch Aid; Food Service Accounting)
42 U.S.C. § 1751 *et seq.* (Healthy and Hunger-Free Kids Act)
7 C.F.R. § 210 *et seq.* (School Lunch Program Regulations)
7 C.F.R. § 220.8 (School Breakfast Program Regulations)
USDA Policy Memorandum SP 46-2016, Unpaid Meal Charges: Local Meal Charge Policies (2016)
USDA Policy Memorandum SP 47-2016, Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payments (2016)

USDA Policy Memorandum SP 23-2017, Unpaid Meal Charges:
Guidance and Q&A

JORDAN PUBLIC SCHOOLS POLICY

Adopted: September 12, 2007

Revised: August 14th, 2023

601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Academic Standards and federal law and are aligned with creating the world's best workforce.

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. "Antiracist" means actively working to identify and eliminate racism in all forms in order to change policies, behaviors, and beliefs that perpetuate racist ideas and actions.
- C. "Benchmark" means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- D. "Culturally sustaining" means integrating content and practices that infuse the culture and language of Black, Indigenous, and People of Color communities who have been and continue to be harmed and erased through the education system.
- E. "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- F. "Ethnic studies" as defined in Minnesota Statutes, section 120B.25, has the same meaning for purposes of this section. Ethnic studies curriculum may be integrated in existing curricular opportunities or provided through additional curricular offerings.

- G. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.
- H. "Institutional racism" means structures, policies, and practices within and across institutions that produce outcomes that disadvantage those who are Black, Indigenous, and People of Color.
- I. “Instruction” means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements including applied and experiential learning.
- J. “Performance measures” are measures to determine school district and school site progress in striving to create the world’s best workforce and must include at least the following:
 - 1. the size of the academic achievement gap and rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options, including concurrent enrollment, other rigorous courses of study or industry certification courses or programs, and enrichment experiences by student subgroup;
 - 2. student performance on the Minnesota Comprehensive Assessments;
 - 3. high school graduation rates; and
 - 4. career and college readiness under Minnesota Statutes section 120B.30, subdivision 1.
- K. “World’s best workforce” means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

IV. LONG-TERM STRATEGIC PLAN

- A. The school board, at a public meeting, must adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world’s best workforce and includes the following:

1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all student categories identified in Minnesota Statutes, section 120B.345, subdivision 3, paragraph (b)(2);
2. a process to assess and evaluate each student's progress toward meeting state and local academic standards, assess and identify students for participation in gifted and talented programs and services and accelerate their instruction, adopt early-admission procedures consistent with Minnesota Statutes, section 120B.15, and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading to the world's best workforce;
3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes section 123B.147, subdivision 3, students' access to effective teachers who are members of populations under-represented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minnesota Statutes section 120B.35, subdivision 3(b)(2), and teacher evaluations under Minnesota Statutes section 122A.40, Subd. 8, or 122A.41, subdivision 5;
4. strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;
5. a process to examine the equitable distribution of teachers and strategies to ensure children in low-income families, children in families of People of Color, and children in American Indian families are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;
6. education effectiveness practices that
 - a. integrate high-quality instruction, technology, curriculum that is rigorous, accurate, antiracist, and culturally sustaining;
 - b. ensure learning and work environments validate, affirm, embrace, and integrate cultural and community strengths for all students, families, and employees;
 - c. provide a collaborative professional culture that seeks to retain qualified, racially and ethnically diverse staff effective at working with diverse students while developing and supporting teacher quality, performance, and effectiveness; and

7. an annual budget for continuing to implement the school district plan.
 8. identifying a list of suggested and required materials, resources, sample curricula, and pedagogical skills for use in kindergarten through grade 12 that accurately reflect the diversity of the state of Minnesota.
- B. The school district is not required to include information regarding literacy in a plan or report required under this section, except with regard to the academic achievement of English learners.
- C. Every child is reading at or above grade level every year, beginning in kindergarten, and multilingual learners and students receiving special education services are receiving support in achieving their individualized reading goals pursuant to Policy 612 (Literacy and the Read Act)

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World’s Best Workforce)
Minn. Stat. § 120B.12 (Read Act Goal and Interventions)
Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
Minn. Stat. § 125A.56, Subd. 1 (Alternate Instruction Required before Assessment Referral)
20 U.S.C. § 5801, *et seq.* (National Education Goals)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

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

**JORDAN DISTRICT SCHOOLS
POLICY**

Adopted: September 12, 2007

Revised: August 14th, 2023

602 ORGANIZATION OF SCHOOL CALENDAR AND SCHOOL DAY

I. PURPOSE

The purpose of this policy is to provide for a timely determination of the school calendar and school day.

II. GENERAL STATEMENT OF POLICY

The school calendar and schedule of the school day are important to parents, students, employees, and the general public for advance, effective planning of the school year.

III. CALENDAR RESPONSIBILITY

- A. The school calendar shall be adopted annually by the school board. It shall meet all provisions of Minnesota statutes pertaining to minimum number of school days and other provisions of law. The school calendar shall establish student days, workshop days for staff, provide for emergency closings and other information related to students, staff and parents.

- B. Except for learning programs during summer and flexible learning year programs, the school district will not commence an elementary or secondary school year before Labor Day, except as provided in this section. Days devoted to teacher's workshops may be held before Labor Day.
 - 1. The school district may begin the school year on any day before Labor Day to accommodate a construction or remodeling project of \$400,000 or more affecting a school district school facility.
 - 2. The school district may begin the school year on any day before Labor Day if the school district has agreement under Minnesota Statutes section 123A.30, 123A.32, or 123A.35 with a school district that qualifies under Section III.B.1.
 - 3. The school district may begin the school year on any day before Labor Day if the school district agrees to the same schedule with a school district in an adjoining state.

- C. The Education Minnesota-Jordan teachers union shall be provided an opportunity to participate in school calendar considerations through a meet and confer process.

IV. SCHOOL DAY RESPONSIBILITY

- A. The superintendent shall be responsible for developing a schedule for the student day, subject to review by the school board. All requirements and provisions of Minnesota Statutes and Minnesota Department of Education Rules shall be met.
- B. In developing the student day schedule, the superintendent shall consider such factors as school bus schedules, cooperative programs, differences in time requirements at various grade levels, effective utilization of facilities, cost effectiveness, and other concerns deserving of attention.
- C. Proposed changes in the school day shall be subject to review and approval by the school board.

V. E-LEARNING DAYS

- A. An “e-learning day” is a school day where a school offers full access to online instruction provided by students’ individual teachers due to inclement weather.
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- B. A school district may designate up to five e-learning days in one school year.
- C. An e-learning day is counted as a day of instruction and included in the hours of instruction pursuant to Section III.A., above.
- D. A school board may adopt an e-learning day plan after consulting with the exclusive representative of the teachers. The e-learning day plan developed by the school district will include accommodations for students without Internet access at home and for digital device access for families without the technology or with an insufficient amount of technology for the number of children in the household. The plan must also provide accessible options for students with disabilities.
- E. The school district must notify parents and students of its e-learning day plan at the beginning of each school year.
- F. When an e-learning day is declared by the school district, notice must be provided to parents and students at least two hours prior to the normal school start time that students will need to follow the e-learning day plan for that day.
- G. On an e-learning day, each student’s teacher must be accessible both online and by telephone during normal school hours to assist students and parents.
- H. When the school district declares an e-learning day, it must continue to pay the

full wages for scheduled work hours and benefits of all school employees for the duration of the e-learning period. During the e-learning period, school employees must be allowed to work from home to the extent practicable, be assigned to work in an alternative location, or be retained on an on-call basis for any potential need.

Legal References: Minn. Stat. § 10.55 (Juneteenth)
Minn. Stat. § 120A.40 (School Calendar)
Minn. Stat. § 120A.41 (Length of School Year; Hours of Instruction)
Minn. Stat. § 120A.414 (E-Learning Days)
Minn. Stat. § 120A.415 (Extended School Calendar)
Minn. Stat. § 120A.42 (Conduct of School on Certain Holidays)
Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123A.30 (Agreements for Secondary Education)
Minn. Stat. § 123A.32 (Interdistrict Cooperation)
Minn. Stat. § 123A.35 (Cooperation and Combination)
Minn. Stat. § 124D.126 (Powers and Duties of Commissioner; Flexible Learning Year Programs)
Minn. Stat. § 124D.151 (Voluntary Prekindergarten Program)
Minn. Stat. § 124E.25 (Payment of Aids to Charter Schools)
Minn. Stat. § 127A.41, Subd. 7 (Distribution of School Aids; Appropriation)
Minn. Stat. § 645.44 (Words and Phrases Defined)

Cross References: MSBA/MASA Model Policy 425 (Staff Development)

JORDAN PUBLIC SCHOOLS POLICY

Adopted: September 12, 2007

Revised: August 14th, 2023

603 CURRICULUM DEVELOPMENT

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. RESPONSIBILITY

The superintendent shall be responsible for curriculum development and for determining the most effective way of conducting research on the school district's curriculum needs and establishing a long range curriculum development program. Timelines shall be determined by the superintendent that will provide for periodic reviews of each curriculum area.

IV. DISTRICT ADVISORY COMMITTEE

- A. The school board must establish an advisory committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
- B. The District Advisory Committee, to the extent possible, must reflect the diversity of the district and its school sites, include teachers, parents, support staff, students, and other community residents, and provide translation to the extent appropriate and practicable. Whenever possible, parents and other community residents must comprise at least two-thirds of committee members.
- C. The District Advisory Committee must pursue community support to accelerate the academic and native literacy and achievement of English learners with varied needs, from young children to adults, consistent with Minnesota Statutes section 124D.59, subdivisions 2 and 2a.
- D. The school district may establish site teams as subcommittees of the District Advisory Committee.

- E. The District Advisory Committee must recommend to the school board
1. rigorous academic standards, student achievement goals and measures consistent with Minnesota Statutes, sections 120B.11, subdivision 1a, 120B.022, subdivisions 1a and 1b, and 120B.35;
 2. district assessments;
 3. means to improve students' equitable access to effective and more diverse teachers;
 4. strategies to ensure the curriculum is rigorous, accurate, antiracist, culturally sustaining, and reflects the diversity of the student population;
 5. strategies to ensure that curriculum and learning and work environments validate, affirm, embrace, and integrate the cultural and community strengths of all racial and ethnic groups; and
 6. program evaluations.
- F. School sites may expand upon district evaluations of instruction, curriculum, assessments, or programs.

V. SCHOOL SITE TEAM

Each school must establish a site team to develop and implement strategies and education effectiveness practices to improve instruction, curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. The site team must include an equal number of teachers and administrators and at least one parent. The site team advises the board and the advisory committee about developing the annual budget and creates an instruction and curriculum improvement plan to align curriculum, assessment of student progress, and growth in meeting state and district academic standards and instruction.

VI. CURRICULUM DEVELOPMENT PROCESS

- A. Students who do not meet or exceed Minnesota academic standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of Minnesota Statutes section 120A.20, subdivision 1(c). A student's plan under this section shall continue while the student is enrolled.
- B. The superintendent shall be responsible for keeping the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes, and for periodically presenting recommended modifications for school

board review and approval.

- C. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

Legal References: Minn. Stat. § 120A.20 (Admission to Public School)
Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World’s Best Workforce)
Minn. Stat. § 120B.12 (Reading Proficiently No Later than the End of Grade 3)
Minn. Stat. § 120B.125(f) (Planning for Student’s Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 124D.59 (Definitions)
Minn. Rules Part 3500.0550 (Inclusive Educational Program)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Part 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

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

**JORDAN PUBLIC SCHOOLS
POLICY**

Adopted: September 12, 2007

Revised: August 14th, 2023

604 INSTRUCTIONAL CURRICULUM

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

- A. Instruction must be provided in at least the following subject areas:
1. basic communication skills including reading and writing, literature, and fine arts;
 2. mathematics and science;
 3. social studies, including history, geography, economics, government, and citizenship that includes civics (see II.I.);
 4. health and physical education;
 5. The arts;
 6. Career and technical education; and
 7. World languages.
- B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and courses required in all elective subject areas. The instructional approach will be nonsexist and multicultural.
- C. Public elementary and middle schools must offer at least three, and require at least two, of the following four art areas: dance, music, theater, and visual arts. High schools shall offer at least three, and require at least one, of the following five arts areas: media arts, dance, music, theater, and visual arts.
- D. The school district must establish and regularly review its own standards for

career and technical education (CTE) programs. Standards must align with CTE frameworks developed by the Department of Education, standards developed by national CTE organizations, or recognized industry standards.

- E. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.
- F. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.
- G. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.
- H. The school district or charter school may not discriminate against or discipline a teacher or principal on the basis of incorporating into curriculum contributions of persons in a federally protected class or state protected class when the included contribution is in alignment with standards and benchmarks adopted under Minnesota Statutes, sections 120B.021 and 120B.023.

III. REQUIRED ACADEMIC STANDARDS

- A. The following subject areas are required for statewide accountability:
 - 1. language arts;
 - 2. mathematics, encompassing algebra II, integrated mathematics III, or an equivalent in high school, and to be prepared for the three credits of mathematics in grades 9 through 12, the grade 8 standards include the completion of algebra;
 - 3. science, including earth and space science, life science, and the physical sciences, including chemistry and physics;
 - 4. social studies, including history, geography, economics, and government and citizenship that includes civics;
 - 5. physical education;
 - 6. health, for which locally developed academic standards apply; and
 - 7. the arts.

IV. PARENTAL CURRICULUM REVIEW

The school district shall have a procedure for a parent, guardian, or an adult student, 18

years of age or older, to review the content of the instructional materials to be provided to a minor child or to an adult student and, if the parent, guardian, or adult student objects to the content, to make reasonable arrangements with school personnel for alternative instruction. Alternative instruction may be provided by the parent, guardian, or adult student if the alternative instruction, if any, offered by the school board does not meet the concerns of the parent, guardian, or adult student. The school board is not required to pay for the costs of alternative instruction provided by a parent, guardian, or adult student. School personnel may not impose an academic or other penalty upon a student merely for arranging alternative instruction under this section. School personnel may evaluate and assess the quality of the student's work.

V. CPR AND AED INSTRUCTION

The school district will provide onetime cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum.

- A. In the school district's discretion, training and instruction may result in CPR certification.
- B. CPR and AED instruction must include CPR and AED training that have been developed:
 - 1. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or
 - 2. using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction. "Psychomotor skills" means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction and training.
- C. The school district may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the American Heart Association, or the American Red Cross, among others, to provide instruction and training.
- D. A school administrator may waive this curriculum requirement for a high school transfer student regardless of whether or not the student previously received instruction under this section, an enrolled student absent on the day the instruction occurred under this section, or an eligible student who has a disability.

VI. COLLEGE AND CAREER PLANNING

- A. The school district shall assist all students by no later than grade 9 to explore their educational college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must:

1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as team work, collaboration, creativity, communication, critical thinking, and good work habits;
2. emphasize academic rigor and high expectations and inform the student and the student's parent or guardian, if the student is a minor, of the student's achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;
3. help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices;
4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;
5. help students access education and career options;
6. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;
7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;
8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and
9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.

- B. The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum,

instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training.

- C. Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college-ready.
- D. When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, school districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities as the student grows, develops, and learns.
- E. If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.
- F. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of the compulsory attendance law. A student's plan under this provision shall continue while a student is enrolled.

Legal References: Minn. Stat. § 120A.20 (Parental Curriculum Review)
Minn. Stat. § 120B.101 (Curriculum)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.023 (Benchmarks Implement, Supplement Statewide Academic Standards)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)

Cross References: MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 605 (Alternative Programs)

**JORDAN PUBLIC SCHOOLS
POLICY**

Adopted: September 12, 2007

Revised: August 14th, 2023

613 GRADUATION REQUIREMENTS

I. PURPOSE

The purpose of this policy is to set forth requirements for graduation from the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is that all students must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards. The school district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

III. DEFINITIONS

- A. “Credit” means a student’s successful completion of an academic year of study or a student’s mastery of the applicable subject matter, as determined by the school district.
- B. “Individualized Education Program” or “IEP” means a written statement developed for a student eligible by law for special education and services.
- C. “English language learners” or “ELL” student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.
- D. “Required standard” means: (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, or the arts, and (2) a locally adopted expectation for student learning in health.
- E. “Section 504 Accommodation” means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.

IV. DISTRICT ASSESSMENT COORDINATOR

The Director of Teaching and Learning shall be named the District Assessment

Coordinator. Said person shall be in charge of all test procedures and shall bring recommendations to the school board annually for approval.

V. GRADUATION ASSESSMENT REQUIREMENTS

Students' state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:

- A. Achievement and career and college readiness in mathematics, reading, and writing, as measured against a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without the need for postsecondary remediation and which facilitates the
 - 1. monitoring of students' continuous development of and growth in requisite knowledge and skills; analysis of students' progress and performance levels, identification of students' academic strengths and diagnosis of areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and
 - 2. determination of students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student based on analysis of students' progress and performance data; and
- B. Consistent with this paragraph and Minnesota Statutes 120B.125 (*see Policy 604, Section II.H.*), age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.
- C. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.
- D. Students meeting the state graduation requirements under this section must receive targeted, relevant, academically rigorous, and resourced instruction which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or

college without need for postsecondary remediation.

- E. Students meeting the state graduation requirements under this section and who are students in grade 11 or 12 and who are identified as academically ready for a career or college are actively encouraged by the school district to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment to graduate from high school.
- F. A student's progress toward career and college readiness must be recorded on the student's high school transcript.

VI. GRADUATION CREDIT REQUIREMENTS

Students must successfully complete, as determined by the school district, the following high school level credits for graduation:

- A. Four credits of language arts sufficient to satisfy all academic standards in English language arts;
- B. Three credits of mathematics, including an algebra II credit or its equivalent, sufficient to satisfy all of the academic standards in mathematics.
- C. An algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th grade standards in mathematics;
- D. Three credits of science, including at least: (a) one credit of biology; (b) one credit of chemistry or physics; and (c) one elective credit of science. The combination of credits must be sufficient to satisfy (i) all of the academic standards in either chemistry or physics and (ii) all other academic standards in science;
- E. Four credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics and one half credit of social studies electives sufficient to satisfy all of the academic standards in social studies;
- F. One credit in the arts sufficient to satisfy all of the state or local academic standards in the arts; and
- G. One and one-half credit 9th grade physical education, 10th grade physical education, one-half credit health education
- H. One-half credit Freshman Academy
- I. A minimum of seven elective credits.

J. Credit equivalencies

1. A one-half credit of economics taught in a school's agricultural, food, and natural resources education or business education program or department may fulfill a one-half credit in social studies under Paragraph E., above, if the credit is sufficient to satisfy all of the academic standards in economics.
2. An agriculture science or career and technical education credit may fulfill the elective science credit required under Paragraph D., above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under Paragraph D., above, if the credit meets the state chemistry or physics academic standards as approved by the school district. A student must satisfy either all of the chemistry or physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Paragraph D., above.
3. A career and technical education credit may fulfill a mathematics or arts credit requirement under Paragraph B. or Paragraph F., above.
4. A computer science credit may fulfill a mathematics credit requirement under Paragraph B., above, if the credit meets state academic standards in mathematics.
5. A Project Lead the Way credit may fulfill a mathematics or science credit requirement under Paragraph B. or Paragraph D., above, if the credit meets the state academic standards in mathematics or science.
6. An ethnic studies course may fulfill a social studies, language arts, arts, math, or science credit if the course meets the applicable state academic standards. An ethnic studies course may fulfill an elective credit if the course meets applicable local standards or other requirements.

VII. GRADUATION STANDARDS REQUIREMENTS

- A. All students must demonstrate their understanding of the following academic standards:

1. School District Standards, Health (K-12);
 2. School District Standards, Career and Technical Education (K-12); and
 3. School District Standards, World Languages (K-12).
- B. Academic standards in health, world languages, and career and technical education will be reviewed on an annual basis.* A school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.
- * Reviews are required to be conducted on a periodic basis. Therefore, this time period may be changed to accommodate individual school district needs.
- C. All students must satisfactorily complete the following required Graduation Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):
1. Minnesota Academic Standards, English Language Arts K-12;
 2. Minnesota Academic Standards, Mathematics K-12;
 3. Minnesota Academic Standards, Science K-12;
 4. Minnesota Academic Standards, Social Studies K-12; and
 5. Minnesota Academic Standards, Physical Education K-12.
- D. State standards in the Arts K-12 are available, or school districts may choose to develop their own standards.
- E. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

VIII. EARLY GRADUATION

Students may be considered for early graduation, as provided for within Minnesota Statutes 120B.07, upon meeting the following conditions:

- A. All course or standards and credit requirements must be met;
- B. The principal or designee shall conduct an interview with the student and parent or guardian, familiarize the parties with opportunities available in post-secondary education, and arrive at a timely decision; and

- C. The principal's decision shall be in writing and may be subject to review by the superintendent and school board.

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.024 (Credits)
Minn. Stat. § 120B.07 (Early Graduation)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Part 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)

JORDAN PUBLIC SCHOOLS POLICY

Adopted: September 12, 2007

Revised: August 14th, 2023

616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

I. PURPOSE

The purpose of this policy is to focus public education strategies on a process which promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding implementation of the Minnesota Academic Standards and federal law.

II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota K-12 Academic Standards and federal law requires accountability for the school district. The school district established a system to transition to the graduation requirements of the Minnesota K-12 Academic Standards. The school district also established a system to review and improve instruction, curriculum, and assessment which will include substantial input by students, parents or guardians, and local community members. The school district will be accountable to the public and the state through annual reporting.

III. DEFINITIONS

- A. “Credit” means a student’s successful completion of an academic year of study or a student’s mastery of the applicable subject matter, as determined by the school district.
- B. “World’s best workforce” means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

- A. School District Goals

1. The school board has established school district-wide goals that provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota K-12 Academic Standards and federal law. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the school district's Curriculum and Technology Advisory Committee (Advisory Committee).
 2. The District Advisory Committee created under Policy 603 (Curriculum Development) is established by the school board to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
 3. The school district-wide improvement goals should address recommendations identified through the District Advisory Committee process. The school district's goal setting process will include consideration of individual site goals. School district goals may also be developed through an education effectiveness program, an evaluation of student progress committee, or through some other locally determined process.
- B. System for Reviewing All Instruction and Curriculum. Incorporated in the process will be analysis of the school district's progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes section 123B.147, Subd. 3, and teacher evaluations under Minnesota Statutes section 122A.40, Subd. 8, or 122A.41, Subd. 5.

The Jordan School District has established a continuous curriculum review process that includes yearly documentation of current curricular materials and future needs.

C. Implementation of Graduation Requirements

1. The District Advisory Committee shall also advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of the District Advisory Committee shall be published annually to the community. The school board shall receive public input and comment and shall adopt or update this policy at least annually.
2. The school board shall annually review and determine if student

achievement levels at each school site meet federal expectations. If the school board determines that student achievement levels at a school site do not meet federal expectations and the site has not made adequate yearly progress for two consecutive school years, the District Advisory Committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The District Advisory Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (Commissioner) in developing a plan which must include parental involvement components.

3. The educational assessment system component utilized by the school board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of current achievement that show growth relative to an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. The school board will utilize models developed by the Commissioner for measuring individual student progress. The school board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

D. Comprehensive Continuous Improvement of Student Achievement

1. By November 1st of each year, the District Advisory Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.
2. The District Advisory Committee, working in cooperation with other committees of the school district will provide active community participation in:
 - a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota K-12 Academic Standards;
 - b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
 - c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals; and,
 - d. Advising the school board about development of the annual

budget.

3. The District Advisory Committee shall meet the following criteria:
 - a. The District Advisory Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.
 - b. The District Advisory Committee shall make recommendations to the school board on school district-wide standards, assessments, and program evaluation.
 - c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.
 - d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the District Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.
4. Translation services should be provided to the extent appropriate and practicable.
5. The District Advisory Committee shall meet the following timeline each year:
 - Fall: Organizational meeting of the Committee to review the authorizing legislation and the roles and responsibilities of the Committee as determined by the school board.
 - Fall/Ongoing: Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.
 - Fall/Ongoing: Review evaluation results and prepare recommendations.
 - Fall/Ongoing: Present recommendations to the school board for its input and approval.

- E. Evaluation of Student Progress Committee. A committee of professional staff

shall develop a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the District Advisory Committee to review instruction and curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. This plan shall annually be approved by the school board.

F. Reporting.

1. Consistent with Minnesota Statutes section 120B.36, subdivision 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its published reports and in its summary report to the Commissioner.
2. The school performance report for a school site and a school district must include performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.
3. The school district must annually report the district's class size ratios by each grade to the commissioner of education in the form and manner specified by the commissioner.
4. The school district must report whether programs funded with compensatory revenue are consistent with best practices demonstrated to improve student achievement.

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best

Workforce)
Minn. Stat. § 120B.35 (Student Academic Achievement and Growth)
Minn. Stat. § 120B.36 (School Accountability)
Minn. Stat. § 122A.40 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41 (Teacher Tenure Act; Cities of the First Class;
Definitions)
Minn. Stat. § 123B.04 (Site Decision Making; Individualized Learning
Agreement; Other Agreements)
Minn. Stat. § 123B.147 (Principals)
Minn. Stat. § 126C.12 (Learning and Development Revenue Amount and
Use)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for
Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for
Mathematics)
Minn. Rules Parts 3501.0820-3501.0815 (Academic Standards for the
Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social
Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for
Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and
Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and
Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations,
Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP
Students)
MSBA/MASA Model Policy 617 (School District Ensurance of
Preparatory and High School Standards)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 619 (Staff Development for Standards)
MSBA/MASA Model Policy 620 (Credit for Learning)

JORDAN PUBLIC SCHOOLS POLICY

Adopted: September 12, 2007

Revised: August 14th, 2023

618 ASSESSMENT OF STUDENT ACHIEVEMENT

I. PURPOSE

The purpose of this policy is to institute a process for the establishment and revision of assessments to measure achievement toward meeting the Minnesota Academic Standards, track academic progress over time, and provide Minnesota graduates information related to career and college readiness.

II. GENERAL STATEMENT OF POLICY

The school district has established a procedure by which students shall complete Graduation Requirements. This procedure includes the adoption of performance assessment methods to be used in measuring student performance. The school district strives to continually enhance student achievement of Graduation Requirements.

III. DEFINITIONS

- A. “Academic standard” means a summary description of student learning in a required content area or elective content area.
- B. “Benchmark” means the specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- C. “Career and college ready,” for purposes of statewide accountability, means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment. Students who are career and college ready are able to successfully complete credit-bearing coursework at a two- or four-year college or university or other credit-bearing postsecondary program without need for remediation.
- D. “Cultural competence,” for purposes of statewide accountability, means the ability and will to interact effectively with people of different cultures, native languages, and socioeconomic backgrounds.
- E. “Elective standards” means a locally adopted expectation for student learning in career and technical education and world languages.

- F. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, or other cooperative work experience, youth apprenticeship, or employment.
- G. “Required standard” means (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, and the arts, and (2) a locally adopted expectation for student learning in health.

IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT

- A. The superintendent shall establish criteria by which student performance of local academic standards and elective standards are to be evaluated and approved. The criteria will be submitted to the school board for approval. Upon approval by the school board, the criteria shall be deemed part of this policy.
- B. The superintendent shall ensure that students and parents or guardians are provided with notice of the process by which academic standards will be assessed.
- C. Staff members will be expected to utilize staff development opportunities to the extent necessary to ensure effective implementation and continued improvement of the implementation of assessments under the Minnesota Academic Standards.

V. STANDARDS FOR MINNESOTA ACADEMIC STANDARDS PERFORMANCE ASSESSMENTS

A. Benchmarks

The school district will offer and students must achieve all benchmarks for an academic standard to satisfactorily complete that state standard. These benchmarks will be used by the school district and its staff in developing tests to measure student academic knowledge and skills.

B. Statewide Academic Standards Testing

- 1. The school district will utilize statewide assessments developed from and aligned with the state’s required academic standards as these tests become available to evaluate student progress toward career and college readiness in the context of the state’s academic standards.
- 2. The school district will administer annually, in accordance with the process determined by the Minnesota Department of Education, the state-constructed tests aligned with state standards to all students in grades

3 through 8 and at the high school level as follows:

- a. computer-adaptive reading and mathematics assessments in grades 3 through 8;
 - b. high school reading in grade 10, mathematics in grade 11, and a high school writing test, when it becomes available; and
 - c. science assessments in one grade in the grades 3 through 5 span, the grades 6 through 8 span, and a life science assessment in the grades 9 through 12 span (a passing score on high school science assessments is not a condition of receiving a diploma).
3. The school district will develop and administer locally constructed tests in social studies, health and physical education, and the arts to determine if a student has met the required academic standards in these areas.
 4. The school district may use a student's performance on a statewide assessment as one of the multiple criteria to determine grade promotion or retention. The school district also may use a high school student's performance on a statewide assessment as a percentage of the student's final grade in a course, or place a student's assessment score on the student's transcript.
 5. For students in grade 8 in the 2012-2013 school year and later, the school district must record on the high school transcript a student's progress toward career and college readiness. For other students, this record of progress must be made as soon as practicable. In addition, the school district may include a notation of high achievement on the high school diplomas of those graduating seniors who, according to established school board criteria, demonstrate exemplary academic achievement during high school.
 6. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments administered in high school, must be informed that admission to a public school is free and available to any resident under 21 years of age. The school district will determine how this notice is given.

C. Student Participation

1. The Minnesota Commissioner of Education must create and publish a form for parents and guardians that:
 - a. explains the need for state academic standards;

- b. identifies the state assessments that are aligned with state standards;
 - c. identifies the consequences, if any, the school or student may face if a student does not participate in state or locally required standardized assessments;
 - d. states that students who receive a college ready benchmark on the high school Minnesota Comprehensive Assessment are not required to take a remedial, noncredit course at a Minnesota state college or university in the corresponding subject area;
 - e. summarizes the provisions in Minnesota Statutes section 120B.301(a) and (c); and
 - f. notifies a parent of the right to not have the parent's child participate in the state and locally required assessments and asks a parent that chooses to not have a child participate in the assessments the basis for the decision.
2. The school district must post the form created by the Commissioner on the school district website and include it in the school district's student handbook.

VI. Rigorous Course of Study Waiver

- A. Upon receiving a student's application signed by the student's parent or guardian, the school district must declare that a student meets or exceeds a specific academic standard required for graduation if the school board determines that the student:
 - 1. is participating in a course of study, including an advanced placement or international baccalaureate course or program; a learning opportunity outside the curriculum of the school district; or an approved preparatory program for employment or post-secondary education that is equally or more rigorous than the corresponding state or local academic standard required by the school district;
 - 2. would be precluded from participating in the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program if the student were required to achieve the academic standard to be waived; and
 - 3. satisfactorily completes the requirements for the rigorous course of study, learning opportunity, or preparatory employment or

post-secondary education program.

- B. The school board also may formally determine other circumstances in which to declare that a student meets or exceeds a specific academic standard that the site requires for graduation under this section.
- C. A student who satisfactorily completes a post-secondary enrollment options course or program or an advanced placement or international baccalaureate course or program is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

VII. CAREER EXPLORATION ASSESSMENT

- A. Student assessments, in alignment with state academic standards, shall include clearly defined career and college readiness benchmarks and satisfy Minnesota's postsecondary admissions requirements. Achievement and career and college readiness in mathematics, reading, and writing must also be assessed. When administering formative or summative assessments used to measure the academic progress, including the oral academic development, of English learners and inform their instruction, schools must ensure that the assessments are accessible to the students and students have the modifications and supports they need to sufficiently understand the assessments.
- B. On an annual basis, the school district must use the career exploration elements in these assessments, beginning no later than grade 9, to help students and their families explore and plan for postsecondary education or careers based on the students' interests, aptitudes, and aspirations. The school district must use timely regional labor market information and partnerships, among other resources, to help students and their families successfully develop, pursue, review, and revise an individualized plan for postsecondary education or a career. This process must help increase students' engagement in and connection to school, improve students' knowledge and skills, and deepen students' understanding of career pathways as a sequence of academic and career courses that lead to an industry-recognized credential, an associate's degree, or a bachelor's degree and are available to all students, whatever their interests and career goals.
- C. All students, except those eligible for alternative assessments, will be encouraged to participate on a nationally normed college entrance exam in grade 11 or 12. A student under this paragraph who demonstrates attainment of required state academic standards on these assessments, which include career and college readiness benchmarks, is academically ready for a career or college and is encouraged to participate in courses awarding college credit to high school students. Such courses and programs may include sequential courses of study within broad career areas and technical skill assessments that extend beyond course grades.

To the extent state funding for college entrance exam fees is available, the school district will pay the cost, one time, for an interested student in grade 11 or 12, who is eligible for a free or reduced-priced meal, to take a nationally recognized college entrance exam before graduating. The school district may require a student who is not eligible for a free or reduced-priced meal to pay the cost of taking a nationally recognized college entrance exam. The school district will waive the cost for a student who is unable to pay.

- D. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.
- E. In developing, supporting, and improving students' academic readiness for a career or college, the school district must have a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without need for postsecondary remediation.

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.31 (System Accountability and Statistical Adjustments)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)

MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)

MSBA/MASA Model Policy 613 (Graduation Requirements)

MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)

MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)

MSBA/MASA Model Policy 616 (School District System Accountability)

JORDAN DISTRICT SCHOOLS POLICY

Adopted: September 12, 2007

Revised: August 14th, 2023

620 CREDIT FOR LEARNING

I. PURPOSE

This policy recognizes student achievement that occurs in postsecondary enrollment option and other advanced enrichment programs. This policy recognizes student achievement that occurs in other schools, in alternative learning sites, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities. This policy addresses transfer of student credit from out-of-state, private, or home schools and online learning programs and to address how the school district will recognize student achievement obtained outside of the school district.

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

- A. “Accredited school” means a school that is accredited by an accrediting agency, recognized according to Minnesota Statutes section 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (Commissioner).
- B. "Concurrent enrollment" means nonsectarian courses in which an eligible pupil under subdivision 5 or 5b enrolls to earn both secondary and postsecondary credits, are taught by a secondary teacher or a postsecondary faculty member, and are offered at a high school for which the district is eligible to receive concurrent enrollment program aid under Minnesota Statutes, section 124D.091.
- C. “Course” means a course or program.
- D. “Eligible institution” means a Minnesota public postsecondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by an accreditor recognized by the United States Department of Education, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.

An eligible institution must not require a faith statement from a secondary student seeking to enroll in a postsecondary course under this section during the application process or base any part of the admission decision on a student's race, creed, ethnicity, disability, gender, or sexual orientation or religious beliefs or affiliations.

- E. “Nonpublic school” is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.
- F. “Weighted Grade” is a letter or numerical grade that is assigned a numerical advantage when calculating the grade point average.

IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS

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

- 1. The school district will accept and transfer secondary credits and grades awarded to a student from another Minnesota public secondary school upon presentation of a certified transcript from the transferring public secondary school evidencing the course taken and the grade and credit awarded.
- 2. Credits and grades awarded from another Minnesota public secondary school may be used to compute honor roll and/or class rank if a student has earned at least 4 credits from the Jordan School District.

B. Transfer of Academic Requirements from Other Schools

- 1. The school district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of Minnesota or an accredited nonpublic school upon presentation of a certified transcript from the transferring public school in another state or nonpublic school evidencing the course taken and the grade and credit awarded.
 - a. When a determination is made that the content of the course aligns directly with school district graduation requirements, the student will be awarded commensurate credits and grades.
 - b. Commensurate credits and grades awarded from an accredited nonpublic school or public school in another state may be used to compute honor roll and/or class rank if a student has earned at least 4 credits from the Jordan school district.
 - c. In the event the content of a course taken at an accredited

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

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

grades earned during the academic term.

V. POSTSECONDARY ENROLLMENT CREDIT

- A. A student who satisfactorily completes a postsecondary enrollment options course or program under Minnesota Statutes section 124D.09 that has been approved as meeting the necessary requirements is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.
- B. Secondary credits granted to a student through a postsecondary enrollment options course or program must be counted toward the graduation requirements and subject area requirements of the district.
 - 1. Course credit will be considered by the school district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.
 - 2. Seven quarter or four semester postsecondary credits shall equal at least one full year of high school credit. Fewer postsecondary credits may be prorated.
 - 3. When a determination is made that the content of the postsecondary course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
 - 4. In the event the content of the postsecondary course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
 - 5. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner, who shall determine the number of credits that shall be granted to a student.
 - 6. When secondary credit is granted for postsecondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a postsecondary institution.
- C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.
- D. By the earlier of (1) three weeks prior to the date by which a student must register

for district courses for the following school year, or (2) March 1 of each year, the school district must provide up-to-date information on the district's website and in materials that are distributed to parents and students about the program, including information about enrollment requirements and the ability to earn postsecondary credit to all pupils in grades 8, 9, 10, and 11.

VI. CREDIT FOR EMPLOYMENT WITH HEALTH CARE PROVIDERS

Consistent with the career and technical pathways program, a student in grade 11 or 12 who is employed by an institutional long-term care or licensed assisted living facility, a home and community-based services and supports provider, a hospital or health system clinic, or a child care center may earn up to two elective credits each year toward graduation under Minnesota Statutes, section 120B.024, subdivision 1, paragraph (a), clause (7), at the discretion of the enrolling school district. A student may earn one elective credit for every 350 hours worked, including hours worked during the summer. A student who is employed by an eligible employer must submit an application, in the form or manner required by the school district, for elective credit to the school district in order to receive elective credit. The school district must verify the hours worked with the employer before awarding elective credit.

VII. ADVANCED ACADEMIC CREDIT

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

VIII. WEIGHTED GRADES

- A. The school district offers weighted grades for courses that are identified as more rigorous or academically challenging as follows:
1. A grade awarded in an Advanced Placement course will be multiplied by a factor of 1.1.
 2. A grade awarded in an Honors course will be multiplied by a factor of 1.
 3. A grade awarded in a College In the Schools / Concurrent Enrollment course will be multiplied by a factor of 1.1.
 4. A grade awarded in a similar to Advanced Placement/Concurrent Enrollment/College in the Schools course taken through a Postsecondary Enrollment Options program will be multiplied by a factor of 1.1.
 5. A grade awarded in a course in a dual enrollment course will be multiplied by a factor of 1.1.
- B. The school district's high school course registration guide will list the courses for which a student may earn a weighted grade.

IX. PROCESS FOR AWARDING CREDIT

- A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.
- B. A student or the student's parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon request of a student or the student's parent or guardian if the request is made in writing to the superintendent within five school days of the date of the building principal's decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.
- C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student's parent or guardian except as set forth in Section IX.D. below.
- D. If a student disputes the number of credits granted by the school district for a particular postsecondary enrollment course, or advanced academic credit course,

the student may appeal the school district's decision to the Commissioner. The decision of the Commissioner shall be final.

- E. At any time during the process, the building principal or superintendent may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining alignment with graduation requirements or the number of credits to be granted. Students will not be provided credit until requested documentation is available for review, if requested.

Legal References: Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)
Minn. Stat. § 120B.14 (Advanced Academic Credit)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.445 (Nonpublic Education Council)
Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)
Minn. Stat. § 124D.09 (Postsecondary Enrollment Options Act)
Minn. Stat. § 124D.094 (Online Instruction Act)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 624 (Online Instruction)

JORDAN PUBLIC SCHOOLS POLICY

Adopted: August 14th, 2023

Revised:

621 LITERACY AND THE READ ACT

I. PURPOSE

This policy aligns with Minnesota law established in the Read Act and on other topics related to reading.

II. GENERAL STATEMENT OF POLICY

The school district recognizes the centrality of reading in a student's educational experience.

III. DEFINITIONS

- A. "Evidence-based" means the instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in increasing students' reading competency in the areas of phonological and phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Evidence-based literacy instruction is explicit, systematic, and includes phonological and phonemic awareness, phonics and decoding, spelling, fluency, vocabulary, oral language, and comprehension that can be differentiated to meet the needs of individual students. Evidence-based instruction does not include the three-cueing system, as defined in subdivision 16.
- B. "Fluency" means the ability of students to read text accurately, automatically, and with proper expression.
- C. "Foundational reading skills" includes phonological and phonemic awareness, phonics and decoding, and fluency. Foundational reading skills appropriate to each grade level must be mastered in kindergarten, grade 1, grade 2, and grade 3. Struggling readers in grades 4 and above who do not demonstrate mastery of grade-level foundational reading skills must continue to receive explicit, systematic instruction to reach mastery.
- D. "Literacy specialist" means a person licensed by the Professional Educator Licensing and Standards Board as a teacher of reading, a special education teacher, or a kindergarten through grade 6 teacher, who has completed professional development approved by the Minnesota Department of Education (MDE) in structured literacy. A literacy specialist employed by the department under Minnesota Statutes, section 120B.123, subdivision 7, or by a district as a

literacy lead, is not required to complete the approved training before August 30, 2025.

- E. "Literacy lead" means a literacy specialist with expertise in working with educators as adult learners. A district literacy lead must support the district's implementation of the Read Act; provide support to school-based coaches; support the implementation of structured literacy, interventions, curriculum delivery, and teacher training; assist with the development of personal learning plans; and train paraprofessionals and other support staff to support classroom literacy instruction. A literacy lead may be employed by one district, jointly by two or more districts, or may provide services to districts through a partnership with the regional service cooperatives or another district.
- F. "Multitiered system of support" or "MTSS" means a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. The MTSS framework provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. Through a MTSS at the core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) levels, educators provide high quality, evidence-based instruction and intervention that is matched to a student's needs; progress is monitored to inform instruction and set goals and data is used for educational decision making.
- G. "Oral language," also called "spoken language," includes speaking and listening, and consists of five components: phonology, morphology, syntax, semantics, and pragmatics.
- H. "Phonemic awareness" means the ability to notice, think about, and manipulate individual sounds in spoken syllables and words.
- I. "Phonics instruction" means the explicit, systematic, and direct instruction of the relationships between letters and the sounds they represent and the application of this knowledge in reading and spelling.
- J. "Progress monitoring" means using data collected to inform whether interventions are working. Progress monitoring involves ongoing monitoring of progress that quantifies rates of improvement and informs instructional practice and the development of individualized programs using state-approved screening that is reliable and valid for the intended purpose.
- K. "Reading comprehension" means a function of word recognition skills and language comprehension skills. It is an active process that requires intentional thinking during which meaning is constructed through interactions between the text and reader. Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and implementing specific cognitive strategies to help

beginning readers derive meaning through intentional, problem-solving thinking processes.

- L. "Structured literacy" means an approach to reading instruction in which teachers carefully structure important literacy skills, concepts, and the sequence of instruction to facilitate children's literacy learning and progress. Structured literacy is characterized by the provision of systematic, explicit, sequential, and diagnostic instruction in phonemic awareness, phonics, fluency, vocabulary and oral language development, and reading comprehension.
- M. "Three-cueing system," also known as "meaning structure visual (MSV)," means a method that teaches students to use meaning, structure and syntax, and visual cues when attempting to read an unknown word.
- N. "Vocabulary development" means the process of acquiring new words. A robust vocabulary improves all areas of communication, including listening, speaking, reading, and writing. Vocabulary growth is directly related to school achievement and is a strong predictor for reading success.

IV. READING SCREENER; PARENT NOTIFICATION AND INVOLVEMENT

- A. The school district must administer an approved evidence-based reading screener to students in kindergarten through grade 3 within the first six weeks of the school year, and again within the last six weeks of the school year. The screener must be one of the screening tools approved by the Minnesota Department of Education (MDE).
- B. The school district must identify any screener it uses in the district's annual literacy plan, and submit screening data with the annual literacy plan by June 15.
- C. Schools, at least biannually after administering each screener, must give the parent of each student who is not reading at or above grade level timely information about:
 - 1. the student's reading proficiency as measured by a screener approved by MDE;
 - 2. reading-related services currently being provided to the student and the student's progress; and
 - 3. strategies for parents to use at home in helping their student succeed in becoming grade-level proficient in reading in English and in their native language.
- D. The school district may not use this section to deny a student's right to a special education evaluation.

V. IDENTIFICATION AND REPORT

- A. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including multilingual learners and students receiving special education services, must be universally screened for mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language, and for characteristics of dyslexia as measured by a screening tool approved by MDE. The screening for characteristics of dyslexia may be integrated with universal screening for mastery of foundational skills and oral language.
- B. The school district must submit data on student performance in kindergarten, grade 1, grade 2, and grade 3 on foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language to MDE in the annual local literacy plan submission due on June 15.
- C. Students in grades 4 and above, including multilingual learners and students receiving special education services, who do not demonstrate mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language, must be screened using a screening tool approved by MDE for characteristics of dyslexia and must continue to receive evidence-based instruction, interventions, and progress monitoring until the students achieve grade-level proficiency. A parent, in consultation with a teacher, may opt a student out of the literacy screener if the parent and teacher decide that continuing to screen would not be beneficial to the student. In such limited cases, the student must continue to receive progress monitoring and literacy interventions.
- D. Reading screeners in English, and in the predominant languages of school district students where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of multilingual learners. The school district must use an approved, developmentally appropriate, and culturally responsive screener and annually report summary screener results to the MDE Commissioner by June 15 in the form and manner determined by the MDE Commissioner.
- E. The school district must include in its literacy plan a summary of the district's efforts to screen, identify, and provide interventions to students who demonstrate characteristics of dyslexia as measured by a screening tool approved by MDE. With respect to students screened or identified under paragraph (a), the report must include:
 - 1. a summary of the school district's efforts to screen for dyslexia;
 - 2. the number of students universally screened for that reporting year;
 - 3. the number of students demonstrating characteristics of dyslexia for that year; and

4. an explanation of how students identified under this subdivision are provided with alternate instruction and interventions under Minnesota Statutes, section 125A.56, subdivision 1.

VI. INTERVENTION

- A. For each student identified under the screening identification process, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year.
- B. The school district must implement progress monitoring, as defined in Minnesota Statutes, section 120B.1118, for a student not reading at grade level.
- C. The school district must use evidence-based curriculum and intervention materials at each grade level that are designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Starting July 1, 2023, if the school district purchases new literacy curriculum, or literacy intervention or supplementary materials, the curriculum or materials must be evidence-based as defined in Minnesota Statutes, section 120B.1118.
- D. If a student does not read at or above grade level by the end of the current school year, the school district must continue to provide reading intervention until the student reads at grade level. School district intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs that specialize in evidence-based instructional practices and measure mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language.
- E. By the 2025-2026 school year, intervention programs must be taught by an intervention teacher or special education teacher who has successfully completed training in evidence-based reading instruction approved by MDE. Intervention may include but is not limited to requiring student attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended-day programs, or programs that strengthen students' cultural connections.
- F. The school district must determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school must develop the learning plan in consultation with the student's parent or guardian. The personal learning plan must include targeted instruction that is evidence-based and ongoing progress monitoring, and address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the regular school day, group interventions, periodic assessments or screeners, and reasonable timelines. The personal learning plan

may include grade retention, if it is in the student's best interest; a student may not be retained solely due to delays in literacy or not demonstrating grade-level proficiency. A school must maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an individualized education program.

VII. LOCAL LITERACY PLAN

- A. The school district must adopt a local literacy plan to have every child reading at or above grade level every year beginning in kindergarten and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. The school district must update and submit the plan to the Commissioner of MDE by June 15 each year. The plan must be consistent with the Read Act, and include the following:
1. a process to assess students' foundational reading skills, oral language, and level of reading proficiency and the screeners used, by school site and grade level, under Minnesota Statutes, section 120B.123;
 2. a process to notify and involve parents;
 3. a description of how schools in the school district will determine the targeted reading instruction that is evidence-based and includes an intervention strategy for a student and the process for intensifying or modifying the reading strategy in order to obtain measurable reading progress;
 4. evidence-based intervention methods for students who are not reading at or above grade level and progress monitoring to provide information on the effectiveness of the intervention;
 5. identification of staff development needs, including a plan to meet those needs;
 6. the curricula used by school site and grade level;
 7. a statement of whether the school district has adopted a MTSS framework;
 8. student data using the measures of foundational literacy skills and mastery identified by MDE for the following students:
 - a. students in kindergarten through grade 3;
 - b. students who demonstrate characteristics of dyslexia; and
 - c. students in grades 4 to 12 who are identified as not reading at grade level; and

9. the number of teachers and other staff that have completed training approved by the department.
- B. The school district must post its literacy plan on the official school district website and submit it to the Commissioner of MDE using the template developed by the Commissioner beginning June 15, 2024.

VIII. STAFF TRAINING

- A. Beginning July 1, 2024, a school district must provide access to the training required under Minnesota Statutes, section 120B.123, subdivision 5, to:
1. intervention teachers working with students in kindergarten through grade 12;
 2. all classroom teachers of students in kindergarten through grade 3 and children in prekindergarten programs;
 3. special education teachers;
 4. curriculum directors;
 5. instructional support staff who provide reading instruction; and
 6. employees who select literacy instructional materials for a district.
- B. The school district must provide training from a menu of approved evidence-based training programs to all reading intervention teachers, literacy specialists, and other teachers and staff identified in Minnesota Statutes, section 120B.12, subdivision 1, paragraph (b), by July 1, 2025; and by July 1, 2027, to other teachers in the school district, prioritizing teachers who work with students with disabilities, English learners, and students who qualify for the graduation incentives program under Minnesota Statutes, section 124D.68. The Commissioner of MDE may grant a school district an extension to these deadlines.
- C. By August 30, 2025, the school district must employ or contract with a literacy lead, or be actively supporting a designated literacy specialist through the process of becoming a literacy lead. The school board may satisfy the requirements of this subdivision by contracting with another school board or cooperative unit under Minnesota Statutes, section 123A.24 for the services of a literacy lead by August 30, 2025. The school district literacy lead must collaborate with school district administrators and staff to support the school district's implementation of requirements under the Read Act.

IX. STAFF DEVELOPMENT

- A. The school district must provide training programs on evidence-based reading instruction to teachers and instructional staff in accordance with subdivision 1, paragraph (b). The training must include teaching in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension, and culturally and linguistically responsive pedagogy.
- B. The school district shall use the data under Article V. above to identify the staff development needs so that:
 - 1. elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension with emphasis on mastery of foundational reading skills as defined in Minnesota Statutes, section 120B.1118 and other literacy-related areas including writing until the student achieves grade-level reading and writing proficiency;
 - 2. elementary teachers have sufficient training to provide students with evidence-based reading and oral language instruction that meets students' developmental, linguistic, and literacy needs using the intervention methods or programs selected by the school district for the identified students;
 - 3. licensed teachers employed by the school district have regular opportunities to improve reading and writing instruction;
 - 4. licensed teachers recognize students' diverse needs in cross-cultural settings and are able to serve the oral language and linguistic needs of students who are multilingual learners by maximizing strengths in their native languages in order to cultivate students' English language development, including oral academic language development, and build academic literacy; and
 - 5. licensed teachers are well trained in culturally responsive pedagogy that enables students to master content, develop skills to access content, and build relationships.
- C. The school district must provide staff in early childhood programs sufficient training to provide children in early childhood programs with explicit, systematic instruction in phonological and phonemic awareness; oral language, including listening comprehension; vocabulary; and letter-sound correspondence.

X. LITERACY INCENTIVE AID USES

The school district must use its literacy incentive aid to support implementation of evidence-based reading instruction. The following are eligible uses of literacy incentive aid:

1. training for kindergarten through grade 3 teachers, early childhood educators, special education teachers, reading intervention teachers working with students in kindergarten through grade 12, curriculum directors, and instructional support staff that provide reading instruction, on using evidence-based screening and progress monitoring tools;
2. evidence-based training using a training program approved by MDE;
3. employing or contracting with a literacy lead, as defined in Minnesota Statutes, section 120B.1118;
4. materials, training, and ongoing coaching to ensure reading interventions under Minnesota Statutes, section 125A.56, subdivision 1, are evidence-based; and costs of substitute teachers to allow teachers to complete required training during the teachers' contract day.

Legal References: Minn. Stat. § 120B.1118 (Read Act Definitions)
Minn. Stat. § 120B.12 (Read Act Goal and Interventions)
Minn. Stat. § 120B.123 (Read Act Implementation)
Minn. Stat. § 123A.24 (Withdrawing from a Cooperative Unit; Appealing Denial of Membership)
Minn. Stat. § 124D.68 (Graduation Incentives Program)
Minn. Stat. § 124D.98 (Literacy Incentive Aid)
Minn. Stat. § 125A.56 (Alternate Instruction Required before Assessment Referral)

Cross References: None

**JORDAN PUBLIC SCHOOLS
POLICY**

Adopted: September 12, 2007

Revised: August 14th, 2023

624 ONLINE INSTRUCTION

I. PURPOSE

The purpose of this policy is to recognize and govern online instruction options of students enrolled in the school district for purposes of compulsory attendance and address enrollment of students with an online instruction site for supplemental or full-time online learning.

II. GENERAL STATEMENT OF POLICY

- A. The school district shall not prohibit an enrolled student from applying to enroll in online instruction.
- B. The school district shall grant academic credit for completing the requirements of an online instruction course or program.

III. DEFINITIONS

- A. "Blended instruction" means a form of digital instruction that occurs when a student learns part time in a supervised physical setting and part time through online instruction under paragraph (E).
- B. "Digital instruction" means instruction facilitated by technology that offers students an element of control over the time, place, path, or pace of learning and includes blended and online instruction.
- C. "Enrolling district" means the school district in which a student is enrolled under Minnesota Statutes, section 120A.22, subdivision 4.
- D. "Online course syllabus" means a written document that identifies the state academic standards taught and assessed in a supplemental online course under paragraph (I); course content outline; required course assessments; instructional methods; communication procedures with students, guardians, and the enrolling district under paragraph (C); and supports available to the student.
- E. "Online instruction" means a form of digital instruction that occurs when a student learns primarily through digital technology away from a supervised physical setting.

- F. "Online instructional site" means a site that offers courses using online instruction under paragraph (E) and may enroll students receiving online instruction under paragraph (E).
- G. "Online teacher" means an employee of the enrolling district under paragraph (C) or the supplemental online course provider under paragraph (J) who holds the appropriate licensure under Minnesota Rules, chapter 8710, and is trained to provide online instruction under paragraph (E).
- H. "Student" means a Minnesota resident enrolled in a school defined under Minnesota Statutes, section 120A.22, subdivision 4, in kindergarten through grade 12 up to the age of 21.
- I. "Supplemental online course" means an online learning course taken in place of a course provided by the student's enrolling district under paragraph (C).
- J. "Supplemental online course provider" means a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that is authorized by the Minnesota Department of Education (MDE) to provide supplemental online courses under paragraph (I).

IV. DIGITAL INSTRUCTION

- A. An enrolling district may provide digital instruction, including blended instruction and online instruction, to the district's own enrolled students. Enrolling districts may establish agreements to provide digital instruction, including blended instruction and online instruction, to students enrolled in the cooperating schools.
- B. When online instruction is provided, an online teacher shall perform all duties of teacher of record under Minnesota Rules, part 8710.0310. Unless the Commissioner of MDE grants a waiver, a teacher providing online instruction shall not instruct more than 40 students in any one online learning course or section.
- C. Students receiving online instruction full time shall be reported as enrolled in an online instructional site.
- D. Curriculum used for digital instruction shall be aligned with Minnesota's current academic standards and benchmarks.
- E. Digital instruction shall be accessible to students under section 504 of the federal Rehabilitation Act and Title II of the federal Americans with Disabilities Act.
- F. An enrolling district providing digital instruction and a supplemental online course provider shall assist an enrolled student whose family qualifies for the education tax credit under Minnesota Statutes, section 290.0674 to acquire

computer hardware and educational software so they may participate in digital instruction. Funds provided to a family to support digital instruction or supplemental online courses may only be used for qualifying expenses as determined by the provider. Nonconsumable materials purchased with public education funds remain the property of the provider. Records for any funds provided must be available for review by the public or MDE.

- G. An enrolling district providing digital instruction shall establish and document procedures for determining attendance for membership and keep accurate records of daily attendance under Minnesota Statutes, section 120A.21.

V. SUPPLEMENTAL ONLINE COURSES

- A. Notwithstanding Minnesota Statutes, sections 124D.03 and 124D.08 and Minnesota Statutes, chapter 124E, procedures for applying to take supplemental online courses other than those offered by the student's enrolling district are as provided in this subdivision.
- B. Any kindergarten through grade 12 student may apply to take a supplemental online course. The student, or the student's parent or guardian for a student under age 17, must submit an application for the proposed supplemental online course or courses. A student may:
 - 1. apply to take an online course from a supplemental online course provider that meets or exceeds the academic standards of the course in the enrolling district they are replacing;
 - 2. apply to take supplemental online courses for up to 50 percent of the student's scheduled course load; and
 - 3. apply to take supplemental online courses no later than 15 school days after the student's enrolling district's term has begun. An enrolling district may waive the 50 percent course enrollment limit or the 15-day time limit.
- C. A student taking a supplemental online course must have the same access to the computer hardware and education software available in a school as all other students in the enrolling district.
- D. A supplemental online course provider must have a current, approved application to be listed by MDE as an approved provider. The supplemental online course provider must:
 - 1. use an application form specified by MDE;
 - 2. notify the student, the student's guardian if they are age 17 or younger, and enrolling district of the accepted application to take a supplemental online course within ten days of receiving a completed application;

3. notify the enrolling district of the course title, credits to be awarded, and the start date of the online course. A supplemental online course provider must make the online course syllabus available to the enrolling district;
 4. request applicable academic support information for the student, including a copy of the IEP, EL support plan, or 504 plan; and
 5. track student attendance and monitor academic progress and communicate with the student, the student's guardian if they are age 17 or younger, and the enrolling district's designated online learning liaison.
- E. A supplemental online course provider may limit enrollment if the provider's school board or board of directors adopts by resolution specific standards for accepting and rejecting students' applications. The provisions may not discriminate against any protected class or students with disabilities.
- F. A supplemental online course provider may request that MDE review an enrolling district's written decision to not accept a student's supplemental online course application. The student may participate in the supplemental online course while the application is under review. Decisions shall be final and binding for both the enrolling district and the supplemental online course provider.
- G. A supplemental online course provider must participate in continuous improvement cycles with MDE.

VI. ENROLLING DISTRICT

- A. An enrolling district may not restrict or prevent a student from applying to take supplemental online courses.
- B. An enrolling district may request an online course syllabus to review whether the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district.
- C. Within 15 days after receiving notice of a student applying to take a supplemental online course, the enrolling district must notify the supplemental online course provider whether the student, the student's guardian, and the enrolling district agree that academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district. If the enrolling district does not agree that the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district, then:
1. the enrolling district must provide a written explanation of the district's decision to the student, the student's guardian, and the supplemental online course provider; and

2. the online provider must provide a response to the enrolling district explaining how the course or program meets the graduation requirements of the enrolling district.
- D. An enrolling district may reduce the course schedule of a student taking supplemental online courses in proportion to the number of supplemental online learning courses the student takes.
 - E. An enrolling district must appoint an online learning liaison who:
 1. provides information to students and families about supplemental online courses;
 2. provides academic support information including IEPs, EL support plans, and 504 plans to supplemental online providers; and
 3. monitors attendance and academic progress, and communicates with supplemental online learning providers, students, families, and enrolling district staff.
 - F. An enrolling district must continue to provide support services to students taking supplemental online courses as they would for any other enrolled student including support for English learners, case management of an individualized education program, and meal and nutrition services for eligible students.
 - G. An online learning student must receive academic credit for completing the requirements of a supplemental online learning course. If a student completes an online learning course that meets or exceeds a graduation standard or the grade progression requirement at the enrolling district, that standard or requirement is met.
 - H. Secondary credits granted to a supplemental online learning student count toward the graduation and credit requirements of the enrolling district. The enrolling district must apply the same graduation requirements to all students, including students taking supplemental online courses.
 - I. An enrolling district must provide access to extracurricular activities for students taking supplemental online courses on the same basis as any other enrolled student.

VII. REPORTING

Courses that include blended instruction and online instruction must be reported in the manner determined by the Commissioner of MDE.

Legal References: Minn. Stat. § 120A.21 (Enrollment of a Student in Foster Care)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 124D.03 (Enrollment Options Act)
Minn. Stat. § 124D.08 (School Board's Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. § 124D.094 (Online Instruction Act)
Minn. Stat. Ch. 124E (Charter Schools)
Minn. Rules Ch. 8710 (Teacher and Other School Professional Licensing)

Cross References: MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 620 (Credit for Learning)

**JORDAN DISTRICT SCHOOLS
POLICY**

Adopted: September 12, 2007

Revised: August 14th, 2023

708 TRANSPORTATION OF NONPUBLIC SCHOOL STUDENTS

I. PURPOSE

The purpose of this policy is to address transportation rights of nonpublic school students and to provide equality of treatment in transporting such students pursuant to law.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to recognize the rights of nonpublic school students and to provide equal transportation to those students as required by law.

III. ELIGIBILITY

- A. The school district shall provide equal transportation within the district for all students to any school when transportation is deemed necessary by the school district because of distance or traffic conditions in like manner and form as provided in Minnesota Statutes sections 123B.88 and 123B.92 when applicable.
- B. Upon the request of a parent or guardian, the school district must provide school bus transportation to the school district boundary for students residing in the school district at least the same distance from a nonpublic school actually attended in another school district as public school students are transported in the transporting school district. Such transportation must be provided whether or not there is another nonpublic school within the transporting school district, if the transportation is to schools maintaining grades or departments not maintained in the school district or if the attendance of such students at school can more safely, economically, or conveniently be provided for by such means.
- C. The school district may provide school bus transportation to a nonpublic school in another school district for students residing in the school district and attending that school, whether there is or is not another nonpublic school within the transporting school district, if the transportation is to schools maintaining grades or departments not maintained in the school district or if the attendance of such students at school can more safely, economically, or conveniently be provided for by such means. If the school district transports students to a nonpublic school located in another school district, the nonpublic school shall pay the cost of such transportation provided outside the school district boundaries.

- D. The school district must provide the necessary transportation within school district boundaries between the nonpublic school and a public school or neutral site for nonpublic school students who are provided pupil support services if the school district elects to provide pupil support services at a site other than a nonpublic school.
- E. When transportation is provided, the scheduling of routes, manner and method of transportation, control and discipline of students, and any other matter relating thereto shall be within the sole discretion, control, and management of the school district. A nonpublic or charter school student transported by the school district shall comply with school district student bus conduct and student bus discipline policies.
- F. The school board and a nonpublic school may mutually agree to a written plan for the board to provide nonpublic pupil transportation to nonpublic school students. The school district must report the number of nonpublic school students transported and the nonpublic pupil transportation expenditures incurred in the form and manner specified by the Minnesota Commissioner of Education.
- G. If the school board provides pupil transportation through the school's employees, the school board may transport nonpublic school students according to the plan and retain the nonpublic pupil transportation aid attributable to that plan. A nonpublic school may make a payment to the school district to cover additional transportation services agreed to in the written plan for nonpublic pupil transportation services not required under Minnesota Statutes, sections 123B.84 to 123B.87.
- H. A school board that contracts for pupil transportation services may enter into a contractual arrangement with a school bus contractor according to the written plan adopted by the school board and the nonpublic school to transport nonpublic school students and retain the nonpublic pupil transportation aid attributable to that plan for the purposes of paying the school bus contractor. A nonpublic school may make a payment to the school district to cover additional transportation services agreed to in the written plan for nonpublic pupil transportation services included in the contract that are not required under Minnesota Statutes, sections 123B.84 to 123B.87.
- I. Additional transportation to and from a nonpublic school may be provided at the expense of the school district when such services are provided in the discretion of the school district.

IV. STUDENTS WITH DISABILITIES

- A. If a resident student with a disability attends a nonpublic school located within the school district, the school district must provide necessary transportation for the

student within the school district between the nonpublic school and the educational facility where special instruction and services are provided on a shared-time basis. If a resident student with a disability attends a nonpublic school located in another school district and if no agreement exists for the provision of special instruction and services on a shared time basis to that student by the school district of attendance and where the special instruction and services are provided within the school district, the school district shall provide necessary transportation for that student between the school district boundary and the educational facility. The school district may provide necessary transportation for that student between its boundary and the nonpublic school attended, but the nonpublic school shall pay the cost of transportation provided outside the school district boundary. School districts may make agreements for who provides transportation. Parties serving students on a shared time basis have access to a due process hearing system as provided by law.

- B. When the disabling conditions of a student with a disability are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program, the student shall be entitled to special transportation at the expense of the school district or the day training and habilitation program attended by the student. The school district shall determine the type of vehicle used to transport students with a disability on the basis of the disabling conditions and applicable laws. This section shall not be applicable to parents who transport their own child under a contract with the school district.
- C. Each driver and aide assigned to a vehicle transporting students with a disability must (1) be instructed in basic first aid and procedures for the students under their care; (2) within one month after the effective date of assignment, participate in a program of in-service training on the proper methods of dealing with the specific needs and problems of students with disabilities; (3) assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and (4) ensure that proper safety devices are in use and fastened properly.
- D. Each driver and aide assigned to a vehicle transporting students with a disability shall have available to them the following information in hard copy or immediately accessible through a two-way communication system: (1) the student's name and address; (2) the nature of the student's disabilities; (3) emergency health care information; and (4) the names and telephone numbers of the student's physician, parents, guardians, or custodians, and some person other than the student's parents or custodians who can be contacted in case of an emergency.
- E. Any parent of a student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the due process procedures provided for in Minnesota Statutes chapter

V. APPLICATION OF GENERAL POLICY

The provisions of the school district's policy on transportation of public school students [*Model Policy 707*] shall apply to the transportation of nonpublic school students except as specifically provided herein.

- Legal References:** Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
Minn. Stat. § 123B.84 (Policy)
Minn. Stat. § 123B.86 (Equal Treatment)
Minn. Stat. § 123B.88 (Independent School Districts, Transportation)
Minn. Stat. § 123B.91, Subd. 1a (School District Bus Safety Requirements)
Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
Minn. Stat. Ch. 125A (Special Education and Special Programs)
Minn. Stat. § 125A.18 (Special Instruction; Nonpublic Schools)
Minn. Rules Part 7470.1600 (Transporting Pupils with Disabilities)
Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disabilities)
Americans United, Inc. as Protestants and Other Am. United for Separation of Church and State, et al. v. Independent Sch. Dist. No. 622, et al., 288 Minn. 1996, 179 N.W.2d 146 (Minn. 1970)
Eldredge v. Independent Sch. Dist. No. 625, 422 N.W.2d 319 (Minn. Ct. App. 1988)
Healy v. Independent Sch. Dist. No. 625, 962 F.2d 1304 (8th Cir. 1992)
Minn. Op. Atty. Gen. 166a-7 (June 3, 1983)
Minn. Op. Atty. Gen. 166a-7 (Sept. 14, 1981)
Minn. Op. Atty. Gen. 166a-7 (July 15, 1976)
Minn. Op. Atty. Gen. 166a-7 (July 17, 1970)
Minn. Op. Atty. Gen. 166a-7 (Oct. 3, 1969)
Minn. Op. Atty. Gen. 166a-7 (Sept. 12, 1969)
- Cross References:** MSBA/MASA Model Policy 707 (Transportation of Public School Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)

**JORDAN DISTRICT SCHOOLS
POLICY**

Adopted: September 12, 2007

Revised: August 14th, 2023

709 STUDENT TRANSPORTATION SAFETY POLICY

I. PURPOSE

The purpose of this policy is to provide safe transportation for students and to educate students on safety issues and the responsibilities of school bus ridership.

II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

A. School Bus Safety Week

The school district may designate a school bus safety week. The National School Bus Safety Week is the third week in October.

B. Student School Bus Safety Training

1. The school district shall provide students enrolled in grades kindergarten (K) through (6) with age-appropriate school bus safety training of the following concepts:
 - a. transportation by school bus is a privilege, not a right;
 - b. school district policies for student conduct and school bus safety;
 - c. appropriate conduct while on the bus;
 - d. the danger zones surrounding a school bus;
 - e. procedures for safely boarding and leaving a school bus;
 - f. procedures for safe vehicle lane crossing; and
 - g. school bus evacuation and other emergency procedures.
2. All students in grades K through 6 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training by the end of the third week of school. Students in grades K through 6 who enroll in a school after the second

week of school, are transported by school bus, and have not received training in their previous school districts shall undergo school bus safety training or receive bus safety instructional materials within four weeks of their first day of attendance.

3. The school district and a nonpublic school with students transported by school bus at public expense must provide students enrolled in grades K through 3 school bus safety training twice during the school year.
4. Students taking driver's training instructional classes and other students in grades 9 and 10 must receive training in the laws and proper procedures for operating a motor vehicle in the vicinity of a school bus as required by Minnesota Statutes section 169.446, subdivision 2.
5. The school district and a nonpublic school with students transported by school bus at public expense must conduct a school bus evacuation drill at least once during the school year.
6. The school district will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.
7. The school district may provide kindergarten students with school bus safety training before the first day of school.
8. The school district shall adopt and make available for public review a curriculum for transportation safety education.
9. Nonpublic school students transported by the school district will receive school bus safety training by their nonpublic school. The nonpublic schools may use the school district's school transportation safety education curriculum. The nonpublic school must certify to the school district's school transportation safety director that all students enrolled in grades K through 6 have received the appropriate training.

C. Active Transportation Safety Training

1. Training required
 - a. The school district must provide public school pupils enrolled in kindergarten through grade 3 with age-appropriate active transportation safety training. At a minimum, the training must include pedestrian safety, including crossing roads.
 - b. The school district must provide pupils enrolled in grades 4 through 8 with age-appropriate active transportation safety training. At a minimum, the training must include:

- (1) pedestrian safety, including crossing roads safely using the searching left, right, left for vehicles in traffic technique; and
- (2) bicycle safety, including relevant traffic laws, use and proper fit of protective headgear, bicycle parts and safety features, and safe biking techniques.

2. Deadlines.

- a. Students under subdivision 1, paragraph (a), who are enrolled during the first or second week of school and have not previously received active transportation safety training specified in that paragraph must receive the safety training by the end of the third week of school.
- b. Students under subdivision 1, paragraph (b), who are enrolled during the first or second week of school and have not previously received active transportation safety training specified in that paragraph must receive the safety training by the end of the sixth week of school.
- c. Students under subdivision 1, paragraph (a) or (b), who enroll in a school after the second week of school and have not received the appropriate active transportation safety training in their previous school district must undergo the training or receive active transportation safety instructional materials within four weeks of the first day of attendance.
- d. The school district and a nonpublic school may provide kindergarten pupils with active transportation safety training before the first day of school.

3. Instruction

- a. The school district may provide active transportation safety training through distance learning.
- b. The district and a nonpublic school must make reasonable accommodations for the active transportation safety training of pupils known to speak English as a second language and pupils with disabilities.

III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

- A. Riding the school bus is a privilege, not a right. The school district's general

student behavior rules are in effect for all students on school buses, including nonpublic and charter school students.

B. Consequences for school bus/bus stop misconduct will be imposed by the school district under adopted administrative discipline procedures. In addition, all school bus/bus stop misconduct will be reported to the school district's transportation safety director. Serious misconduct may be reported to local law enforcement.

1. School Bus and Bus Stop Rules. The school district school bus safety rules are to be posted on every bus. If these rules are broken, the school district's discipline procedures are to be followed. In most circumstances, consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the school district's Transportation Office/School Office.

2. Rules at the Bus Stop

- a. Get to your bus stop five minutes before your scheduled pick up time. The school bus driver will not wait for late students.
- b. Respect the property of others while waiting at your bus stop.
- c. Keep your arms, legs, and belongings to yourself.
- d. Use appropriate language.
- e. Stay away from the street, road, or highway when waiting for the bus.
- f. Wait until the bus stops before approaching the bus.
- g. After getting off the bus, move away from the bus.
- h. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
- i. No fighting, harassment, intimidation, or horseplay.
- j. No use of alcohol, tobacco, or drugs.

3. Rules on the Bus

- a. Immediately follow the directions of the driver.
- b. Sit in your seat facing forward.

- c. Talk quietly and use appropriate language.
- d. Keep all parts of your body inside the bus.
- e. Keep your arms, legs, and belongings to yourself.
- f. No fighting, harassment, intimidation, or horseplay.
- g. Do not throw any object.
- h. No eating, drinking, or use of alcohol, tobacco, or drugs.
- i. Do not bring any weapons or dangerous objects on the school bus.
- j. Do not damage the school bus.

4. Consequences

- a. Consequences for school bus/bus stop misconduct will apply to all regular and late routes. Decisions regarding a student's ability to ride the bus in connection with cocurricular and extracurricular events (for example, field trips or competitions) will be in the sole discretion of the school district. Parents or guardians will be notified of any suspension of bus privileges.

(1) Elementary (K-4)

1st offense – warning, letter to parents

2nd offense – parent conference either in person or phone

3rd offense – 5 school-day suspension from riding the bus

Further offenses – individually considered. Students may be suspended for longer periods of time, including the remainder of the school year.

(2) Secondary (5-12)

1st offense – warning

2nd offense – 5 school-day suspension from riding the bus

3rd offense – 10 school-day suspension from riding the bus

4th offense – 20 school-day suspension from riding the bus/meeting with parent

5th offense – suspended from riding the bus for the remainder of the school year

Note: When any student goes 60 transportation days without a report, the student's consequences may start over at the first offense. The principals always have the discretion to change the above amounts if they deem it appropriate.

(3) Other Discipline

Based on the severity of a student's conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school also may result from school bus/bus stop misconduct.

(4) Records

Records of school bus/bus stop misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline records. Reports of student misbehavior on a school bus or in a bus-loading or unloading area that causes an immediate and substantial danger to the student or surrounding persons or property will be provided by the school district to the Department of Public Safety in accordance with state and federal law.

(5) Vandalism/Bus Damage

Students damaging school buses will be responsible for the damages. Failure to pay such damages (or make arrangements to pay) within two weeks may result in the loss of bus privileges until damages are paid.

(6) Notice

School bus and bus stop rules and consequences for violations of these rules will be reviewed with students annually and copies of these rules will be made available to students. School bus rules are to be posted on each school bus.

(7) Criminal Conduct

In cases involving criminal conduct (for example, assault, weapons, drug possession, or vandalism), the appropriate school district personnel and local law enforcement officials will be informed.

IV. PARENT AND GUARDIAN INVOLVEMENT

A. Parent and Guardian Notification

The school district school bus and bus stop rules will be provided to each family. Parents and guardians are asked to review the rules with their children.

B. Parents/Guardians Responsibilities for Transportation Safety

Parents/Guardians are responsible to:

1. Become familiar with school district rules, policies, regulations, and the principles of school bus safety, and thoroughly review them with their children;
2. Support safe riding and walking practices, and recognize that students are responsible for their actions;
3. Communicate safety concerns to their school administrators;
4. Monitor bus stops, if possible;
5. Have their children to the bus stop five minutes before the bus arrives;
6. Have their children properly dressed for the weather; and
7. Have a plan in case the bus is late.

V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

- A. School bus drivers shall have a valid Class A, B, or C Minnesota driver's license with a school bus endorsement. A person possessing a valid driver's license, without a school bus endorsement, may drive a type III vehicle set forth in Sections VII.B. and VII.C., below. Drivers with a valid Class D driver's license, without a school bus endorsement, may operate a "type A-I" school bus as set forth in Section VII.D., below.
- B. The school district shall conduct mandatory drug and alcohol testing of all school district bus drivers and bus driver applicants in accordance with state and federal law and school district policy.
- C. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of a criminal offense, a serious traffic violation, or of violating any other state or local law relating to motor vehicle traffic control, other than a parking violation, in any type of motor vehicle in a state or jurisdiction other than Minnesota, shall

notify the Minnesota Division of Driver and Vehicle Services (Division) of the conviction within 30 days of the conviction. For purposes of this paragraph, a “serious traffic violation” means a conviction of any of the following offenses:

1. excessive speeding, involving any single offense for any speed of 15 miles per hour or more above the posted speed limit;
 2. reckless driving;
 3. improper or erratic traffic lane changes;
 4. following the vehicle ahead too closely;
 5. a violation of state or local law, relating to motor vehicle traffic control, arising in connection with a fatal accident;
 6. driving a commercial vehicle without obtaining a commercial driver’s license or without having a commercial driver’s license in the driver’s possession;
 7. driving a commercial vehicle without the proper class of commercial driver’s license and/or endorsements for the specific vehicle group being operated or for the passengers or type of cargo being transported;
 8. a violation of a state or local law prohibiting texting while driving a commercial vehicle; and
 9. a violation of a state or local law prohibiting the use of a hand-held mobile telephone while driving a commercial vehicle.
- D. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver’s license and who is convicted of violating, in any type of motor vehicle, a Minnesota state or local law relating to motor vehicle traffic control, other than a parking violation, shall notify the person’s employer of the conviction within 30 days of conviction. The notification shall be in writing and shall contain all the information set forth in Attachment A accompanying this policy.
- E. A school bus driver, with the exception of a driver operating a type A-I school bus, who has a Minnesota commercial driver’s license suspended, revoked, or cancelled by the state of Minnesota or any other state or jurisdiction and who loses the right to operate a commercial vehicle for any period or who is disqualified from operating a commercial motor vehicle for any period shall notify the person’s employer of the suspension, revocation, cancellation, lost privilege, or disqualification. Such notification shall be made before the end of the business day following the day the employee received notice of the suspension, revocation, cancellation, lost privilege, or disqualification. The

notification shall be in writing and shall contain all the information set forth in Attachment B accompanying this policy.

- F. A person who operates a type III vehicle and who sustains a conviction as described in Section VII.C.1.g. (i.e., driving while impaired offenses), VII.C.1.h. (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor), or VII.C.1.i. (multiple moving violations) while employed by the entity that owns, leases, or contracts for the school bus, shall report the conviction to the person's employer within 10 days of the date of the conviction. The notification shall be in writing and shall contain all the information set forth in Attachment C accompanying this policy.

VI. SCHOOL BUS DRIVER TRAINING

A. Training

1. All new school bus drivers shall be provided with pre-service training, including in-vehicle (actual driving) instruction, before transporting students and shall meet the competency testing specified in the Minnesota Department of Public Safety Model School Bus Driver Training Manual. All school bus drivers shall receive in-service training annually. For purposes of this section, "annually" means at least once every 380 days from the initial or previous evaluation and at least once every 380 days from the initial or previous license verification. The school district shall retain on file an annual individual school bus driver "evaluation certification" form for each school district driver as contained in the Model School Bus Driver Training Manual.
2. All bus drivers operating a type III vehicle will be provided with annual training and certification as set forth in Section VII.C.1.b., below, by either the school district or the entity from whom such services are contracted by the school district.

B. Evaluation

School bus drivers with a Class D license will be evaluated annually and all other bus drivers will be assessed periodically for the following competencies:

1. Safely operate the type of school bus the driver will be driving;
2. Understand student behavior, including issues relating to students with disabilities;
3. Ensure orderly conduct of students on the bus and handling incidents of misconduct appropriately;

4. Know and understand relevant laws, rules of the road, and local school bus safety policies;
5. Handle emergency situations; and
6. Safely load and unload students.

The evaluation must include completion of an individual “school bus driver evaluation form” (road test evaluation) as contained in the Model School Bus Driver Training Manual.

VII. OPERATING RULES AND PROCEDURES

A. General Operating Rules

1. School buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the Minnesota Department of Public Safety Model School Bus Driver Training Manual.
2. Only students assigned to the school bus by the school district shall be transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.
3. The parent/guardian may designate, pursuant to school district policy, a day care facility, respite care facility, the residence of a relative, or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet all other eligibility requirements.
4. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.
5. To the extent practical, the school district will designate school bus loading/unloading zones at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.
6. A bus driver may not operate a school bus while communicating over, or otherwise operating, a cellular phone for personal reasons, whether hand-held or hands free, when the vehicle is in motion or a part of traffic. For purposes of this paragraph, “school bus” has the meaning given in Minnesota Statutes section 169.011, subdivision 71. In addition, “school bus” also includes type III vehicles when driven by employees or agents of the school district. “Cellular phone” means a cellular, analog, wireless, or digital telephone capable of sending or receiving telephone or text messages without an access line for service.

B. Type III Vehicles

1. Type III vehicles are restricted to passenger cars, station wagons, vans, and buses having a maximum manufacturer's rated seating capacity of 10 or fewer people including the driver and a gross vehicle weight rating of 10,000 pounds or less. A van or bus converted to a seating capacity of 10 or fewer and placed in service on or after August 1, 1999, must have been originally manufactured to comply with the passenger safety standards.
2. Type III vehicles must be painted a color other than national school bus yellow.
3. Type III vehicles shall be state inspected in accordance with legal requirements.
4. Vehicles model year 2007 or older must not be used as type III vehicles to transport school children, except those vehicles that are manufactured to meet the structural requirements of federal motor vehicle safety standard 222, Code of Federal Regulations, title 49, part 571.
5. If a type III vehicle is school district owned, the school district name will be clearly marked on the side of the vehicle. The type III vehicle must not have the words "school bus" in any location on the exterior of the vehicle or in any interior location visible to a motorist.
6. A "type III vehicle" must not be outwardly equipped and identified as a type A, B, C, or D bus.
7. Eight-lamp warning systems and stop arms must not be installed or used on type III vehicles.
8. Type III vehicles must be equipped with mirrors as required by law.
9. Any type III vehicle may not stop traffic and may not load or unload before making a complete stop and disengaging gears by shifting into neutral or park. Any type III vehicle used to transport students must not load or unload so that a student has to cross the road, except where not possible or impractical, then the driver or assistant must escort a student across the road. If the driver escorts the student across the road, then the motor must be stopped, the ignition key removed, the brakes set, and the vehicle otherwise rendered immobile.
10. Any type III vehicle used to transport students must carry emergency equipment including:

- a. Fire extinguisher. A minimum of one 10BC rated dry chemical type fire extinguisher is required. The extinguisher must be mounted in a bracket, and must be located in the driver's compartment and be readily accessible to the driver and passengers. A pressure indicator is required and must be easily read without removing the extinguisher from its mounted position.
 - b. First aid kit and body fluids cleanup kit. A minimum of a ten-unit first aid kit and a body fluids cleanup kit is required. They must be contained in removable, moisture- and dust-proof containers mounted in an accessible place within the driver's compartment and must be marked to indicate their identity and location.
 - c. Passenger cars and station wagons may carry a fire extinguisher, a first aid kit, and warning triangles in the trunk or trunk area of the vehicle if a label in the driver and front passenger area clearly indicates the location of these items.
11. Students will not be regularly transported in private vehicles that are not state inspected as type III vehicles. Only emergency, unscheduled transportation may be conducted in vehicles with a seating capacity of 10 or fewer without meeting the requirements for a type III vehicle. Also, parents may use a private vehicle to transport their own children under a contract with the district. The school district has no system of inspection for private vehicles.
12. All drivers of type III vehicles will be licensed drivers and will be familiar with the use of required emergency equipment. The school district will not knowingly allow a person to operate a type III vehicle if the person has been convicted of an offense that disqualifies the person from operating a school bus.

C. Type III Vehicle Driven by Employees with a Driver's License Without a School Bus Endorsement

- 1. The holder of a Class A, B, C, or D driver's license, without a school bus endorsement, may operate a type III vehicle, described above, under the following conditions:
 - a. The operator is an employee of the entity that owns, leases, or contracts for the school bus, which may include the school district.
 - b. The operator's employer, which may include the school district, has adopted and implemented a policy that provides for annual training and certification of the operator in:
 - (1) safe operation of a type III vehicle;

- (2) understanding student behavior, including issues relating to students with disabilities;
- (3) encouraging orderly conduct of students on the bus and handling incidents of misconduct appropriately;
- (4) knowing and understanding relevant laws, rules of the road, and local school bus safety policies;
- (5) handling emergency situations;
- (6) proper use of seat belts and child safety restraints;
- (7) performance of pretrip vehicle inspections;
- (8) safe loading and unloading of students, including, but not limited to:
 - (a) utilizing a safe location for loading and unloading students at the curb, on the nontraffic side of the roadway, or at off-street loading areas, driveways, yards, and other areas to enable the student to avoid hazardous conditions;
 - (b) refraining from loading and unloading students in a vehicular traffic lane, on the shoulder, in a designated turn lane, or a lane adjacent to a designated turn lane;
 - (c) avoiding a loading or unloading location that would require a student to cross a road, or ensuring that the driver or an aide personally escort the student across the road if it is not reasonably feasible to avoid such a location;
 - (d) placing the type III vehicle in “park” during loading and unloading;
 - (e) escorting a student across the road under clause (c) only after the motor is stopped, the ignition key is removed, the brakes are set, and the vehicle is otherwise rendered immobile; and
- (9) compliance with paragraph V.F. concerning reporting convictions to the employer within 10 days of the date of conviction.

- c. A background check or background investigation of the operator has been conducted that meets the requirements under Minnesota Statutes section 122A.18, subdivision 8, or Minnesota Statutes section 123B.03 for school district employees; Minnesota Statutes section 144.057 or Minnesota Statutes chapter 245C for day care employees; or Minnesota Statutes section 171.321, subdivision 3, for all other persons operating a type III vehicle under this section.
- d. Operators shall submit to a physical examination as required by Minnesota Statutes section 171.321, subdivision. 2.
- e. The operator's employer requires preemployment drug testing of applicants for operator positions. Current operators must comply with the employer's policy under Minnesota Statutes section 181.951, subdivisions 2, 4, and 5. Notwithstanding any law to the contrary, the operator's employer may use a breathalyzer or similar device to fulfill random alcohol testing requirements.
- f. The operator's driver's license is verified annually by the entity that owns, leases, or contracts for the type III vehicle as required by Minnesota Statutes section 171.321, subdivision 5.
- g. A person who sustains a conviction, as defined under Minnesota Statutes section 609.02, of violating Minnesota Statutes section 169A.25, 169A.26, 169A.27 (driving while impaired offenses), or 169A.31 (alcohol-related school bus driver offenses), or whose driver's license is revoked under Minnesota Statutes section 169A.50 to 169A.53 of the implied consent law, or who is convicted of violating or whose driver's license is revoked under a similar statute or ordinance of another state, is precluded from operating a type III vehicle for 5 years from the date of conviction.
- h. A person who has ever been convicted of a disqualifying offense as defined in Minnesota Statutes section 171.3215, subdivision 1(c), (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor) may not operate a type III vehicle.
- i. A person who sustains a conviction, as defined under Minnesota Statutes section 609.02, of a moving offense in violation of Minnesota Statutes chapter 169 within 3 years of the first of 3 other moving offenses is precluded from operating a type III vehicle for 1 year from the date of the last conviction.

- j. Students riding the type III vehicle must have training required under Minnesota Statutes section 123B.90, Subd. 2 (See Section II.B., above).
 - k. Documentation of meeting the requirements listed in this section must be maintained under separate file at the business location for each type III vehicle operator. The school district or any other entity that owns, leases, or contracts for the type III vehicle operating under this section is responsible for maintaining these files for inspection.
2. The type III vehicle must bear a current certificate of inspection issued under Minnesota Statutes section 169.451.
 3. An employee of the school district who is not employed for the sole purpose of operating a type III vehicle may, in the discretion of the school district, be exempt from paragraphs VII.C.1.d. (physical examination) and VII.C.1.e. (drug testing), above.

D. Type A-I “Activity” Buses Driven by Employees with Class D Driver’s License

1. The holder of a Class D driver’s license, without a school bus endorsement, may operate a type A-I school bus under the following conditions:
 - a. The operator is an employee of the school district or an independent contractor with whom the school district contracts for the school bus and is not solely hired to provide transportation services under this paragraph.
 - b. The operator drives the school bus only from points of origin to points of destination, not including home-to-school trips to pick up or drop off students.
 - c. The operator is prohibited from using the eight-light system.
 - d. The operator has submitted to a background check and physical examination as required by Minnesota Statutes section 171.321, subdivision 2.
 - e. The operator has a valid driver’s license and has not sustained a conviction of a disqualifying offense as set forth in Minnesota Statutes section 171.02, subdivision 2a(b).
 - f. The operator has been trained in the proper use of child safety restraints as set forth in the National Highway Traffic Safety Administration’s “Guideline for the Safe Transportation of

Pre-school Age Children in School Buses,” in addition to the training required in Section VI., above.

- g. The bus has a gross vehicle weight rating of 14,500 pounds or less and is designed to transport 15 or fewer passengers, including the driver.
- 2. The school district shall maintain annual certification of the requirements listed in this section for each Class D license operator.
- 3. A school bus operated under this section must bear a current certificate of inspection.
- 4. The word “School” on the front and rear of the bus must be covered by a sign that reads “Activities” when the bus is being operated under authority of this section.

VIII. SCHOOL DISTRICT EMERGENCY PROCEDURES

- A. If possible, school bus drivers or their supervisors shall call “911” or the local emergency phone number in the event of a serious emergency.
- B. School bus drivers shall meet the emergency training requirements contained in Unit III “Crash & Emergency Preparedness” of the Minnesota Department of Public Safety Model School Bus Driver Training Manual. This includes procedures in the event of a crash (accident).
- C. School bus drivers and bus assistants for special education students requiring special transportation service because of their handicapping condition shall be trained in basic first aid procedures, shall within one (1) month after the effective date of assignment participate in a program of in-service training on the proper methods for dealing with the specific needs and problems of students with disabilities, assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and ensure that protective safety devices are in use and fastened properly.
- D. Emergency Health Information shall be maintained on the school bus for students requiring special transportation service because of their handicapping condition. The information shall state:
 - 1. the student’s name and address;
 - 2. the nature of the student’s disabilities;
 - 3. emergency health care information; and
 - 4. the names and telephone numbers of the student’s physician, parents,

guardians, or custodians, and some person other than the student's parents or custodians who can be contacted in case of an emergency.

IX. SCHOOL DISTRICT VEHICLE MAINTENANCE STANDARDS

- A. All school vehicles shall be maintained in safe operating conditions through a systematic preventive maintenance and inspection program adopted or approved by the school district.
- B. All school vehicles shall be state inspected in accordance with legal requirements.
- C. A copy of the current daily pre-trip inspection report must be carried in the bus. Daily pre-trip inspections shall be maintained on file in accordance with the school district's record retention schedule. Prompt reports of defects to be immediately corrected will be submitted.
- D. Daily post-trip inspections shall be performed to check for any children or lost items remaining on the bus and for vandalism.

X. SCHOOL TRANSPORTATION SAFETY DIRECTOR

The school board has designated an individual to serve as the school district's school transportation safety director. The school transportation safety director shall have day-to-day responsibility for student transportation safety, including transportation of nonpublic school children when provided by the school district. The school transportation safety director will assure that this policy is periodically reviewed to ensure that it conforms to law. The school transportation safety director shall certify annually to the school board that each school bus driver meets the school bus driver training competencies required by Minnesota Statutes section 171.321, subdivision 4. The transportation safety director also shall annually verify or ensure that the private contractor utilized by the school has verified the validity of the driver's license of each employee who regularly transports students for the school district in a type A, B, C, or D school bus, type III vehicle, or MFSAB with the National Driver's Register or the Department of Public Safety. The school transportation safety director also shall confirm annually to the superintendent that students have received school bus safety training in accordance with state law. The name, address and telephone number of the school transportation safety director are on file in the school district office. Any questions regarding student transportation or this policy may be addressed to the school transportation safety director.

XI. STUDENT TRANSPORTATION SAFETY COMMITTEE

The school board may establish a student transportation safety committee. The chair of the student transportation safety committee is the school district's school transportation safety director. The school board shall appoint the other members of the student transportation safety committee. Membership may include parents, school bus drivers, representatives of school bus companies, local law enforcement officials, other school

district staff, and representatives from other units of local government.

Legal References: Minn. Stat. § 122A.18, Subd. 8 (Board to Issue Licenses) Minn. Stat. § 123B.03 (Background Check)
Minn. Stat. § 123B.42 (Textbooks; Individual Instruction or Cooperative Learning Material; Standard Tests)
Minn. Stat. § 123B.88 (Independent School Districts; Transportation)
Minn. Stat. § 123B.885 (Diesel School Buses; Operation of Engine; Parking)
Minn. Stat. § 123B.90 (School Bus Safety Training)
Minn. Stat. § 123B.91 (School District Bus Safety Responsibilities)
Minn. Stat. § 123B.935 (Active Transportation Safety Training)
Minn. Stat. § 144.057 (Background Studies on Licensees and Other Personnel)
Minn. Stat. Ch. 169 (Traffic Regulations)
Minn. Stat. § 169.011, Subds. 15, 16, and 71 (Definitions)
Minn. Stat. § 169.02 (Scope)
Minn. Stat. § 169.443 (Safety of School Children; Bus Driver's Duties)
Minn. Stat. § 169.446, Subd. 2 (Safety of School Children; Training and Education Rules)
Minn. Stat. § 169.451 (Inspecting School and Head Start Buses; Rules; Misdemeanor)
Minn. Stat. § 169.454 (Type III Vehicle Standards)
Minn. Stat. § 169.4582 (Reportable Offense on School Buses) Minn. Stat. §§ 169A.25-169A.27 (Driving While Impaired)
Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)
Minn. Stat. §§ 169A.50-169A.53 (Implied Consent Law)
Minn. Stat. § 171.02, Subds. 2, 2a, and 2b (Licenses; Types, Endorsements, Restrictions)
Minn. Stat. § 171.168 (Notice of Violation by Commercial Driver)
Minn. Stat. § 171.169 (Notice of Commercial License Suspension)
Minn. Stat. § 171.321 (Qualifications of School Bus and Type III Vehicle Drivers)
Minn. Stat. § 171.3215, Subd. 1(c) (Canceling Bus Endorsement for Certain Offenses)
Minn. Stat. § 181.951 (Authorized Drug and Alcohol Testing)
Minn. Stat. Ch. 245C (Human Services Background Studies)
Minn. Stat. § 609.02 (Definitions)
Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection)
49 C.F.R. Part 383 (Commercial Driver's License Standards; Requirements and Penalties)
49 C.F.R. § 383.31 (Notification of Convictions for Driver Violations)
49 C.F.R. § 383.33 (Notification of Driver's License Suspensions)
49 C.F.R. § 383.5 (Transportation Definitions)
49 C.F.R. § 383.51 (Disqualification of Drivers)

49 C.F.R. Part 571 (Federal Motor Vehicle Safety Standards)

Cross References: MSBA/MASA Model Policy 416 (Drug and Alcohol Testing
Records)
MSBA/MASA Model Policy 707 (Transportation of Public Students)
MSBA/MASA Model Policy 708 (Transportation of Nonpublic Students)
MSBA/MASA Model Policy 710 (Extracurricular Transportation)

**Notification to Employer
Of
Moving Violation**

Commercial Drivers License
49 CFR 383.31
Minnesota Statute 171.168

Upon conviction of any moving violation by any state or local jurisdiction the holder of a Minnesota Commercial Driver License must notify their employer(s) in writing within 30 days of such conviction.

DRIVER NAME (First Name, MI, Last Name)		STATE
COMMERCIAL DRIVER'S LICENSE NUMBER	DID THE VIOLATION HAPPEN IN A CMV? G YES G NO	
DATE OF CONVICTION		
LOCATION OF OFFENSE	CITY	STATE
DETAILS ABOUT THE OFFENSE, INCLUDING ANY RESULTING SUSPENSION, REVOCATION, OR CANCELLATION OF DRIVING PRIVILEGES:		DATE
SIGNATURE OF DRIVER		

**Notification to Employer
Of
Suspension, Revocation, Cancellation or Disqualification**

Commercial Drivers License
49 CFR 383.33
Minnesota Statute 171.169

The holder of a Minnesota Commercial Driver License shall notify their employer(s) in writing of any suspension, revocation, cancellation, loss of privilege or disqualification, before the end of the business day following the day the driver (employee) received notice of the suspension, revocation, cancellation, loss of privilege or disqualification.

DRIVER NAME (First Name, MI, Last Name)		STATE
COMMERCIAL DRIVER'S LICENSE NUMBER	DID THE VIOLATION HAPPEN IN A CMV? G YES G NO	
DATE OF CONVICTION		
LOCATION OF OFFENSE	CITY	STATE
DETAILS ABOUT THE OFFENSE, INCLUDING ANY RESULTING SUSPENSION, REVOCATION, OR CANCELLATION OF DRIVING PRIVILEGES:		DATE
SIGNATURE OF DRIVER		

**Type III School Bus Driver
Notification to Employer
Of
Violation**

Alcohol Related Offense (Minnesota Statute 169A)
Disqualifying Offense (Minnesota Statute 171.3215 sub 1)
Moving Violation (Minnesota Statute 169)

Minnesota Statute 171.02 sub 2b

An operator who sustains a conviction as described in 171.02 sub 2b paragraph (h), (i) or (j) while employed by the entity that owns, leases, or contracts for the school bus shall report the conviction to the employer(s) in writing within 10 days of such conviction.

DRIVER NAME (First Name, MI, Last Name)		STATE
DRIVER'S LICENSE NUMBER	DID THE VIOLATION HAPPEN IN A CMV? G YES G NO	
DATE OF CONVICTION		
LOCATION OF OFFENSE	CITY	STATE
DETAILS ABOUT THE OFFENSE, INCLUDING ANY RESULTING SUSPENSION, REVOCATION, OR CANCELLATION OF DRIVING PRIVILEGES:		DATE
SIGNATURE OF DRIVER		

This is the only form approved by the Minnesota State Patrol.

**JORDAN DISTRICT SCHOOLS
POLICY**

Adopted: September 12, 2007

Revised: August 14th, 2023

801 EQUAL ACCESS TO SCHOOL FACILITIES

I. PURPOSE

The purpose of this policy is to implement the Equal Access Act by granting equal access to secondary school facilities for students who wish to conduct a meeting for religious, political, or philosophical purposes during noninstructional time.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is not to deny equal access or a fair opportunity to, or to discriminate against, any students who wish to conduct a meeting, on the basis of the religious, political, philosophical, or other content of the speech at such meetings.
- B. The school board has created a limited open forum for students enrolled in secondary schools during which noncurriculum-related student groups shall have equal access and a fair opportunity to conduct meetings during noninstructional time.
- C. Student use of facilities under this policy does not imply school district sponsorship, approval, or advocacy of the content of the expression at such meetings.
- D. The school district retains its authority to maintain order and discipline on school premises, to protect the well-being of students and faculty, and to assure that attendance of students at meetings is voluntary.
- E. In adopting and implementing this equal access policy, the school district will NOT:
 - 1. influence the form or content of any prayer or other religious activity;
 - 2. require any person to participate in prayer or other religious activity;
 - 3. expend public funds beyond the incidental cost of providing the space for student-initiated meetings;
 - 4. compel any school agent or employee to attend a school meeting if the

- content of the speech at the meeting is contrary to the beliefs of the agent or employee;
- 5. sanction meetings that are otherwise unlawful;
- 6. limit the rights of groups of students based on the size of the group;
- 7. abridge the constitutional rights of any person.

III. DEFINITIONS

- A. “Limited open forum” means that the school grants an offering to or opportunity for one or more noncurriculum related student groups to meet on school premises during noninstructional time.
- B. “Secondary school” means any school with enrollment of pupils ordinarily in grades 7 through 12 or any portion thereof.
- C. “Sponsorship” includes the act of promoting, leading, or participating in a meeting. The assignment of a school employee for custodial, observation, or maintenance of order and discipline purposes does not constitute sponsorship of the meeting.
- D. “Meeting” includes activities of student groups which are permitted under a limited open forum and are not directly related to the school curriculum. Distribution of literature does not constitute a meeting protected by the Equal Access Act.
- E. “Noninstructional time” means time set aside by the school before actual classroom instruction begins or after actual classroom instruction ends, including such other periods that occur during the school day when no classroom instruction takes place.

IV. FAIR OPPORTUNITY CRITERIA

Schools in this school district shall uniformly provide that:

- A. A meeting held pursuant to this policy is voluntary and student-initiated;
- B. There is no sponsorship of the meeting by the school or its agents or employees;
- C. Employees or agents of the school are present at religious meetings only in a nonparticipatory capacity;
- D. The meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school; and
- E. Nonschool persons may not direct, control, or regularly attend activities of student

groups.

V. PROCEDURES

- A. Any student who wishes to initiate a meeting under this policy shall apply to the principal of the building at least 48 hours in advance of the time of the activity or meeting. The student must agree to the following:
 - 1. All activities or meetings must comply with existing policies, regulations, and procedures that govern operation of school-sponsored activities.
 - 2. The activities or meetings are voluntary and student-initiated. The principal may require assurances of this fact.
- B. Student groups meeting under this policy must comply with the following rules:
 - 1. Those attending must not engage in any activity that is illegal, dangerous, or which materially and substantially interferes with the orderly conduct of the educational activities of the school. Such activities shall be grounds for discipline of an individual student and grounds for a particular group to be denied access.
 - 2. The groups may not use the school name, school mascot name, school emblems, the school district name, or any name that might imply school or district sponsorship or affiliation in any activity, including fundraising and community involvement.
 - 3. The groups must comply with school policies, regulations and procedures governing school-sponsored activities.
- C. Students applying for use of school facilities under this policy must provide the following information to the principal: time and date of meeting, estimated number of students in attendance, and special equipment needs.
- D. The building principal, through the Community Education Facilities Scheduler, has responsibility to:
 - 1. Keep a log of application information.
 - 2. Find and assign a suitable room for the meeting or activity. The number of students in attendance will be limited to the safe capacity of the meeting space.
 - 3. Note the condition of the facilities and equipment before and after use.

4. Assure proper supervision. Assignment of staff to be present in a supervisory capacity does not constitute school district sponsorship of the meeting or activity.
 5. Assure that the meeting or activity does not interfere with the school's regular instructional activities.
- E. The school district shall not expend public funds for the benefit of students meeting pursuant to this policy beyond the incidental cost of providing space. The school district will provide no additional or special transportation.
 - F. Nonschool persons may not direct, conduct, control, or regularly attend meetings and activities held pursuant to this policy.
 - G. School district employees or agents may not promote, lead, participate in, or otherwise sponsor meetings or activities held pursuant to this policy.
 - H. A copy of this policy and procedures shall be made available to each student who initiates a request to use school facilities.

Legal References: 20 U.S.C. §§ 4071-74 (Equal Access Act)
 20 U.S.C. § 7905 (Boy Scouts of America Equal Access Act)
Board of Educ. of Westside Community Schools v. Mergens, 496 U.S. 226 (1990)
Good News Club v. Milford Central School, 533 U.S. 98 (2001)
Child Evangelism Fellowship of Minnesota v. Special Sch. Dist. 1, 690 F.3d 996 (8th Cir. 2012)
Child Evangelism Fellowship of Minnesota v. Elk River Area School Dist. 728, 599 F.Supp. 2d 1136 (D. Minn. 2009)

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

The Purpose, General Statement of Policy, Definitions, and Fair Opportunity Criteria sections reflect the language and requirements of the Equal Access Act and so should be adopted as written. School Boards have discretion to adopt reasonable procedures to implement the Act, however. We have provided a section on Procedures as a model.



EMPLOYEE DATA SHEET

Employee:	Kelly Hunter	Date Offer Accepted:	6/6/2023
Job Title:	Teacher, EL	Indicate: Full-time/Part-time/ Seasonal/Temporary	Full-time
Hiring Supervisor:	Chad Williams	Location:	Elementary School

PERSONNEL ACTION

New Hire	X	Replacement For	Maggie Holbeck	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>
Eastern Michigan University	Ypsilanti, MI	Elementary Education	Bachelor's	9/01 - 5/07

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>
PELSB Tier One License	PELSB	7/5/23	6/30/24

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>
Fairfax County Public Schools	Teacher K-5	Taught advanced Math and remedial Math	07/2012 - 12/2018
Jordan Public Schools	WIN Paraprofessional	Working with the behavioral support team and the school principal to support students with Tier I & II behavioral concerns that may interfere with learning in a least restrictive environment	8/22-6/23
Fauquier County Public Schools	3rd Grade Teacher	Created engaging lessons that incorporated technology, movement, social skills, test-taking practice, and fun post-lesson activities	07/2008 - 08/2011

Beginning Contract Date:	8/22/2023	Ending Contract Date:	
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Brief Description of Previous Experience: Working with the behavioral support team and the school principal to support students with Tier I & II behavioral concerns that may interfere with learning in a least restrictive environment



**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 **Kelly Hunter**, 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 2023-2024 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 **8/22/2023** through **5/28/2024**. 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: 05

Days/Year: 186

Base Salary: \$51,159

Employee Signature: _____

Board Chair Signature of Receipt: _____

Board Clerk Signature of Receipt: _____



EMPLOYEE DATA SHEET

Employee:	April Orr	Date Offer Accepted:	4/27/2023
Job Title:	Speech and Language Pathologist	Indicate: Full-time/Part-time/ Seasonal/Temporary	Full-time
Hiring Supervisor:	Chad Williams	Location:	District Wide

PERSONNEL ACTION

New Hire	X	Replacement For	Contracted SLP	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
St. Cloud State University	St. Cloud, MN	Communication Sciences and Disorders	MS	8/15 - 5/18
University of Illinois	Chicago, Ill	Teaching English	BA	8/08-5/12

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

Name of Certificate/License	Name of Provider	Date Received	Expiration Date
Speech and Language Pathologist	PELSB	Current	6/30/24
Communication Arts/Lit	PELSB	Current	6/30/24
Social Studies	PELSB	Current	6/30/24

RELEVANT EXPERIENCE

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

Name of Employer	Title	Nature of Duties	Dates Employed
SW Metro Intermediate School District	Speech and Language Pathologist	Provide Speech and Language Services per student IEPs for the Jordan School District	11/22 - 6/23

Previous Lane:	MA 10	Previous Step:	6
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Beginning Contract Date:	8/22/2023	Ending Contract Date:	
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Brief Description of Previous Experience: April is currently contracted through SW Metro as our SLP



**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 **April Orr**, 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 2023-2024 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 **8/22/2023** through **5/28/2024**. 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: MA+10

Step: 07

Days/Year: 186

Base Salary: \$58,653

Employee Signature: _____

Board Chair Signature of Receipt: _____

Board Clerk Signature of Receipt: _____



EMPLOYEE DATA SHEET

Employee:	Stacie Lehman	Date Offer Accepted:	6/26/2023
Job Title:	Teacher, Choir	Indicate: Full-time/Part-time/ Seasonal/Temporary	Full-time
Hiring Supervisor:	Jeff Vizenor	Location:	High School

PERSONNEL ACTION

New Hire	X	Replacement For	Katie McKnight	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	K-12 Vocal Music	BS 2005	09/2001 - 05/2005
MSU Mankato	Mankato, MN	MS Educational Technology	Masters 05/2019	09/2017 - 05/2019

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>
Vocal Music K-12	State Of Minnesota	2005	06/30/2026

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>
GFW	Vocal Music Teacher	Teach choir courses	08/2021- current
LeSuer Henderson	6-12 Choir teacher	teach music	04/2019-06/2020
TCU/LeCenter Schools	Vocal Music	Teach choir courses	08/2005 - 06/2017

<u>Beginning Contract Date:</u>	8/22/2023	<u>Ending Contract Date:</u>	
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Brief Description of Previous Experience: Stacie has taught vocal music for 16 years at surrounding schools. She will bring great energy and enthusiasm to the role.



**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 **Stacie Lehman**, 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 2023-2024 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 **8/22/2023** through **5/28/2024**. 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: MA

Step: 08

Days/Year: 186

Base Salary: \$59,189

Employee Signature: _____

Board Chair Signature of Receipt: _____

Board Clerk Signature of Receipt: _____



EMPLOYEE DATA SHEET

Employee:	Laura Theis	Date Offer Accepted:	7/24/2023
Job Title:	Coach, JV Cross Country	Indicate: Full-time/Part-time/ Seasonal/Temporary	Part-time
Hiring Supervisor:	John Buteyn	Location:	High School

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
Minnesota State University	Mankato, MN	Elementary Education	Bachelor of Arts, 05/2011	08/2007 - 05/2011

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
Jordan Public Schools	3rd Grade Teacher	Classroom Teacher	06/2017 - Present
Shakopee Area Catholic Schools	Kindergarten Readiness Teacher	Classroom Teacher	06/2007 - 05/2014

Beginning Contract Date:	8/14/2023	Ending Contract Date:	
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Brief Description of Previous Experience: Laura is a classroom teacher in our district and has a wealth of distance running experience that she has accrued in her personal life, and is ready to combine those personal and professional experiences as a JV Cross Country Coach.



EMPLOYEE DATA SHEET

Employee:	Jennifer Beuch-Bolsen	Date Offer Accepted:	7/24/2023
Job Title:	Coach, MS Cross Country	Indicate: Full-time/Part-time/ Seasonal/Temporary	Part-time
Hiring Supervisor:	John Buteyn	Location:	Middle School

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>
Bethel University	St. Paul, MN	Organizational Leadership and Management	No Degree Awarded	08/2001-05/2003

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>
Scott County	Procurement Specialist	Negotiates with vendor the procurement of goods and services to include service expectations, rates, costs, terms, and conditions.	08/2015-Present

<u>Beginning Contract Date:</u>	8/14/2023	<u>Ending Contract Date:</u>	
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Brief Description of Previous Experience: Jen is a distance runner, including completing two marathons, and has coaching experience in several other youth sports.



EMPLOYEE DATA SHEET

Employee:	Kevin Schepers	Date Offer Accepted:	8/1/2023
Job Title:	Coach, Girls Soccer C-Squad	Indicate: Full-time/Part-time/ Seasonal/Temporary	Part-time
Hiring Supervisor:	John Buteyn	Location:	High School

PERSONNEL ACTION

New Hire		Replacement For		Change		Additional Assignment	X
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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
University of Minnesota	Duluth, MN	Teacher Education	Bachelor of Arts, May 2022	Fall 2019-Spring 2022

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

Name of Certificate/License	Name of Provider	Date Received	Expiration Date
Mathematics 5-12	State of Minnesota	June 2022	2027

RELEVANT EXPERIENCE

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

Name of Employer	Title	Nature of Duties	Dates Employed
Jordan Public Schools	Middle School Teacher	Middle School Math	08/2022-Present

Beginning Contract Date:	8/14/2023	Ending Contract Date:	
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Brief Description of Previous Experience: Kevin is a math teacher at the middle school and is an experienced soccer player.

Jordan Public Schools #717



Jordan Elementary School

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

2023 - 2024

JES Staff Handbook

815 Sunset Drive

Jordan, MN 55352

(952) 492-2336– Office, (952) 492-4446 – Fax

Introduction

The purpose of this handbook is to clarify some of the regulations and other pertinent information that we believe will help us to conduct our school effectively. No doubt some items needed have been omitted and this handbook is a work in progress, but information relative to these will be given in the weekly bulletin as the need arises. If there are any questions, please feel free to ask them and we will be glad to help you.

The aim of our school is to try to provide an environment that will enable each child to develop into a happy well-adjusted individual, who is so motivated that he/she will acquire not only knowledge and information, but also the attitudes, ideals, understanding, appreciations, and skills necessary to become a worthwhile member of our society. Our Jordan Public School's mission is, *"Inspire a caring community to ignite learning, innovation, and success for all."*

As teachers, we must first of all convey to the young people our interest and acceptance of them so that they can begin their year with a feeling of security and of belonging. Forming connections is essential to student success.

We must look upon our classes not as groups, but as individuals who are within a group, where each is developing their own particular pattern of growth and personal value in relation to others.

We must study each individual and their background and use this information professionally to guide us in providing them with experiences and information that will aid them in successful achievement.

We must recognize the child's right to privacy as to their own individual problems and respect their privacy to the best of our ability. Let us be mindful, too, that we are morally bound to consider the welfare of the child first.

Finally, let us be patient, understanding, respectful, and fair, not only to our students, but our fellow colleagues as well. With the right attitude and mindset, I am confident we will have a very enjoyable and successful school year.

Melissa

ETHICS FOR EDUCATORS 8700.7500 CODE OF ETHICS FOR MINNESOTA TEACHERS.

Subpart 1. Scope. **Each teacher, upon entering the teaching profession, assumes a number of obligations, one of which is to adhere to a set of principles, which defines professional conduct. These principles are reflected in the following code of ethics, which sets forth to the education profession and the public it serves standards of professional conduct and procedures for implementation.**

This code shall apply to all persons licensed according to rules established by the Board of Teaching.

Subp. 2. Standards of professional conduct. **The standards of professional conduct are as follows:**

- A. A teacher shall provide professional education services in a nondiscriminatory manner.
- B. A teacher shall make reasonable effort to protect the student from conditions harmful to health and safety.
- C. In accordance with state and federal laws, a teacher shall disclose confidential information about individuals only when a compelling professional purpose is served or when required by law.
- D. A teacher shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning.
- E. A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.
- F. A teacher shall delegate authority for teaching responsibilities only to licensed personnel.
- G. A teacher shall not deliberately suppress or distort subject matter.
- H. A teacher shall not knowingly falsify or misrepresent records or facts relating to that teacher's own qualifications or to other teachers' qualifications.
- I. A teacher shall not knowingly make false or malicious statements about students or colleagues.
- J. A teacher shall accept a contract for a teaching position that requires licensing only if properly or provisionally licensed for that position.

JORDAN PUBLIC SCHOOLS SCHOOL BOARD AND STAFF DIRECTORY

<u>Board of Education</u>	Current Board of Education members and information can be found at link below:
Jordan Public Schools Board of Education	

<u>Jordan Elementary School Staff</u>	Current Jordan Middle School instructional and support staff can be found at link below:
Jordan Public Schools Staff Directory	

JORDAN PUBLIC SCHOOLS STRATEGIC PLAN BELIEF STATEMENTS

We believe:

We believe in the importance of providing all students with an education and experience that will help them reach their potential.

We believe in preparing future-ready students who can succeed in an ever changing world.

We believe in creating a safe environment where all students feel valued, heard and supported.

We believe in attracting, supporting and retaining high quality staff.

We believe in transparent and open communication to build trust and strong relationships with students, staff, families, and the community.

We believe diverse backgrounds and perspectives enrich our schools and community.

We believe in high quality facilities to serve students, families, and the community.

We believe in being fiscally responsible and financially stable.

MISSION STATEMENT

Inspire a Caring Community to Ignite Learning, Innovation, and Success for All.

VISION STATEMENT

*Grow your Jordan **PRIDE**
Preparedness. **Respect. Integrity. Dependability. Excellence.***

STRATEGIC PLAN FOCUS AREAS

Focus Area: PRIDE in Student Achievement

Goal: Achieve the goals of the World's Best Workforce (WBWF) for all students in the school district.

Objective: We will annually evaluate the success and development of meeting the five goals of the WBWF plan:

- All students are kindergarten ready
- All students reading at grade level by third grade
- Closing the achievement gap for identified student groups
- All students graduating career and college ready
- All students graduating on time

Goal: Develop and enhance each student's academic, technical, and professional skills to equip students in identifying and preparing for their career path.

Objective: Continue developing a system through which students receive guidance to help them identify and prepare for their career path.

Objective: Provide programming to ensure students have the academic background and skills to be successful in their chosen career and personal life.

Objective: Continue to maximize all budgets and grant resources available to support student achievement.

Focus Area: PRIDE in Student Support

Goal: Provide resources, programs, and equitable learning opportunities to enable all students to be successful in a safe, supportive, and collaborative culture.

Objective: Continue the development of district wide MTSS model for academic, social and emotional, and behavioral support.

Objective: Continue to maximize all budgets and grant resources available to support students.

Focus Area: PRIDE in Staff Support

Goal: Provide resources, programs, and professional development that enable all staff to be successful.

Objective: Update and review teacher development and evaluation plan to include tools for all certified employee groups.

Objective: Review and enhance evaluation plan for all classified employee groups.

Objective: Expand and strengthen professional development opportunities to focus on continued growth to support student needs.

Objective: Continued focus on fiscal responsibility to support staff.

Focus Area: PRIDE in a Caring and Committed Culture

Goal: Provide a learning environment where all students feel included and have a sense of belonging.

Objective: Continue Caring and Committed Conversations to give all students and staff a voice in the learning environment.

Objective: Provide opportunities for staff to continue developing their own cultural competencies to support students.

Objective: Continue to identify and develop programming and practices to eliminate gaps in learning, opportunities, and resources across the district.

Objective: Continue to maximize achievement and integration dollars as it relates to creating a caring and committed culture.

Focus Area: PRIDE in Communications, Marketing and Outreach

Goal: Provide communication that enhances collaboration and partnerships among our schools, families and community.

Objective: Continue to foster communication and collaboration to support the needs and achievement of all students.

Objective: Establish a process to ensure parents/guardians have the resources and information to support their child's intended career path.

Objective: Identify and strengthen school and community partnerships that contribute to the district's ability to accomplish its mission and vision.

Objective: Continue to provide information regarding school and district budgets to the community to build their understanding of school finance and district resources.

Goal: Promote opportunities that make Jordan Public Schools an educational leader. Objective:

Establish communications plan to promote the abundance of opportunities the district offers.

Focus Area: PRIDE in Facilities - Indoor/Outdoor Spaces

Goal: Establish and maintain high quality facilities to serve students, families, and the community.

Objective: Address the facility needs at the current elementary to support students.

Objective: Continue to review and update the operational needs of district facilities and grounds to enhance offerings available to all students.

Objective: Continue to maximize long term facilities management dollars as it relates to the 10-year plan to

maintain and address long term needs to support all students.

Goal: Enhance safety and security across the district.

Objective: Continue to maximize all available resources and grants available for security updates with added measures to increase safety across the district.

Objective: Enhance secure entrance points at all district buildings.

ACADEMIC SUPPORT FOR STUDENTS

Accommodations, Differentiation, Interventions and Modifications

It is the classroom teacher's responsibility to meet the needs of ALL students in their individual classroom. This may be done in collaboration with the IEP/504 case manager but ultimately the responsibility rests with the classroom teacher. Use the following [link](#) to guide your planning in this area.

ACCIDENTS

Students: All accidents or injuries incurred during the school day or on school grounds must be reported to the nurse's office by the staff member in charge. As soon as possible, the staff member must fill out an Accident Report Form, found in the office. Staff should not leave a group of students unsupervised so that negligence can be proven in the case of an accident.

Staff Members: Staff members are reminded to complete worker's comp forms via the nurse hotline in the case of injury. The district has a limited time to process these forms so they must be completed as soon as possible after the injury. We have changed our provider for the 24/7 work comp triage line. We will now be working directly with *Risk Administration Services*. Please review the full process below: If you are injured on the job it is mandatory that you call the 24/7 nurse care line at 1-855-736-9482 and they will assist with determining the seriousness of the injury and what treatment is needed.

- If the care line nurse determines that medical treatment is needed, they will facilitate the process by calling the medical provider, letting them know the employee is coming in, and providing the details of the injury. We will continue to have clinics setup where all non-emergency claims will initially be treated. I have attached these clinics and will have them posted in the buildings.
- If the employee does not need medical treatment, the care line nurse will provide a call back number in case there are any changes.
- In the case of a medical emergency, take care of the employee first by calling 911. After the employee has been taken care of, immediately call the nurse care line so they can contact the hospital and assist with the claim.

Once you have completed the nurse line call, please complete the attached Accident

Investigation form. Please send the completed Accident Investigation form to Katie Pekarna-Damlo in the District Office within **24 hours** of the accident.



ADMINISTRATION

The chain of command in the building regarding emergencies:

- Principal
- Behavior Specialist
- Early Learning Services Director
- Director of Special Services
- Superintendent



ADMINISTRATION AND LEADERSHIP TEAM SUPPORT

Please refer to the documents below when seeking support from building and district leaders:

- [JES Student/Family/Staff Support Roles](#)
- [District Student/Family/Staff Support](#)

ADVERTISING/SOLICITORS

Endorsing any commercial product is not allowed. No agent or salesman shall be permitted to discuss personal business affairs during the school day, except on the district authorization of administration.



ABSENCES

When a student is absent, parents are required to phone the school office at 952-492-4444 and report the absence. For student safety, we will contact families of absent students that have not notified us by 8:30 AM. **If we do not receive a phone call or written explanation of the absence, the absence will be recorded as unexcused.**

We believe that all students in our school must be in attendance on a regular basis in order for us to provide the best possible educational program. We expect all of our students to attend school every day unless they are home sick or there is a family emergency. Teachers will maintain regular contact with parents of students with repeat tardies and/or absences. Any concerns regarding extensive tardies and/or absences

need to be reported to the school behavior specialist for further discussion with office staff and administration (see [JES Attendance Process/Procedures document](#)). Families may be asked to submit a doctor's note or get clearance from the school nurse for an absence to be excused. It is the responsibility of the student to make up work that is missed when they are absent from school. **These arrangements should be made with the student's teacher(s), with make-up work being completed after the student returns.** Even though parents have the right to take their children out of school, it is the role of administration to determine if these absences will be excused or unexcused. Please allow for a reasonable amount of time for students to complete work they missed while being absent. Typically, students should have 2 days to complete work for every one day missed from school.



Vacations

We strongly encourage families to plan all extended vacations during days that school is not in session. If you have vacation plans when school is in session, it is necessary to get pre-approval from administration. **Parents/Guardians need to sign a Vacation Approval Form** that is available in the office or online on our school website, [JES Vacation Request Form](#). The request form will need to be signed by the principal and homeroom teacher **a minimum of FIVE school days prior to a vacation**. The Principal will consider the following in the approval or denial of a vacation request:

- Student shows satisfactory progress in academic standards
- Student exhibits appropriate behavior in school
- Student adheres to school attendance policy

After review by the Principal, if the vacation is denied, the parent/guardians will be notified. If approval is granted, a copy of the approval will be given to the teacher so he/she can plan accordingly. It is the teacher's responsibility to give the student two days to make up the work for every day that he/she is gone. To best meet the learning needs of the student and ensure he/she understands the concepts missed in the content areas, **make-up work will be given after the student returns from vacation**. It is the responsibility of the student to make up work that is missed while on vacation. Vacations that do not go through the process may be unexcused. Even though parents/guardians have the right to take their children out of school, it is the role of administration to determine if these absences will be excused or unexcused.

PROCESS FOR ATTENDANCE REPORTING



1. Teachers will report attendance AND submit lunch hot lunch count into Infinite Campus on a daily basis **by 8:30 each day**. If a student arrives after 8:15 to school and is having school lunch, the office will give a lunch slip to the student to take to the lunchroom to add to the overall lunch count. Teachers will maintain regular contact with parents of students with repeat tardies and/or absences. Any concerns regarding extensive tardies and/or absences need to be reported to the school behavior specialist for further discussion with office staff and administration. Families may be asked to submit a doctor's note or get clearance from the school nurse for an absence to be excused. The school office monitors attendance with the behavior specialist via a monthly report.
2. Following the twelfth (12th) day of excused absences, a letter may be sent to families notifying them that eight (8) days of absences remain for the year.
3. Following the fifteenth (15th) day of excused absences, a letter may be sent to families that only five (5) days of absences remain for the year.
4. Following the twentieth (20th) day of excused absences, a conference will be held with the principal, the family, and the student regarding the absences. The parents/guardian will be informed that no parent-approved absences will be accepted for the remainder of the year.
5. If more than three (3) unexcused absences occur, a petition may be filed with Scott County for violating the school's attendance policy and to report potential educational neglect or truancy.



School starts at 8:15 AM. A student will be considered tardy if they arrive five minutes after the start of the school day. Exceptions may be made at the start of the school year as transportation issues are corrected and modified, as well as on a case-by-case basis. **Three unexcused tardies will result in an unexcused absence.**

BRANDING AND MARKETING

Jordan Public Schools has a very specific marketing and branding plan to follow (as shared on the District website: [JPS District Branding Manual](#)). Specifically, any

communications, apparel design and ordering, publications, advertisements, etc. must use the proper branding tools. In order to access these tools, please follow the following steps: 1. Log into the district website 2. Click on the Department toolbar 3. Click on Communications and Marketing 4. Select the appropriate logo/item (Please note that our branding plan calls for the use of Century Gothic font)

When sending communications home to families please place the info on school letterhead (request a copy from elementary office or Elise Pickle).

BULLYING

(A full version of the policy can be found on the District website at www.jordan.k12.mn.us)

“Bullying” means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
2. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term, “bullying,” specifically includes cyberbullying. “Cyberbullying” means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

If bullying occurs on school property, at school related functions, or outside of school and impacts the education of the student once they are in school, the incident will be addressed as soon as possible.

CLASSROOM EXPECTATIONS



Teachers may use varying techniques to provide a positive learning environment for students. Make sure to incorporate classroom expectations that relate to our school-

wide Jordan Pride/PBIS framework of being respectful, responsible and safe, as well as honoring our RAC (Recognize, Acknowledge, Connect) and Restorative Practices. Students and families need to be informed about procedures and expectations for their child. At the start of the school year, each student should receive information in a newsletter and/or on the teacher website explaining the teacher's process for creating classroom rules and establishing behavior expectations.

CONFERENCES



Conferences will be held three times a year. The first scheduled Back to School conference should focus on classroom expectations, information about curriculum, and an opportunity for you to share your philosophy of teaching and dialogue with parents about their child's needs. The second conference in the fall will focus on setting academic and social-emotional learning goals for students. The final conference will be an opportunity to assess students' progress on their goals and develop any action plans for the rest of the school year to support these goals.

DATA WAREHOUSE



eduCLIMBER is our cloud-based data warehouse system. It was created by educators, for educators, so the format is designed to be efficient and accurate. We will manage both our academic and behavioral data in one system --- assessments, discipline, attendance, grades will all be available. eduCLIMBER was created to provide necessary information for data analysis and system change. It is linked to your Google account and can be accessed at educlimber.com (district ID is 1256).

DISMISSAL



Pick-Up

Students getting picked up in vehicles at the end of the day will be dismissed from classrooms at 3:05 to the Multi-Purpose Room, where supervisors will then supervise them in the back parking lot area for dismissal. Supervisors will hold students in designated areas to wait for families to pick them up. Each family will receive signage with their child's/children's name(s) to display in the front window area of the vehicle. Supervisors will end pick-up at 3:20 and bring any remaining students to the front office to check in with the office assistant.

Buses

Each teacher will supervise and walk Tier I & II bus riders and walkers/bikers to the nearest exit door on the NE side of the school to the front of the building for dismissal by leaving their classrooms at: 4th grade at 3:08, 3rd grade at 3:10, 2nd grade at 3:12, 1st grade at 3:08, and Kindergarten at 3:10. Students who are riding buses in Tier II will walk with their classroom teacher back into the school and go to the main gym, where they will be supervised until buses return for Tier II routes (between 3:20-3:30).

EMERGENCY DRILLS



Please refer to the JPS Emergency Action Plan in Google Drive in the JES Staff 2023-2024 folder and evacuation maps posted in the building. We are required to have 5 fire drills, 5 lockdowns, and 1 tornado drill each school year, along with bus and biking/walking safety procedures that the JPS School Resource Officer will help teach in the fall. These drills may be planned or may be done without notice to staff in order to be prepared for the unexpected. Remember to listen for communication from administration for directions on lockdown drills with our "Lockdown with Options" plan. Make the appropriate observations to determine your course of action if you don't receive or hear a communication. **Please remember to bring a walkie-talkie outside with you if you plan to take students outdoors at any time during the school day.**

EMPLOYEE ABSENCES

Obtaining a Substitute/Creating an Absence

Requesting an absence/requesting a substitute procedure Staff is responsible for requesting a substitute and filling the vacancy for their absence by utilizing *Teachers on Call*. *Frontline* software is used to request time off and request a substitute (if needed). *Frontline* offers both phone and Web Services so you can create an absence anytime, anywhere. You will be given an ID and PIN to log-on to the *Frontline* system. To request an absence using the Internet go to [AESOP](#) or to request an absence by phone 1-800-942-3767. As soon as you create an absence you will have the option to request the substitute of your choice or *Frontline* will start working to find a substitute from the school list. To view your time-off balances please use the SMARTeR website.

EMPLOYEE INJURY

If you are injured on school property, please notify your immediate supervisor AND the school nurse, and complete the necessary phone call to the nurses' hotline and/or forms to submit to the office. Our insurance company should receive this information within 48 hours.

EVENT PASSES

Complimentary passes to local athletic events will be given to members of the Jordan School Staff. Because they are picture IDs, staff members need to have their pictures taken during school. These passes are good for the individual staff member only, not for spouse or family members. Teachers negotiated into the contract that they may have a guest accompany them. Passes are good for athletic events only and may not be used for play off games.



FACILITY USE

Throughout the year, activities are scheduled after school hours. The teacher in charge is responsible to schedule these activities through the JPS Facilities Scheduling Office so that conflicts do not occur. Teachers must schedule larger spaces both during the school day and after school hours. Call Krista Halvorson at x4481 to make reservations.

If staff members need access to the building in the late evenings or on weekends, they must enter through the Early Learning Services door located on the NW side of the building. The key card will not work at any other door when the building is armed. Each building has a tutorial video that all employees must be aware of and use in order to ensure the system functions properly and as designed. It is important that you watch building tutorials if you plan to work in the buildings after business hours.

The tutorial videos will explain the simple procedures that must be followed. In the unlikely event that the system fails and an alarm sounds, YOU MUST CALL the alarm company at [1-800-927-6840](tel:1-800-927-6840) (CRC Monitoring). You will state your name and explain the situation to the operator. Provide the password of **JPS717**. This password is the same for all buildings and should remain confidential to district employees only.

Live alarm hours for ALL BUILDINGS: Monday – Friday: 10PM - 5AM Saturday – Sunday: 24 hours Holidays: 24 hours Special Note: *You must be out of the buildings by 1:00AM as the system automatically rearms.*

Door location for entrance/exit during alarm hours (must use these doors): JES: ELS (Early Learning Services) entrance; JMS: Back entrance by the mat room; JHS: Loading dock entrance.

When staff members use the building outside of regular hours, they are absolutely prohibited from propping doors; this affects the cooling and heating systems and creates a security issue with the alarm system.

Teachers are responsible for the condition of their classrooms and equipment. When leaving at the end of the day, lights and computers should be turned off and the doors locked. In general, the room should be secured. If for any reason, teachers must leave their classroom, they must notify the office and bring a radio and/or cell phone and emergency packet to the new location.

FIELD TRIPS



Field trips must have an academic and/or social learning focus. **Teachers are encouraged to limit the number of field trips taken outside of the community in a given school year to honor the time needed for teaching and learning within the classroom/school.** When planning a field trip, teachers should check the JES Events Google Calendar to determine the appropriateness of the timing given other events and field trips, and ensure chaperones have time to complete a criminal background check (30 days in advance of field trip);

- A. Teachers must submit a Field Trip/Bus Request Form at least 30 days prior to the field trip. A box will be added to the form asking teachers to contact Katie Damlo at the DO about the field trip. This will trigger communication about chaperones needing background checks (form can be found on JPS website).
- B. When a field trip is approved, the teacher must complete a JES Field Trip Permission Form to send home to families (found on JPS website).
- C. All students who will attend the field trip should submit a Field Trip Permission Form and teachers need to complete a [Field Trip Lunch Google Form](#), which indicates if students are in need of a school meal for the field trip. Teachers should take this slip on the field trip because they include parent/guardian phone numbers.
- D. Teachers should track field trip payments on the grade level Google Docs that will be shared with teachers at the start of the school year in order to better monitor field trip funds. Cash and checks should be submitted daily to the office to track payments made by families.

E. Teachers should notify kitchen staff at least two weeks in advance, as well as the day before, of the amount of school meals for the upcoming field trip.

Below is the process used to receive approval that a chaperone has completed and passed the volunteer background check. Please use this process for all field trips that require a chaperone.

F. Teachers make a copy of the [Field Trip Chaperones Google Spreadsheet](#) and share it with Katie Pekarna-Damlo. Save it as Field Trip Chaperones - (Date of Field Trip)

G. Teachers draw the names and add the selected individuals to Google Spreadsheet

H. Katie will add an "x" to the Google Spreadsheet if the chaperone has completed and passed the background check.

I. Katie will request to have *Trusted Employees* email the electronic background check application to anyone on the list that has not completed the background check.

J. Teachers will attach the Field Trip Chaperone Background Check Letter to the student's planner for only the chaperones that will receive an email from *Trusted Employees*. Katie will add a note to the spreadsheet of the date the email was sent and notify the teachers that the letter needs to be sent home.

FLEXIBLE ONLINE LEARNING DAYS



Background: In 2017 the Minnesota Legislature amended the Length of the School Year; Hours of Instruction ([Minn. Stat. 120A.41](#)) to include the option of districts utilizing e-Learning days:

- Due to inclement weather
- Up to five days in one school year.
- Counted as an instructional day and included as hours of instruction.

Jordan Public Schools' Online Asynchronous Learning Plan

MDE Compliant Plan Development

Jordan Public Schools' Flexible "Online Asynchronous Learning" Plans are developed by the district administration team and then approved and shared through the following agencies:

- The Flexible Learning Plans are communicated through each building's -- elementary, middle, and high school -- *Student and Parent Handbook*.
- The *Student and Parent Handbook* is reviewed by all building teachers.

- The *Student and Parent Handbook* is presented and approved by the School Board in August before the start of the school year.
- The *Student and Parent Handbook* is published on the website for students, parents, and community members to view prior to the start of the school year.

Flexible “Online Asynchronous Learning” at Jordan

Flexible “Asynchronous Online Learning” involves online or teacher-prepared lessons that students complete when away from the physical school building. Using one-to-one devices, Jordan Public Schools (JPS) recognizes that education can continue even when students and teachers are not in the same location. Along with emphasizing the value of learning, the Flexible “Online Asynchronous Learning” Days encourage character growth in the areas of self-sufficiency, adaptability, and perseverance.

JPS Flexible “Online Asynchronous Learning” Goals

- To minimize the disruption to academic progress caused with school closures by making those out-of-school days as educationally productive and engaging as possible.
- To allow JPS students an opportunity to practice the kind of online learning that is increasingly part of secondary, post secondary, and workplace training.
- To maximize the use of Jordan Public School’s one-to-one technology.

Flexible “Online Asynchronous Learning” by School

Students in grades K-4: Students should spend time outside and with family - play games, read books, and enjoy some physical activity. Families and students may also access and work through Flexible “Online Asynchronous Learning” Activity Boards posted on each grade level website. Teachers are available via email to support student learning and connect with families.

- **Attendance:** Parents will verify attendance and call students in absent using the attendance line as needed; otherwise, all students will be assumed as present.

Students in grades 5-12: Students will complete assignments posted on Google Classroom, the school’s online learning platform. All assignments will be posted by 10:00am with teachers available to answer questions and support learning via email throughout the day until 3:00pm. It is understood that students will have a wide variety of responsibilities at home during Flexible “Online Asynchronous Learning” Days and that some may not have access to the internet. Staff members understand these challenges and will be flexible with those situations. However, the expectation is that students will complete the work in a timely manner as developed between student and teacher.

- **Attendance:** Students will verify attendance through an emailed google form that will be sent to all students from the attendance office.

Students with Disabilities: As required under Chapter 125A, students will have assignments designed to meet the needs of IEP/504 plans.

- Early in the academic year, the key stakeholders (case manager, parent, teacher and student) will collaborate to create the plan in an IEP meeting, other face-to-face meetings, or through email.
- On a Flex Day the classroom teacher will be the main resource for help on assignments and lessons. The classroom teacher is responsible for modifying and differentiating lessons to meet student needs. However, if a student ordinarily leaves the classroom and goes to another teacher for math, reading, or some other subject, then that special education teacher should design the Flex Day assignment for that particular area.
- When a Flexible Learning Day plan cannot completely replicate an in-session school day, efforts will be made to provide the support needed by particular students. For instance, if reading is a challenge for a student and the student has online access, the teacher may assign tasks on sites that will read text aloud.
- All assignments will be posted by 10:00am with teachers available to answer questions via email throughout the day until 3:00pm.

Technology Access

Jordan Public Schools started the district's 1:1 digital device initiative for students in grades K–12 in 2013. Currently, all students grades K-12 have access to a 1:1 learning device for use at school and potentially at home.

Students and parents without home Internet access or with limited Internet access must inform teachers of this fact so that needed modifications to assignments and due dates can be made.

- Internet wifi hotspots are available as needed. Contact technology by calling the tech hotline at 952-492-4500 or fill out this [Technology Ticket](#).

Flexible “Online Asynchronous Learning” for Parents

Parents should visit with their child's teachers regarding the expectation on Flex “Online Asynchronous Learning” Days. If required, special arrangements for students must be worked out prior to the first Flex Day. Families are asked to inform the teacher if they do not have Internet access at home since access to Google Classroom and completion of regular 5-12 assignments will require internet access by the student.

Parents, along with teachers and students, are asked to remember that Flex “Online Asynchronous Learning” Days are designed to be flexible: if a child struggles with a concept or assignment and is unable to complete the work that day, parents should remind their child to communicate with the teacher the next day about how to meet requirements. Students and parents can also reach out to staff throughout the flexible learning day for support.

Parents should contact teachers directly with any questions, concerns, or frustrations they may have regarding Flexible e-Learning Day assignments.

Flexible “Online Asynchronous Learning” for Teachers

In preparation for Flexible Learning Days, teachers in grades K-12 have been asked to:

- Familiarize students with Google Classroom or the website so students will be able to access and complete any online assignments.

- Provide a timely plan, posting work for the day by 10:00am (grades 5-12).
- Plan for self-directed, independent learning with specific consideration for age and individual learning needs.
- Anticipate time requirements recognizing students learn at different paces, especially in an independent setting.
- Customize learning opportunities with a focus on supporting troubleshooting for students with digital challenges.
- Communicate with colleagues to ensure common expectations, communications, work load, and protocols. *(Reminder -- if everyone gives an hour of work to the students, that is not realistic for completion and growth.)*

During Flex Days, all K-12 teachers have been asked to:

- Check Google Classroom and/or email throughout the Flexible “e-Learning” Day from 7:30am to 3:00pm.
- Interact with students and post lessons or activity boards.
- Complete the *Flex “Online Asynchronous Learning” Day: School Closings Google Form* by 10:00am. This form will allow district administrators and staff to better answer questions from parents on student assignments or plans and will allow administrative staff to better support your own personalized growth on this day.
- Continue your work as a team or individual on professional development topics.

Reporting Flexible “Online Asynchronous Learning” Days in MARSS

Flexible Online Learning Days will be reported as regular instructional days in MARSS A School File. The length of the school day will be reported as the same length that was originally scheduled.



GRADING

JES System of Grading: E= Exceeds Expectations S= Satisfactory P= Progressing N= Needs Improvement. Each grade level should have a consistent method for grading and use common assessments to ensure students are mastering grade level standards. **All grades will be inputted into Infinite Campus throughout the year in order to prepare for standards based grading in the future.** Report cards will be sent home **two** times a year.

HOMework GUIDELINES

It is important for children to develop good study skills at the beginning of their school career. This includes the development of good study habits. Homework may include reading assignments from textbooks and/or completing assigned work. It is strongly recommended that each student include recreational (outside) reading as part of his/her study time. The amount of time spent on homework will vary, according to the developmental needs and abilities of each student. Please be consistent as a grade

level as to how often, and how much homework you give to students. Generally speaking, Wednesdays are a night when homework should not be given, as well as on weekends in order to be mindful of family time and religious commitments. Homework should be an opportunity to extend learning outside of the classroom and allow for repeated practice. Make sure to provide clear directions and examples for students to bring home to support them, and their families, in completing the homework. If a student is consistently struggling with completing homework, be sure to investigate the cause and make every effort to resolve the issue with the child and the family before a logical consequence occurs at school.

IEPs, 504s AND PARENT MEETINGS



In alignment with Special Education laws that govern our school, it is extremely important staff know and follow through with IEPs and 504s of the students in their classroom. Below are important details to keep in mind.

- If you are a member of the team that works with a student and are unable to attend a meeting, you must tell the case manager in advance. The case manager must complete paperwork to excuse you from the meeting. The expectation is that you communicate the progress the student is making in your classroom, or share data with the case manager that is needed to complete the IEP or 504 plan.
- Accommodations, Differentiation, Interventions and Modifications
 - It is the classroom teachers' responsibility to meet the needs of ALL students in their individual classroom. This can be done in collaboration with the IEP/504 case manager but ultimately the responsibility rests with the classroom teacher. Use the following [link](#) to guide your planning in this area.

JES PTO

In order to strengthen effective communication between home and school, a parent group meets regularly. This group serves in an advisory role to the principal and supports JES in offering educational opportunities and materials to staff and students. All meetings are open to the public and are usually held on the first Tuesday of every month starting at 7:00 PM in the JES Lunchroom. Teachers are asked to be representatives at each meeting in order to share thoughts, provide feedback, and to show appreciation and support. Please go to the JES PTO Facebook page for more information.

LESSON PLANS



Teachers are expected to have up-to-date weekly lesson plans outlined and visible in

the event that a substitute is needed. Staff members may be asked to provide weekly lesson plans for the building principal. Lesson plans need to list the state standards addressed for each particular lesson and/ or unit, intended Learning Target(s), as well as evidence-based practices used during instruction.

All certified staff will need to create a substitute folder to be kept in their classroom. The folder should contain a class list/roster, lesson plans, an outline of the daily schedule, phone code for access to voicemail/computer, and student support and a behavior/crisis management plan specific to their classroom needs. Office staff will send an email each morning as to who will be gone for the day, who the substitute will be, or if there is coverage needed for that person.

LIABILITY

A teacher in the public schools is not liable for injuries to pupils in his or her charge unless they are caused by the teacher's negligence or failure to exercise reasonable care. To establish legal liability against the instructor, negligence must be shown to have caused or approximated the cause of the injury. Staff should never leave students unattended.

LOCKERS

Students need to be explicitly taught how to be responsible with organizing their locker/cubbies in order to keep our school looking clean and presentable for visitors. Please emphasize this is another way to show respect for our school.

MEALS



For the 2023-2024 school year, Jordan Public Schools is participating in the Free School Meals program. Reimbursable breakfasts and lunches will be free for all students in Preschool - Grade 12. Costs for additional entrees, milk-only purchases and more, can be found on our website www.jordan.k12.mn.us/nutritionalservices. Staff breakfast cost is \$2.25 and staff lunch cost is \$4.95.

New to JPS this school year is the Share Cart. It will give students a place to put food (whole fruits, applesauce cups, bagged carrots/chips etc.) that they received during breakfast or lunch and chose not to eat. Other students can help themselves to what is in the Share Cart. At the end of service, kitchen staff will take the remaining food, clean it if necessary, and return it to inventory.

All families are encouraged to fill out the Application for Educational Benefits. This application qualifies families for benefits including discounted college application and academic testing fees, discounted participation fees on district athletic programs, and some Community Education and Recreation courses. **Students who were approved for**

benefits last year will still need to turn in a new application this school year. Questions about lunch accounts should be referred to the Nutritional Services Director at 952-492-4417.



MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

MTSS is an integrated, comprehensive framework that focuses on the alignment of systems necessary for all students' **academic, behavioral, and social success (Gibbons, 2021)**. This multi-tiered framework promotes school improvement through engaging, research-based academic and behavioral practices employing a systems approach using data-driven problem-solving to maximize growth for all (ESSA, 2015). **JPS MTSS process and forms are being finalized; below is the district's tenants:**

- All students are capable of grade-level learning with adequate support.
- MTSS is rooted in proactivity and prevention.
- The system utilizes evidence-based practices.
- Decisions and procedures are driven by district, school and student data.
- The degree of support given to students is based on their needs.
- Implementation occurs school-wide and requires stakeholder collaboration (Harlacher et. al., 2014). needs of students.

NEWSPAPER AND SOCIAL MEDIA PUBLICITY

An extremely valuable source of good public relations is the local paper and social media. Teachers are encouraged to publicize activities in their classroom or in any organizations they advise. Articles for Thursday's paper should arrive at the Jordan Independent by 4:00 p.m. on the previous Friday. If you'd like to share information about an event through social media, please contact your building administration or Elise Pickle, Communications, Marketing and Events Director, at the District Office.

OFFICE HOURS

The JES office is open on regular school days M-F from 7:00am-3:30pm during the school year. Summer hours vary and will be posted at the main entrance during the months of June through August.



PARENTAL CUSTODY

The school will assume, unless informed differently, that the parents/guardians listed in Infinite Campus have legal and physical custody rights of a child. Legal custody allows the parent access to all educational data and involvement in school meetings for the child. Parents who have physical custody rights can make decisions regarding who can pick up or drop off the child, and may volunteer or visit the child at school. If parental

custody of a child is changed or restricted, the school office must be given legal written notification from the court indicating the restrictions. No child will be released to anyone without permission from the custodial parent with physical custody rights. Any questions on custody issues must be clarified by the court and presented to the school. **Teachers are responsible for checking their students' profile pages on Infinite Campus and noting any "flags" labeled "Custody" next to the child's name. This is an indication that a custody and/or guardianship issue has been noted on enrollment forms or shared with administration. Teachers will need to check the student's cum file and speak with administration regarding information and/or court documents.**

With many students coming from dual households, it is our responsibility to:

1. Make sure that report cards are given to both parents, if requested.
2. Try to schedule only one conference (this follows state law). If separated parents request two conferences please let administration know, and if necessary, we will try to accommodate the request. Notification of conferences will be sent to both parents.
3. Remember that both parents, no matter who has custody, have the right to educational data. If you have any questions regarding what to do, please let the office know and we can address the situation.

PARKING LOTS



Please adhere to the following for staff parking procedures:

All K-4 staff members will need to park in the JHS, JES north, northeast, and northwest lots of the elementary school. **The back parking lot will be designated as an Early Learning Services lot for families.** This will ensure our youngest children can safely enter the building and avoid adding more congestion to the already busy back loop.

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS)



JPS staff works diligently with students to support their social and emotional needs at school, which can have a direct impact on academic performance. The underlying theme of PBIS is teaching behavioral expectations in the same manner as any core curriculum subject. PBIS is endorsed by MDE and is written in state legislation as an appropriate character education program for students. PBIS has a common purpose and approach to discipline that includes:

- Clear set of positive expectations and behaviors

- Procedures for teaching expected behaviors
- Continuum of procedures for encouraging expected behavior
- Continuum of procedures for discouraging negative behavior

The following guidelines have been established in order to help students, parents/guardians and teachers better understand the behavioral expectations for students. The consequences are aimed at assisting students in meeting expectations. They are not, however, absolute. Each disciplinary situation that arises will be handled with the best interests of the student involved and the school as a whole in mind. Therefore, professional judgment may be used when determining what, if any, consequences are enforced in a given disciplinary situation. The principal or designee may impose or recommend longer suspensions, expulsion, or any other discipline as appropriate on a case by case basis.

Students, who do not comply with the rules and regulations as set by the Board of Education, will face appropriate consequences for their behavior. These consequences may range from a simple reminder to expulsion or exclusion. Naturally, the severity of the consequence will depend upon the degree and frequency of the student's inappropriate behavior. Inappropriate behaviors/disruptions within the learning environment may result in more severe consequences due to the negative effect on learning. Students must provide accurate information when discussing disciplinary incidents. Students will have the opportunity to complete all school work while suspended, which will be available from the classroom teacher and/or via Google Classroom.

Jordan Public School staff is trained in nonexclusionary discipline practices such as school-wide Positive Behavior Interventions and Supports (PBIS). At JPS a team of school representatives composed of administrators, classroom and special education teachers and non-certified staff meet on a regular basis to support staff, students and families with following our school rules: Be Respectful, Responsible, and Safe, as well as the District's strategic plan of *Grow your Jordan* **PRIDE: Preparedness. Respect. Integrity. Dependability. Excellence.** Jordan Public Schools uses **non exclusionary discipline and practices, restorative practices/conversations**, and the language of **Recognize, Acknowledge, and Connect** as a framework for working with students. All students will be taught PBIS processes and procedures during the first weeks of school and are revisited throughout the school year.

Nonexclusionary discipline and practices is defined as policies and practices that are alternatives to dismissing a student from school, including but not limited to evidence-based positive behavior interventions and supports (**PBIS**), social and emotional services, school-linked mental health services, counseling services, social

work services, academic screening for Title I services or reading interventions, and alternative education services.

Restorative Practices	Culturally Responsive Pedagogy
<ul style="list-style-type: none"> ● Classroom Discipline Reflection Sheet ● Affective Statements ● Circles ● Restorative Questions 	<ul style="list-style-type: none"> ● Collaboration Contracts ● Responsiveness <ul style="list-style-type: none"> ○ Attention Signals ○ Response Protocols ○ Movement Protocols ● Discussion Protocols ● Competency ● Relevance

Recognize - the Person

Everything that happens in a school setting is about building relationships. With every thought, word, and action, the foundation of relationships are being created.

“Recognize” is the staff’s commitment to truly get to know and appreciate each student. We know their likes and dislikes, hobbies, interests beyond school, and get to know their learning styles. We “Recognize” that every student is special and we will always care for the student while we are also teaching helpful/positive and hurtful/negative behaviors.

- Greeting students at the classroom door and during Morning Meeting
- Noticing the person by making eye contact
- Think about ratio of positive to negative interactions

Acknowledge - the Behavior

Students, actually all people, need to be taught the behaviors that are positive and helpful for the environment, relationship, and/or task at hand. During the first week of school, teachers will create a collaboration contract. During this time staff and students will brainstorm behaviors that are helpful/positive for school and behaviors that are hurtful/negative for the learning environment. Once the contract is created, students and staff will sign it and display it in a prominent place in the classroom.

The agreement affirms everyone’s awareness that positive behaviors need to be taught so they can become habits. Positive behaviors will be taught and reinforced with acknowledgements and sporadically with incentives/rewards, while negative behaviors may lead to consequences and punishments. It is very important to note that during the “Acknowledge” phase, students’ self esteem is of utmost priority. Regardless of the behavior, we care for the students personal growth into a healthy learner.

- Acknowledge the positive behavior
 - Individual Jordan PRIDE Passes

- Class Passes for a whole classroom showing expected behavior
- Weekly PRIDE Pass drawings to celebrate positive behaviors
- All school celebrations for filling up the PRIDE Pass Baskets
- Acknowledge the negative behavior
 - Many minor behaviors can be addressed by the classroom teacher using the following approach under **connect**.
 - Stop and Think slip
 - Work with WIN Para
 - Refer major behaviors to Behavior Specialist and/or Administrator
 - Office Referral

Connect - to the group (Conversation/Consequence/Punishment)

When negative behavior occurs, staff will also teach how those behaviors impact others. The steps for teaching hurtful behaviors will most often start with a **conversation**. The conversation is the teaching time. At times it is a pull aside conversation. At other times it might need to be more firm. If the behavior continues after the conversation, then teachers will implement a **consequence**, which may include a phone call home to the child's family or a "Just Stop and Think " slip naming the inappropriate behavior and what school rule the student needs to improve on. Once again the consequences are designed to teach that a behavior is hurtful. If the negative behavior continues after consequences or if the behavior is abusive to self or others in nature, staff will use a **punishment** for a teaching tool, which may include an office referral and/or suspension that will require the implementation of **nonexclusionary discipline and practices**. A punishment should be one and done. Consequences and punishments are tools we use to show the student how much we care about them. It is important to note that if behaviors ever require a punishment, parents/guardians will be brought into the process. It may also be determined that a more in depth communication/ meeting should be scheduled to determine an action plan for future student success (see policy 506 *Student Discipline* on the [Jordan Public Schools](#) website for more detailed information).

Students, parents/guardians, and school staff may file a complaint and seek corrective action when the requirements of the Minnesota Pupil Fair Dismissal Act, including the implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied. If you have a complaint, please complete the [JES Discipline Complaint Form](#).

WIN Room

All students can learn from their mistakes by processing and fixing the results of their behavioral choices in a safe environment that allows them to learn and grow. The purpose of the WIN room is for students to take responsibility for and develop a plan to correct the behavior and assist teachers in the RAC process (outlined above). In collaboration with the staff member in the WIN room and building behavior specialist, the student will reflect and repair the relationship with the affected staff member and/or student(s). The goal is to assist students in choosing behaviors that are positive and help them to learn and succeed in the school environment.

Classroom teachers are asked to implement two interventions prior to sending a student to the WIN room. Teachers must complete a student referral and/or call the office to inform staff as to why the student is needing a break from the classroom.

Finally, it is important to note that **we will use restorative practices to fix and repair relationships when conflict or harm occur**. Restorative practices are tools to support students in understanding their behavior impacts others, and when harm happens working to repair from the harm is essential. All staff will become familiar and trained in the following practices.

Mindfulness

The mindfulness curriculum is offered to students throughout the school day as a way to learn skills to develop self-regulation, manage strong emotions and build physical and emotional strength. This integrated approach to wellness uses mindful-based movement, breathing techniques, social/emotional skill development and relaxation techniques to meet children's emotional, physical and mental needs.

Mindfulness is used by thousands of educators, parents and mental health professionals nation-wide. Supported by the latest research in neuroscience, trauma and social-emotional learning, the curriculum creates optimal learning environments that improve children's focus, behavioral skills, physical health and emotional stability. Students at JES will be intentionally taught mindfulness practices in the classroom, and have opportunities to practice it each day as a class, in small groups, or on an individual needs basis.

Harambee

Harambee, which means pulling together, is a celebration event that creates an environment that generates positive energy and **recognizes** the individual, **acknowledges** positive behaviors, and celebrates differences.

Harambee focuses on unity by empowering the youth culture to build strong relationships and connections between grade levels. Harambee is an opportunity for staff and students to **Recognize** the uniqueness of each individual. The assembly **Acknowledges** positive behaviors that promote celebrating our differences and developing a love for learning and school. By coming together, we make meaningful

Connections with the adults and students of our larger school community.

What does Harambee look like? This 30-minute event will follow the structure below:

- Introduction (explaining Harambee)
- Cheers and Chants (create unity and positive energy)
- Topic Discussion (recognize and celebrate differences)
- Celebration Song (theme song)
- Recognitions (all grades acknowledge students for positive behaviors)
- POWER Chant (create unity and positive/high energy)
- Moment of Silence (calm energy and quiet mind)

Peaceful Bus

The *Peaceful School Bus* program was designed to reduce student behavior problems on our school buses. It also creates a sense of community and responsibility among students on each bus route. We hope this program will make a child's experience on the bus easier and more enjoyable. Two times a year, students on each school bus will gather together for a 45-minute meeting during the school day. They will get to know each other and learn how to act responsibly on the bus. This program is a natural extension of our J-Town Pride efforts already in place. Bus drivers will join them in these meetings whenever possible. Seeing bus drivers, teachers, other school staff members, and parents/guardians working together, will demonstrate to students that we all care about what happens on the school bus.

TENNESSEN WARNING

When students or staff are being questioned about a serious incident that occurred at school, the building administrator will provide the Tennessee Warning. The Minnesota Government Data Practices Act (Minn. Stat. 13.01 et seq.) provides that an individual asked to supply private or confidential data concerning the individual has the right to be informed of the following:

1. The purpose and intended use of the requested data;
2. Whether the individual may refuse or is legally required to supply the requested data;
3. Any known consequence of supplying or refusing to supply the private or confidential data; and
4. The identity of persons or entities authorized by state or federal law to receive the data (Minn. Stat. 13.04, subd.)

School-Wide Expectations

Classroom

- Check voice level
- Be polite
- Do your best

Hallway

- Use voice levels 0 or 1
- Hands at your side
- Face forward
- Walk
- Be aware of hallway space

Lunchroom

- Use voice levels 0,1,2
- Use good manners
- Keep area clean
- Focus on eating

Playground

- Use kind words
- Play safe and fair
- Listen and line up
- Keep hands and feet to yourself

Bathroom

- Use voice level 0,1,2
- Do your job
- For soap and paper towels, use what you need
- Keep Clean
- Report Problems

Voice Levels

- 0- Off
- 1- Whisper
- 2- Inside Voice
- 3- Playground Voice
- 4- Emergency

More Information on Jordan Pride, Mindfulness, Culturally Responsive Pedagogy, Restorative Practices, and Peaceful Bus is available on the school website.

PETS IN SCHOOL

Due to health and indoor air quality concerns, dogs, cats, rodents, rabbits, reptiles, fish, birds or exotic animals are not allowed on school property, unless pre-arranged with the principal. Certified therapy dogs will be permitted. Science curriculum approved by the principal may bring in the above listed animals. Organizations that may be approved for presentations may include, but are not limited to Critters & Co., Raptor Center, and Humane Society. Animals brought in for "show and tell" should be scheduled with the classroom teacher for fall or spring, thus permitting the viewing of these animals in an outside location of the school.

PLANNERS

The staff, students, and parents of the Jordan Elementary School agree that the planner

is an excellent tool for communication between home and school. Parents/Guardians of students in grades 2-4 are asked to pay for a planner that is covered with the classroom supplies money submitted at the beginning of the school year. Families will be asked to pay for the planner prior to receiving it at Back to School Conferences. Planners are most effective when expectations of all three members of the partnership are fulfilled. Those expectations are listed below:

Staff is expected to...

- Record all assignments on the board
- Sign or initial each planner every day before dismissing
- Write notes to families when needed

Students are expected to...

- Take planner to and from school every day
- Copy assignments from board to planner
- Designate a certain time nightly to do homework, discuss planner, and have a parent/guardian sign planner

Parents/Guardians are expected to....

- Sign / initial planner every day
- Write notes to the teacher when needed

PHONE USE



Students will be discouraged from using school telephones except in emergency cases. Students are prohibited from using cell phones, pagers, and other electronic/SMART communication devices (which may include SMARTwatches and fitness trackers) during the instructional day that disrupt the teaching and learning environment. The only exception is stated below and/or when a teacher allows students to bring an electronic mobile device to class for educational purposes (i.e.: use a graphing calculator app in an upper level math course or for a teacher- assigned instructional activity/project). Students also are prohibited from using a cell phone or other electronic/SMART communication device to engage in conduct prohibited by school district policies including, but not limited to, cheating, bullying, harassment, gang activity, etc. **No student will take or share a picture or video of another person during the instructional day without their permission.** School district policies on *Internet Acceptable Use and Safety* and *Student Discipline* may be applied to this action.

Personal phone conversations during student contact time will only be allowed in emergency and unexpected situations. In addition, texting should not be done during class time while supervising/instructing students. Please try to conduct your phone

transactions during prep, lunch, and before and after school, as quickly as possible to avoid tying up lines. (Try to keep calls to five minutes.) Limit the use of your personal calls. Staff making phone calls should NOT tie up office phones. Please do not sit and conduct phone business in the main office.

PHYSICAL FORCE

Corporal punishment, a violation of state law, is not to be used. Students may be restrained for the safety of the student or others. Reasonable force for the purpose of restraint or as a last resort for the protection of other people and property is the only time physical force is used with students (follow CPI procedures). Reasonable force is the necessary amount of force a reasonable person would use to stop and control a student or situation. Common sense is critical when dealing with aggressive or out of control students. Staff members must consider the totality of what is happening and what might happen if that situation is allowed to continue. It may be necessary at some point for a staff member to use some type of reasonable force to direct or control a student or students, to defuse or maintain control of an altercation or situation that may turn physical or harmful. Staff members should not use physical force for a minor infraction. If a student refuses to follow directions and is not an immediate threat to other persons, themselves, or the school, do not touch, and seek support from administration.

PLEDGE OF ALLEGIANCE

The Pledge of Allegiance will be recited during morning announcements. Any student or staff member may decline for personal reasons to participate in the recitation of the pledge, and students and staff must respect their right to make that choice.



POLICIES AND HANDBOOKS

School Board policies and applicable Student Handbooks referring to policy may be found via the District's website and are referenced below. It is important that all employees are familiar with the district handbooks and policies. Employees are required to review specific policies and sign the "assurance of compliance" form associated with these policies. The District office will be sending out a Google Form for you to electronically sign stating you have read and understand the policies. This is required by law. Questions or reports regarding harassment violations should be reported to:

Ranae Case Evenson, Superintendent/Human Rights Officer at the District Office.


Board Policies

- A complete list of board policies – including those being reviewed, revised, and

adopted – is provided on the District website. All staff members are responsible for reviewing and understanding all board policies. Staff will need to complete a Google Form to document they have read the following policies (Assurance of Compliance Form)

Of particular importance, all staff are required to read and understand the following policies:

- **402:** Disability Nondiscrimination Policy
- **407:** Employee Right to Know - Exposure to Hazardous Substances
- **413:** Harassment and Violence
- **418:** Drug Free Workplace / Drug Free School
- **419:** Tobacco-Free Environment
- **420:** Students and Employees with Communicable and Infectious Diseases
- **501:** School Weapons Policy
- **502:** Search of Student Lockers, Desks, Personal Possessions, and Student's Person
- **503:** Student Attendance
- **505:** Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees

- **506:** Student Discipline 
- **514:** Bullying Prohibition Policy
- **520:** Student Surveys
- **524:** Internet Acceptable Use and Safety Policy
- **526:** Hazing Prohibition
- **529:** Staff Notification of Violent Behavior by Students
- **531:** The Pledge of Allegiance
- **602:** Organization of School Calendar and School Day
- **806:** Crisis Management Policy
- **904:** Distribution of Materials on School District Property by Nonschool Persons
- Directory Information (*see staff and student handbooks*)
- School Cancellation Policy (*noted in employee contracts*)
- Student/Parent Rights Under FERPA (*see staff and student handbooks*)
- Parents Right to Review Curriculum/Texts (*see staff and student handbooks*)
- Telephone Numbers and/or Email addresses (*see staff and student handbooks*)
- Asbestos Update Report (*See Health and Safety Policy and Jordan Journalist*)
- School District Security Policy (*see Emergency Action Plan*)
- Pesticide Application Notice (*See Health and Safety Policy and Jordan Journalist*)
- Employee I9 Form (*refer to hiring packet*)
- Workers Comp. Notification (*noted in employee contracts*)

- Equal Access to Programs (Inclusive Education)
- Student Accident Report Procedure (*see building nurse procedures*)
- Clean Indoor Air Act (*See Health and Safety Policy and Jordan Journalist*)
- Emergency Closing Procedures (*noted in employee contracts*)

In order to provide more specific and convenient information, the district has prepared a simple tutorial for your review regarding the following:

- Human Rights Officer
 - The Governing Board designates Ranae Case Evenseon as the District Human Rights Officer to receive reports or complaints of harassment or violence, hazing, bullying, and also responsible for coordinating Title IX and Section 504/ADA concerns. The Human Rights Officer may delegate investigations of complaints as deemed appropriate. If the complaint involves the District Human Rights Officer, the complaint shall be filed directly with the Executive Director. Katie Pekarna-Damlo 500 Sunset Drive, Suite 1, Jordan, MN 55352 Telephone: 952-492-4379 e-mail: kdamlo@isd717.org.
- Drug and Alcohol Testing for Type III Vehicle Drivers
 - Minnesota state law includes various regulations pertaining to the transportation of students. These regulations may include, but are not limited to, required certification training, background checks, safety equipment, safety procedures, etc. The Executive Director and his/her designee shall oversee and direct the transportation program. The District reserves the right to request a Drug & Alcohol test of any Type III driver involved in an accident while operating a district vehicle. If the accident involves the loss of human life or if the driver receives a citation for a moving traffic violation arising from the accident which results in bodily injury or disabling damage to a motor vehicle, Drug & Alcohol testing of the driver is mandatory, in accordance with MN state statutes. The complete policy #709 - Transportation by School Vehicles is available on the website.
- Grievance Procedure for filing Complaint, Comment or Concern Harassment & Violence, Section 504, Title IX
 - Any person who feels they have been inappropriately denied Section 504 or Title IX services, or have been a victim of religious, racial, sexual or other forms of harassment or violence by a pupil, teacher, administrator or other school personnel should report the alleged acts immediately to an appropriate District official designated by this procedure. The District encourages the reporting party or complainant to use the report form available from the Administrator of each building or available from the administrative office, but oral reports shall be considered complaints as well. Nothing in this procedure shall prevent any person from reporting grievances or alleged acts directly to the District Human Rights Officer or

the Executive Director.

- Reprisal
 - The District will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who makes a good faith report of alleged religious, racial, sexual or other forms of harassment or violence, or a grievance for Section 504 or Title IX services, or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such grievance. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.
- Hazing Prohibition Policy
 - A. No student, teacher, administrator, volunteer, contractor or other employee of the District shall plan, direct, encourage, aid or engage in hazing.
 - B. No teacher, administrator, volunteer, contractor or other employee of the District shall permit, condone or tolerate hazing.
 - C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
 - D. This policy applies to behavior that occurs on or off school property and during and after school hours.
 - E. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
 - F. The District will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the District who is found to have violated this policy.

The complete policy #526 - Hazing Prohibition is available on the District website.
- Staff Notification of Violent Behavior by Students
 - The purpose of this policy is to address the circumstances in which data should be provided to classroom teachers and other school staff members about students with a history of violent behavior in order to serve the student and protect students and staff members. The policy incorporates a written notice to assure that appropriate data are made available to school staff members and to guarantee an accurate record of data provided. Each classroom teacher of a student with a history of violent behavior will receive written notification from the administration prior to placement of the student in the teacher's classroom. In addition, notice will be given by the administration to other school staff members who have a legitimate educational interest. The notice given to school

staff must be in writing and must include the following: name of student, date of notice, the history of violent behavior, and a reminder of the private nature of all the data provided. The notice may include, if appropriate: an explanation of what occurred in each incident, types of situations that might trigger violent behavior, successful strategies or interventions, and documents that the staff member may review to assist understanding of the student (e.g. IEP or 504 plan). The complete policy #529- Staff Notification of Violent Behavior by Students is available on the District website.

- Use of Personal Equipment
 - The District prefers that individuals do not bring their personal electronic devices for use in the District's schools. The District accepts no responsibility or liability for the loss, theft, or damage to the devices. Individuals who bring these items to school do so at their own risk.

PROFESSIONAL APPEARANCE



The expectation is that staff dress professionally. Unless there are special circumstances or events or if required for your position staff should avoid wearing shorts, athleisure wear, t-shirts, and ripped or torn clothes. During spirit week, teachers may dress up per the theme of the day. Staff should also wear district ID badges daily. Staff badges are required to be updated annually. Photos will be taken by the district-approved photographer on photo day or photo retake day. Photos may be used by the District for other purposes including yearbooks and social media. Should you like to opt out of your photo being used in yearbooks and for social media, please contact your building principal.

PURCHASING



Teachers are asked to budget for supplies with their allocated funds, and are responsible for maintaining their classroom budget with support from the administrative assistant. Teachers should only order supplies that are a needed expense for teaching and learning at the beginning of the school year. Purchase orders will need to be submitted into Smarter Finance by the teacher for approval by administration **BEFORE** any supplies are purchased, including items purchased with Box Top money, etc. The DO will still accept receipts for reimbursement; however, it is highly recommended that there be a PO submitted into SMARTeR in order to account for the purchase.

The Jordan School District is a tax-exempt organization. In order to exercise the tax-exempt benefit, a purchase must be made with either a school credit card or an order placed with a purchase order and billed to the school district. If a purchase is made

with a staff member's personal funds (cash, personal check, or personal credit card), the purchase cannot be tax exempt and the cost of the tax will be the staff member's responsibility. The school will not reimburse for tax paid.

If a staff member makes a purchase with the school credit card (which does qualify for tax exempt status) and is charged tax, it will be the staff member's responsibility to receive credit for this tax or reimburse the School District for the charged tax out of his or her personal funds.



Minnesota **R**eading to **E**nure **A**cademic **D**evelopment Act, known as the READ Act, was passed and signed into law by Governor Tim Walz on May 24, 2023. The goal of this legislation is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. The READ Act replaces Read Well by Third Grade (RWBTG) in [Minnesota Statutes 2022, section 120B.12](#), effective July 1, 2023.

Access and read the full legislation under [MN Session Law Chapter 55, Article 3, READ ACT](#).

MDE has compiled the most frequently asked questions on the [READ Act FAQ – June 30, 2023](#).



Students are expected to go outside for approximately twenty-five minutes during the school day. This school-wide, scheduled recess time coincides with the scheduled lunch period, and does not include additional "brain/movement breaks", extra recess, outdoor learning or Phy. Ed. activities where students would have the opportunity to go outside with their homeroom.

Students will not be prohibited or excluded from this school-wide, scheduled recess as a consequence for behavior unless:

- a student causes or is likely to cause serious physical harm to other students or staff
- the student's parent or guardian specifically consents to the use of recess detention

- for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.

Students **will not** go outside if:

- The wind chill or air temperature is below zero degrees.
- The child is ill and has a doctor's note stating he/she cannot be outdoors.
- It is raining / severe weather.

Please make sure to bring a radio as well as the emergency folder in case of an emergency.

REPORTING OF MALTREATMENT OF MINORS

ISD #717 in accordance with Minnesota Statute No. 626.556 complies with the legal responsibilities which professional educators have for reporting suspected cases of abuse and neglect (District Policy 414).

School staff members and any employee of the Board of Education shall immediately report suspected physical or sexual child abuse to a Scott County Social Services intake worker (952-445-7751—ask for Central Intake). Verbal reports are to be made within 24 hours of becoming aware of possible abuse, with a follow-up written report within 72 hours. Staff members should notify the building principals and/or the school counselor as well.

School staff members may initially question the child to determine if the child's injuries resulted from physical or sexual abuse. Staff members should limit conversation with the child regarding any suspicions. In no case should the child be subjected to undue pressure to validate the suspicion or abuse. Validation of suspected child abuse is the responsibility of the agencies to which the school refers suspicions.

SCHOOL CLOSING PROCEDURES



The District will cancel school if it is determined that it is unsafe for students and staff to travel to school. The Superintendent will make a decision to close schools using guidance from the National Weather Service in Chanhassen (<https://www.weather.gov/mpx/>). The decision will be made in collaboration with our partners at Benjamin Bus Company. Reasons for closure may include excessive snow, dangerously low temperatures combined with wind chill, unsafe road conditions, especially as they relate to bus travel, or if it is determined that buses will not operate dependably. The decision will typically be made prior to 5:45 am in order to provide

adequate notification for commuting families and our students who ride buses. Students should not report to school.

Decisions to close schools or alter schedules for students are made to insure the safety of students based on information available. It is important to remind students, staff, parents/guardians, and District residents of the school closing procedures and communications to ensure student safety and a safe winter for all.

We will focus on the safety of our students, and more specifically, on the safety of children who are waiting at bus stops or walking to school during the decision making process. If parents/guardians disagree with the District's decision to have school, they may always keep their children home, and it would be marked as an excused absence.

Factors used for deciding on closing school for severely cold weather are based on the National Weather Service's wind chill forecast and their corresponding **frostbite guideline chart (see below)**. Consideration to delay the start of school or cancel school will be triggered if the National Weather Service projects a 6:30am wind chill temperature of -35°F to -40°F, or greater, with a corresponding frostbite stage in the 5-10 minute range. The decision will also be made if there is a combination of dangerous road conditions and a wind chill that is very cold, but may not be in the above noted threshold.

Late Start

Should it be determined to start school late, the District will use the same notification system and timelines as those used for a school closure. Buses will operate on a schedule to deliver students in time for a late start and dismissal will be at the regular time. Families that live on rural roads may receive an alternate pick up location from our partners at Benjamin Bus Company for late start days when rural routes are undriveable for buses. Families that are impacted by alternate pick up locations will be notified as soon as possible by Benjamin Bus Company on late start days.

Notification

The District will notify families directly using the District Website (www.jordan.k12.mn.us), our Blackboard Notification system (email/phone call), Facebook (<https://www.facebook.com/ISD717>), and Twitter (<https://twitter.com/ISD717>). Parents/guardians should make sure phone numbers and email addresses are accurately entered into their Infinite Campus Parent Portal to ensure phone calls and messages will be delivered correctly. If you don't receive notifications, please contact an appropriate building secretary or the District Office. Announcements will also be made on WCCO-TV, KSTP-TV, KARE 11, FOX 9 TV, KCHK Radio, and WCCO 830 AM Radio. The District's Website (www.jordan.k12.mn.us) and social media accounts are updated to reflect school closing information as soon as possible after the announcements are made. We ask that, except in an emergency, families please not call the school office

because phone lines are needed for administrative use. An exception is if there is an emergency that the District should be made aware of immediately.

SNACKS

Students may have a snack time as part of their daily routine. **JES does NOT have a snack cart or milk option for purchasing.** Students may bring a snack and/or drink if they so choose, however, please be sure that the snack is a healthy snack. **Families also need to be aware of allergies students may have and consult the teacher and/or school nurse regarding this important health issue.** No candy or beverages high in sugar should be sent to school as a snack. Please refer to the JPS Wellness Policy 533 on the district website for further guidelines and a list for healthy snack choices: [District Wellness Policy and Healthy Snack Choices](#). If a student brings an unhealthy snack to school, please communicate healthier options with families. Below you will find a list of acceptable and unacceptable snacks, which can also be found in the JPS Wellness Policy.

Acceptable Snacks May Include:

Popcorn, Cheese and Crackers, Peanut Butter and Crackers, Sandwiches, Unsweetened Cereal, Fruit, Vegetables, Juice (Pure Fruit Juice - Not 10%), Cheese Sticks, Beef Jerky, Crackers, Graham Crackers, Muffins, Pretzels, Raisins, Granola Bars, Banana or Date Bread.

Unacceptable Snacks May Include:

Fruit Snacks and Fruit Roll Ups, Cake and Cookies, Pudding, Potato Chips, Cheese Balls, Kool-Aid or Pop, 10% Fruit Juice (i.e. Hi-C).

STAFF LOUNGE



This area is for all staff at JES to use. We have set up a rotation to keep the lounge respectful looking by cleaning off tables, placing food into the refrigerator from staff gatherings, cleaning the microwave and checking the refrigerator for expired food at least twice a month, and making sure the sink remains clean and free from dirty dishes. Refrigerators/freezers will be totally cleaned out by custodial staff over winter break and at the end of the school year, so please make sure to remove any personal items prior to those times.

September – Media, PE, Music, Art

November – Paraprofessionals

October – Office staff

December – Kindergarten staff

January – 1st grade staff

April – 4th grade staff

February – 2nd grade staff

May - Special Ed staff

March – 3rd grade staff

STAFF MEETING SCHEDULE



(AM Meetings, 7:20-7:50)

Tuesday Meetings

- Building Advisory
 - 1st Tuesday (AM)
- Instructional Leadership Team
 - 2nd Tuesday (AM)
- MTSS Team
 - 3rd & 4th Tuesday (AM)

Wednesday Meetings

- 2nd Wednesday of the month (AM): **“Nuts and Bolts” and/or Reflection-** sharing and discussion of building/district information and/or reflection of teaching and learning facilitated by Admin and/or Building Advisory Team
- 3rd Wednesday of the month (AM): **Professional Development-** facilitated by Admin and/or Instructional Leadership Team

Thursday PLC Meetings

- Grade Level/Dept. Teams
- Periodic informal/formal meetings with Melissa
- Meet every Thursday of the month (AM)
 - SPED:
 - 2nd Thursday of month-Child Study
 - 4th Thursday of month meeting w/Chad (AM)
 - Discussion Topics:
 - Data discussions about students (Dufour/MTSS model)
 - Sharing effective instructional strategies (Dufour/MTSS model)
 - Discussions & reflections on building/district goals (Dufour/MTSS model)



STAFF RESOURCES

Please use the following link to access important forms needed for Jordan Public Schools. Many of these links are found embedded into the Staff Handbook as well. [Staff Resource Bank](#)

STUDENT RECORDS/BIRTH CERTIFICATES

The school district maintains some information necessary to carry out an effective educational program for each child. Parents have the right to examine the contents of their children's records. Others having access to the records include school staff having a legitimate educational interest in the child; another school district; a college or educational institution in which the student may enroll; and the courts when a record is requested by judicial subpoena. Only with written parental consent will a student's record be available to any other party. When a student reaches 18 years of age, required consent and the rights accorded the parent shall thereafter be required of and accorded to the student. **In order for a student to be enrolled at Jordan Elementary School, we need a record of immunizations or a conscientious objection form on file by October 1st and also encourage families to submit a copy of a birth certificate.**



SUPERVISION BEFORE AND AFTER SCHOOL

All staff should be present in the hallways before the school day and during dismissal whenever possible to welcome students and to end the day on a positive note. Certified and non-certified staff may be assigned supervision of students before or after the student day, and will be on a rotation schedule throughout the school year. Staff supervising the front doors should report by 7:40 and make sure students are entering safely in the building and going to their area of supervision or homeroom (at 8:00). Students should not be dropped off from a vehicle at the front of the building between 7:40-8:10 AM, and staff should make an attempt to remind parents of the drop-off area located in the back of the building. Administration should be notified if it becomes a repeated behavior, or if the parent becomes agitated and unwilling to cooperate. Staff supervising students being picked up by parents in the back lot should report to those lots for duty by 3:10. If students are not picked up by 3:20, they should be brought to the office in order for the administrative assistants to call families. Because there is no formal supervision following dismissal, students should leave the school grounds immediately unless they have to stay for school related business.



SUPPLIES

General supplies are located in the workroom and/or storage room. Other supplies are kept in the office. Teachers need to be responsible for only using what they need for their classroom and be mindful that supplies are to be shared by the entire building staff, **including copy paper. Please be purposeful in the copies you make and that they best meet the learning needs of students.** We have a limited amount of office and paper supplies that need to last the whole school year.

Please do not send students to the office for additional supplies or photocopies for instructional use.

SUSPENSION/EXPULSION

Occasionally, it becomes necessary to suspend or expel a student from school. In this event, all procedures will be governed by MSA 127.26-127.40, more commonly known as the Minnesota Pupil Fair Dismissal Act. Under the provisions of this law, students may be suspended or expelled from school for any of the following: - Willful violation of any reasonable school board regulation. - Willful conduct which materially and substantially disrupts the rights of others to an education. - Willful conduct which endangers the student, other students, or school property. Students may be summarily suspended from school for one day by administration. Students may be suspended for two to five days by the building principal following a brief hearing in the office. Expulsions may be imposed by the school board upon recommendation by the principal. Expulsions may be for the remainder of the school year or less and may occur after the school board has held a hearing in accordance with the law.



TEACHER EVALUATION (FORMAL/INFORMAL)

The purpose of teacher evaluation is to improve the quality of instruction, to foster professional growth, to provide administrative support, and to view the staff member and student body in learning situations. A building administrator will formally evaluate non-tenured teachers three times per year until they earn tenure. This is typically for a duration of three years unless the teacher has earned tenure in another district in Minnesota, in which case the duration is one year. All formal evaluations will include a pre-observation conference, observation, and a post-conference with the teacher. Written documentation will be shared with the staff member as well as filed in the district office. All tenured staff on the formal review cycle (once every three years) have the option of being formally evaluated by administration or complete a portfolio that will be evaluated by the building administrator and complete a peer review by the end

of the school year. Tenured staff not scheduled to be formally evaluated will complete a peer review by the end of the school year.

It is the intention of the administration to complete a **summative evaluation for Tenured and Non-tenured teachers by the end of the school year.** During this process, the evaluator and teacher(s) will review individual professional goals and analyze the evidence of teacher impact on student growth through student data and results from the entire professional review cycle. The teacher(s) may elect to invite his/her peer reviewer to this meeting.

It is the goal of building and District administration to complete informal walkthroughs and administrative rounds on a regular basis throughout the school year. The purpose of these walkthroughs is to drop in and look for specific instructional practices, observe the overall classroom environment, and share informal feedback and ask the teacher questions to positively impact teaching and learning.

The following is the schedule for formal observations:

2023-2024	2024-2025	2025-2026
Kelly Hunter- Year 1	Non-Tenured	Non-Tenured
Kelsey Wilson- Year 1	Britt Flicek	Leah Aamlid
Heather Briese- Year 2	Jason Geisel	Sarah Attig
Maddie Chromy- Year 2	Sarah Houdek	Shannon Aukes
Iwalani Dela Paz- Year 2	Ariane Jensen	Barb Buthe
Julie Johnson- Year 2	Lanae McClellan	Nikki Carlson
Maddy Malecha- Year 2	Amanda McMahon	Mike Coddington
Katie Angel- Year 3	Kimberly Pettinelli	Greg Dietel
Allie Hillman- Year 3	Kelly Pongratz	Nicole Dietz
Molly Huss- Year 3	Kevin Sayers	Katie Fisher
Matt Phillips- Year 3	Gwen Schultz	Mindy Foyer
Sarah Lund- Year 3	Drew Sinke	Holly Johnson

Michael Roiger- Year 3	Leah Weber	Lindsay Johnson
Royce Wiersma- Year 3		Kristin Kilgren
		Tony King
Michelle Armstrong		Adam Larson
Rachel DuPont		Jenni McDonald
Stacey Hess-Norskog		Molly Nefstead
Julie Holzwarth		Laura Theis
Lauren Meyer		Haley Warden
Rena Milawski		
Steph Olstad		
Meghan Reinholt		

TEACHER HOURS

The contracted 8 hour workday is flexible from 7:20-7:45 to 3:20-3:45. Teachers should be available for AM meetings to start promptly at 7:20 and be in the classrooms by 8:00 to welcome and supervise students. Teachers who may arrive late on occasion should call or email the principal. The principal should also be contacted if a teacher needs to leave the building during the day or before their contracted day.



VISITING SCHOOL

Volunteers, parents, guardians and grandparents may have limited access at JES.

Because of student safety, we do require visitors to sign in at the office and wear a visitor's badge before visiting any classroom. If a parent/guardian wishes to visit for an extended length of time, approval from the classroom teacher and principal is required to ensure that the visit will not interfere with instructional time. Please refer to the school handbook for our district policy regarding Visitors in District Buildings.



VOLUNTEER GUIDELINES

Jordan Public Schools welcome volunteers of all ages who want to share their talents, skills and resources to help support students, teachers, and school programs. Volunteers play an important role in our efforts to ensure academic success for every student. Every day parents, grandparents, community and business members bring fresh perspectives and enthusiasm to our schools while enriching the learning experience of our students. Volunteers have discovered that spending time and sharing talents with students is an energizing and worthwhile experience. Whether you have an hour a day, a week or month, we have students and classrooms that can use your help.

Some of the ways you can share your skills and contribute are:

- Read to students or listen to them read
- Work one-on-one or in small groups helping students master basic skills in math, reading or writing
- Visit a classroom as a resource speaker and add first-hand experience by sharing your career, travel or ethnic heritage
- Assist with classroom and school activities
- Work behind the scenes on school projects and events
- Serve on a school or district-wide committees and councils

We are committed to working with you to ensure volunteering is a rewarding experience for everyone. We ask that you follow the policies and expectations outlined below to help us maintain a safe and respectful environment for students, staff, and volunteers.

Confidentiality

Confidentiality is very important. While volunteering, you may observe, read or hear much about individual students and their school or home experience. Do not discuss your observations or opinions about a student with anyone other than the student's teacher or school principal. All information about student abilities, behavior, relationships, grades or background is confidential. We depend on our volunteers to maintain confidentiality of our students, staff and volunteers.

Sign-In/Out

You are required to sign-in before you begin your volunteer activity. Stop in the office immediately upon arrival each time you volunteer. For the safety of everyone, we need to know who is in the building and where to locate you in case of an emergency. Don't forget to sign out.

Name Badges

Volunteers must wear an official volunteer name badge while in the building. Name badges identify you to students, staff and other volunteers as a registered volunteer.

Student Discipline

Volunteers may not discipline students beyond maintaining order in their group or activity. Please report any problems with a student's behavior to the supervising staff person. The professional staff of the school is always responsible for discipline.

Student Contact

For the protection of both you and the students, observe the following when working with students:

- Avoid being isolated with a child, such as a room with a closed door. Work only in areas of the school that are in continual, direct supervision of district staff.
- Use the staff/adult restroom facilities rather than the student facilities.
- Refrain from giving students gifts, rewards, or food items without the teacher's permission.
- Interactions between you and students may take place only at scheduled times and in the school.

Cultural Differences

Our school community is diverse. It is important that we work with one another without bias and consider cultural, moral, and value differences.

Younger Children

Many of the volunteer jobs require your undivided attention, and bringing your younger child with you to school could prohibit you from doing your best work. Please talk to your staff contact about volunteer projects that you can do at home instead.

Use of Controlled Substances

The distribution, possession or use of tobacco, alcohol or controlled substances by staff, students, visitors or volunteers is prohibited on school grounds.

Criminal Background Check

Minnesota state statute 123B.03 requires that a background check be performed as this volunteer position may involve working with or near children. Jordan Public School District policy 404 outlines the procedures for a background check. If you will be volunteering in the school under the direct supervision of a school district employee, the District **will not require a criminal background check**. However, if you are volunteering in the school and will be working with children in areas not supervised by a school district employee, you will need to **complete the appropriate documents on the *Trusted Employees website* for a paid criminal background check**. For volunteers chaperoning for field trips or other events **outside of school, the volunteer will need to pay for a criminal background check to be completed via the *Trusted Employees website***. Please complete the form(s) if you plan on volunteering at Jordan Elementary School for the upcoming school year.

WAGE DISCLOSURE PROTECTION LAW

Under the Minnesota Wage Disclosure Protection law, you have the right to tell any person the amount of your own wages. Your employer cannot retaliate against you for disclosing your own wages. Your remedies under the Wage Disclosure Protection law are to bring a civil action against your employer and/or file a complaint with the Minnesota Department of Labor and Industry at 651-284-5070 or 800-342-5354.

WEBSITE PARAMETERS

Teacher homepages are an important part of the school experience not only for current students and families but also for prospective students and parents. It is an effective recruiting and retention tool that requires some time and effort at the beginning but then can become a simple routine. It is the district's expectation that all pages are updated weekly with current information. The following are guidelines and suggestions for your teacher page.

- Welcome Page (professional bio and contact info): The JPS Marketing and Communication Specialist has already created this page using your current information
- Classroom Expectations (related to PBIS/CRP model and school rules)
- Daily Schedule
- Academics: curriculum information, assignments, and upcoming projects
- Newsletter
- Other **optional** items that can be included but are not limited to:
 - Field Trip Information
 - Class wish list or Class highlights
 - Educational links for students and/or parents
 - Academic enrichment activities
 - Pictures of field trips or classroom experiences (if permission granted)
 - Homework Google Classroom Link

WITHDRAWAL FROM SCHOOL

Any student withdrawing from school will have a form completed on which the homeroom teacher will indicate the grade, materials checked in, etc. When teachers initial a withdrawal slip, this should indicate that the books have been returned. If the student has not checked in books or other materials, indicate on the form the name of the book, book number, and value. Prior to the student's withdrawal from school, please submit this form to the office for it to be fully completed and filed.



When staff has a work order for a technology or custodial request (ex: heating/ cooling, computer or phone hardware repair, electrical, etc.) staff will need to complete an online request using the *Brightly* found on the school website by clicking on Staff Login. Requests should NOT include requests for general cleaning or supplies/questions. If there is a spill in the classroom, or a student gets sick, please notify the office immediately so it can be taken care of in order to maintain a healthy learning environment.

Below is a list of the changes and additions being made in the JES Staff Handbook for the 2023-2024 school year:

SCHOOL BOARD AND STAFF

- Revised listing Board of Education and District Staff to "School Board" and "Staff Directory" links on District website

ABSENCES

- Revised procedure for reporting excessive absences/tardies

ADMINISTRATION AND LEADERSHIP TEAM SUPPORT

- Revised linked document to clarify building and district staff members' roles and responsibilities

PROCESS FOR ATTENDANCE REPORTING/TARDIES

- Adjusted time for teachers to submit attendance, revised process for reporting extensive attendance issues to Behavior Specialist, and added breakfast/lunch office procedure for tardy students

DISMISSAL

- Revised times and process for pick-up students to ALL be picked up in the back loop, and a Tier I & II process for bus dismissal/supervision

EMERGENCY DRILLS

- Added language for biking/walking safety procedures to be discussed at the start of the school year (SRO will assist)

FIELD TRIPS

- Added field trip permission slips need to include a meal choice option (home or school meal) and kitchen staff notification of number of school meals needed prior to field trip

LESSON PLANS

- Reminder to teachers that sub folders are no longer needed in main office, however, lesson plans needed to be readily available for subs and/or administration if necessary

MEALS

- Added description of new Share Cart option for JPS students during breakfast and lunch
- Added language regarding free school meals, including cost for staff breakfast and lunch, and encouraged families to complete the Application for Educational Benefits form

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS)

- Added nonexclusionary discipline policies and practices definition and explained how it aligns to our school-wide PBIS framework and Student Discipline policy 506. Also included a link to the discipline complaint form.

PROFESSIONAL APPEARANCE

- Added language explaining the need for staff ID photos to be taken annually and staff could opt out of having their photo used in yearbooks and on social media

READ ACT

- Added this section to help certified staff better understand instructional expectations for elementary literacy (replaces *Read Well by Third Grade* state statute)

RECESS

- Revised and added new language from state statute (*policy 506 Student Discipline*)

SCHOOL CLOSING PROCEDURES

- Revised using recommended language from JPS Communications Specialist

STAFF MEETINGS

- Modified schedule of meetings from last year

STAFF RESOURCES

- Link for staff to reference all of the resources accessible in our district has been revised

TEACHER EVALUATION

- Modified teacher observation schedule by adding new staff and cycle of observing tenured teachers

WORK ORDERS

- Changed language, "School Dude" to "Brightly"

Additional changes will/may be needed as updated information is shared throughout the school year.

Executive Summary: Jordan Middle School updates and edits for the Faculty Handbook for the 2023-2024 school year.

Ben Bakeberg, Jordan Middle School Principal

This summary provides an overview of the changes to the JMS Faculty Handbook for the 2023-2024 school year. Overall, twenty-four changes have been made to the handbook. Ten of the changes are formatting/editing and the remaining fourteen are outlined below.

Updates:

- Revised listing Board of Education and District Staff to “School Board” and “Staff Directory” links on District website.
- Added biking/walking safety procedures to be discussed at the start of the school year.
- Updated monthly advisory theme to align with district strategic plan.
- Updated field trip process to include updated lunch process.
- Added advanced math as a 7th and 8th grade offering.
- Added language for school meals per legislation.
- Added non-exclusionary discipline language.
- Revised and added new language clarifying recess.
- Updated rotation for weekly meetings.
- Updated conferences dates and times.
- Added JMS curriculum night on October 2nd.
- Updated SOM/enrichment schedules for the year.
- Changed Schooldude to Brightly for custodial and technology requests.
- Updated all linked resource documents throughout the handbook.

Recommendation:

It is my recommendation that the 2023-2024 Faculty Handbook be approved by the Jordan School Board.

Jordan Middle School

2023 - 2024 STAFF HANDBOOK

**Ben Bakeberg
Middle School Principal**

**500 Sunset Drive
Jordan, Minnesota
(952)492-2332
www.jordan.k12.mn.us**

Directory

Board of Education	Current Board of Education members and information can be found at link below:
Jordan Public Schools Board of Education	
Jordan Schools Policies	Current policy information can be found at link below:
Jordan Public Schools Board Policies	
Jordan Middle School Staff	Current Jordan Middle School instructional and support staff can be found at link below:
Jordan Public Schools Staff Directory	



JORDAN PUBLIC SCHOOL DISTRICT STRATEGIC PLAN 2022-2027

BELIEF STATEMENTS

We believe:

- We believe in the importance of providing all students with an education and experience that will help them reach their potential.
- We believe in preparing future-ready students who can succeed in an ever-changing world.
- We believe in creating a safe environment where all students feel valued, heard and supported.
- We believe in attracting, supporting and retaining high quality staff.
- We believe in transparent and open communication to build trust and strong relationships with students, staff, families, and the community.
- We believe diverse backgrounds and perspectives enrich our schools and community.
- We believe in high quality facilities to serve students, families, and the community.
- We believe in being fiscally responsible and financially stable.

MISSION STATEMENT

Inspire a Caring Community to Ignite Learning, Innovation, and Success for All.

VISION STATEMENT

*Grow your Jordan **PRIDE**
Preparedness. Respect. Integrity. Dependability. Excellence.*

STRATEGIC PLAN FOCUS AREAS

PRIDE
in
Student
Achievement

PRIDE
in
Student
Support

PRIDE
in
Staff
Support

PRIDE
in
a Caring and
Committed
Culture

PRIDE
in
Communications,
Marketing and
Outreach

PRIDE
in
Facilities - Indoor/
Outdoor Spaces

Focus Area: PRIDE in Student Achievement

Goal: Achieve the goals of the World's Best Workforce (WBWF) for all students in the school district.

Objective: We will annually evaluate the success and development of meeting the five goals of the WBWF plan:

- All students are kindergarten ready
- All students reading at grade level by third grade
- Closing the achievement gap for identified student groups
- All students graduating career and college ready
- All students graduating on time

Goal: Develop and enhance each student's academic, technical, and professional skills to equip students in identifying and preparing for their career path.

Objective: Continue developing a system through which students receive guidance to help them identify and prepare for their career path.

Objective: Provide programming to ensure students have the academic background and skills to be successful in their chosen career and personal life.

Objective: Continue to maximize all budgets and grant resources available to support student achievement.

Focus Area: PRIDE in Student Support

Goal: Provide resources, programs, and equitable learning opportunities to enable all students to be successful in a safe, supportive, and collaborative culture.

Objective: Continue the development of district wide MTSS model for academic, social and emotional, and behavioral support.

Objective: Continue to maximize all budgets and grant resources available to support students.

Focus Area: PRIDE in Staff Support

Goal: Provide resources, programs, and professional development that enable all staff to be successful.

Objective: Update and review teacher development and evaluation plan to include tools for all certified employee groups.

Objective: Review and enhance evaluation plan for all classified employee groups.

Objective: Expand and strengthen professional development opportunities to focus on continued growth to support student needs.

Objective: Continued focus on fiscal responsibility to support staff.

Focus Area: PRIDE in a Caring and Committed Culture

Goal: Provide a learning environment where all students feel included and have a sense of belonging.

Objective: Continue Caring and Committed Conversations to give all students and staff a voice in the learning environment.

Objective: Provide opportunities for staff to continue developing their own cultural competencies to support students.

Objective: Continue to identify and develop programming and practices to eliminate gaps in learning, opportunities, and resources across the district.

Objective: Continue to maximize achievement and integration dollars as it relates to creating a caring and committed culture.

Focus Area: PRIDE in Communications, Marketing and Outreach

Goal: Provide communication that enhances collaboration and partnerships among our schools, families and community.

Objective: Continue to foster communication and collaboration to support the needs and achievement of all students.

Objective: Establish a process to ensure parents/guardians have the resources and information to support their child's intended career path.

Objective: Identify and strengthen school and community partnerships that contribute to the district's ability to accomplish its mission and vision.

Objective: Continue to provide information regarding school and district budgets to the community to build their understanding of school finance and district resources.

Goal: Promote opportunities that make Jordan Public Schools an educational leader.

Objective: Establish communications plan to promote the abundance of opportunities the district offers.

Focus Area: PRIDE in Facilities - Indoor/Outdoor Spaces

Goal: Establish and maintain high quality facilities to serve students, families, and the community.

Objective: Address the facility needs at the current elementary to support students.

Objective: Continue to review and update the operational needs of district facilities and grounds to enhance offerings available to all students.

Objective: Continue to maximize long term facilities management dollars as it relates to the 10-year plan to maintain and address long term needs to support all students.

Goal: Enhance safety and security across the district.

Objective: Continue to maximize all available resources and grants available for security updates with added measures to increase safety across the district.

Objective: Enhance secure entrance points at all district buildings.



Purpose

This handbook was prepared for your use as a convenient guide to school policy. It should be read at the beginning of each school year and referred to as the need arises.

This handbook is not an exhaustive list of policies and procedures for JMS, therefore questions not covered by this manual or the Student/Parent Handbook should be referred directly to the Principal. Please be responsible in transmitting pertinent information to your pupils regarding policies and activities.

Philosophy

The philosophy of Jordan Middle School is to successfully educate all students to or above their academic potential in a caring, safe, clean, and healthy environment, where students will become responsible citizens, develop self-worth and value lifelong learning. We believe the atmosphere here at JMS should be one that shows we love our jobs and are willing to go the extra mile to show our students, parents, and community members they are very important to us. We regard each individual child as important and recognize each individual's own uniqueness. In addition, Jordan students should be helped to formulate attitudes of cooperation and respect for all human beings.

We believe that the welfare of the children of this community and School District is our primary concern and this is the main reason why we are employed by our School Board. We believe it is also the duty of each teacher to meet each child at their current educational and maturity level and move them as far as their mental facilities and desires permit them to achieve.

Mission Statement

JMS fosters a culture of belonging and inspires high expectations for achievement through instructional practices that embrace individual differences and learning styles. Our school values respect and responsibility of the school, student, home and community.

Vision Statement

Jordan Middle School is a community of learners with challenging academics and expectations of respectful and responsible behaviors within a safe environment.

2023-2024 School Year Building Goal for JMS

- To be updated following workshop
 - **JMS 2023-2024 Action Plan-Linked after Data Retreat**



General Information

- Know and Live your "Why" daily. Your students and colleagues deserve this.
- Build positive relationships with students and colleagues.
 - Greet students at the classroom door daily.
 - We will all have good and bad days.
 - Vent once you have voiced.
 - Not going to be friends with everyone but we need to be respectful.
- Take risks and grow as a professional!
 - When feeling overwhelmed, watch this! [Ski Jump Video](#)
- Be a positive role model!!
 - Be on time and prepared for class.
 - If we expect punctuality and responsibility from our students, we should display it.
 - Be safe, be respectful, and be responsible.
 - If we expect respectful behavior from students, our language, actions, demeanor, and dress should be professional.
 - Young people will generally behave according to what they hear and see.
- Students need to know you care about them.
 - Sit them down and come up with a plan for them that will help.
 - Giving up on them and throwing them out of your class does not work for the long term.
- If you have an issue or concern, go to the source.

Staff Resource Bank

Please use this link to access important forms needed for Jordan Public Schools. Many of these links are found embedded into the Faculty Handbook as well.

Academic Support for Students - Student Academic Progress Form

It is the classroom teachers' responsibility to know the progress or lack of it for each student. Infinite Campus must be updated weekly in order to provide communication to families of student progress.

If a student is in jeopardy of failing a class for the semester/year, teachers must communicate with families. No surprises!

If a student's progress is unsatisfactory, the following steps should be taken in the following order:

1. Talk to the student. Work with the students to develop a plan.
 - a. Monitor the plan. If the student DOES NOT make progress, move to the next step:
2. Discuss the student at your grade level team meeting.
 - a. If you discuss a student at your grade level meeting. Call the family.
 - b. Proactively develop a plan with the parent.
 - c. Monitor the plan. If the student DOES NOT make progress, move to the next step:
3. Refer the student to the MTSS team for further support.
 - a. Complete needed information for MTSS team.
 - b. MTSS team will identify a TIER 2 intervention to support the students needs.
 - c. Staff implement and monitor student progress per the plan developed.

Accommodations, Differentiation, Interventions and Modifications

It is the classroom teachers' responsibility to meet the needs of ALL students in their individual classroom. This can be done in collaboration with the IEP/504 case manager but ultimately the responsibility rests with the classroom teacher. Use the following [link](#) to guide your planning in this area.

Advisory

The purpose of the Jordan Middle School advisory program is to strengthen student connectedness to the school community. **Grade levels will determine the schedule and all members of the team will follow the schedule.** There are three parts to the advisory program.

Parts of JMS Advisory Program	Staff Responsibility	Student Responsibility
<ul style="list-style-type: none">● Character Education/Ramp Up/PBIS	Deliver prepared curriculum. This will be developed as a grade level team or building need.	Participate in discussion
<ul style="list-style-type: none">● Academic Coaching	Meet with each student weekly about progress.	Homework/read while others meet with the teacher.
<ul style="list-style-type: none">● Community Building	Engage in community building with students.	Engage in community building with advisory.

Weekly Schedule (Grade level teams may adjust days of activity based on need)

Weekly Schedule	Activity	Resources
Monday	Character Education	Developed by grade level team/Student Support Staff
Tuesday	Academic Coaching/Reading	Infinite Campus
Wednesday	Ramp Up/PBIS	Link to Resources will be provided
Thursday	Academic Coaching/Reading	Infinite Campus
Friday	Community Building	Developed by grade level team

Monthly Schedule	Monthly Theme	Resources
September	“Grow Your Jordan PRIDE” What does this mean?	Link to Resources will be provided
October	Preparedness	Link to Resources will be provided Kindness in Chalk
November	Respect	Link to Resources will be provided
December	Integrity	Link to Resources will be provided
January	Dependability	Link to Resources will be provided
February	Excellence	Link to Resources will be provided
March	Preparedness/Respect	Link to Resources will be provided
April	Integrity/Dependability	Link to Resources will be provided
May/June	Excellence	Link to Resources will be provided

WIN-(What I Need)

- WIN is a dedicated time during the school day for students and staff to collaborate and connect.
- Students will be assigned to a “WIN” class on their schedule. Teachers are expected to take daily attendance.
- Once students have checked into their assigned “WIN”, students will have the option of choosing different activities to engage in.
 - These activities may be:
 - **Academic** (reteaching of a lesson, meeting with a teacher, ect.)
 - **Exploratory** (technology, fitness, etc.),
 - **Required** (failing classes, missing work, intervention).

Accidents

- **Students:** All accidents or injuries incurred during the school day or on school grounds must be reported to the principal's office by the teacher in charge. Keep the following in mind:
 - Make sure you do not leave a group of students unsupervised so negligence can be proved in case of an accident.
 - Actively supervise students. Move around in the hallways and on the playground.
 - If a student is injured, the teacher in charge must fill out an [Accident Report Form](#). These forms are also filed in the middle school nurse's office.
- **Staff:** If you are injured on the job it is mandatory you call the 24/7 nurse care line at 1-844-322-4668. They will assist with determining the seriousness of the injury and what treatment is needed.
 - If the care line nurse determines medical treatment is needed, they will facilitate the process by calling the medical provider, notifying them the employee is coming in and providing the details of the injury.
 - We will continue to have clinics setup where all non-emergency claims will initially be treated. Clinics are posted in the buildings.
 - If the employee does not need medical treatment, the care line nurse will provide a call back number in case there are any changes.
 - In case of a medical emergency, take care of the employee first by calling 911. After the employee has been taken care of, immediately call the nurse care line so they can contact the hospital and assist with the claim.
 - Once you have completed the nurse line call, please complete the Accident Report Form. Please send the completed Accident Investigation form to Katie Pekarna-Damlo in the District Office within **24 hours** of the accident

Activity Nights

Activity nights will be offered and divided by 5th/6th grade and 7th/8th grade. Activity nights will be planned by the JMS Student Council and/or the JMS Parent Teacher Organization.

- Appropriate dress and behavior is expected, and all school rules and regulations will be enforced.
- Only students enrolled at Jordan Middle School are allowed to attend these activities.
 - Students who are absent on the day of the activity night, will not be allowed into the activity night. Poor school performance or behavior may also result in no admittance to activity nights.
- Once doors are locked, students will not be admitted.
 - Students cannot leave the activity night and re-enter. Use good judgment on this.
- Advisors must be present and actively supervising along with designated chaperones. One adult must be near the door with the student ticket sellers. Bathrooms must be checked frequently.
- Chemical, alcohol, or tobacco use must be reported at once to the advisor in charge. This person will inform the principal of the details.

Administration (Student/Family/Staff Support Roles)

- [JMS Student/Family/Staff Support Roles](#)
- [District Student/Family/Staff Support Staff](#)



There is a chain of command to be followed in requesting something via the administration. First go to the principal and if not satisfied, then to the superintendent.

Advertising and Solicitors

Endorsing any commercial product is not allowed. **NO** agent or salesman shall be permitted to discuss personal business affairs during the school day, except on the direct authorization of the Administration.

Announcements

In order to maintain instruction time, communications regarding activities, athletic contests, concerts, “special days,” game results, or general announcements affecting the school day will be made in one of the following ways:

- Morning Announcements (Made at 8:00 AM)
- Television Announcements (Updated throughout the school day)
- Special Afternoon Announcements (Only made for that day)
- JMS Daily Bulletin
- Email to all middle school staff
 - It is important that staff read and understand this communication to avoid unnecessary meetings.

Assemblies and Pep Fests

Teachers are expected to attend and sit in the bleacher area and supervise their advisory class or grade level they work with. All staff are expected to supervise during assemblies.

- Seating will be done on a first come basis in your grade level location.
 - Please have your advisory class move to the highest available row and slide students to the right or left to fit as many students as comfortably on an individual row.
 - **Dismissal will begin with students sitting on the floor and then proceed from the top of the bleachers down to the front row.**
- During the assembly program, teachers will be expected to address students displaying inappropriate behavior and if necessary, discuss with an administrator afterwards.

STUDENTS CONTINUING TO DISPLAY INAPPROPRIATE BEHAVIOR AT ASSEMBLIES ARE TO BE SENT TO THE WIN ROOM.

Attendance

Attendance will be taken during the beginning of each class period. Office staff will do a follow up on students who miss an hour or part of a day. **If the attendance policy is to work, everyone needs to be consistent.** The student/parent handbook states students have two days to make up the 1st day's work, and one day on subsequent days missed.

Building Security Alarm

If you are accessing the building during one of the times listed below, you must follow the procedure so you do not set off the building alarms. A tutorial video will explain the simple procedures that must be followed.

Live alarm hours for ALL BUILDINGS:

- Monday – Friday: 10PM - 5AM
- Saturday – Sunday: 24 hours
- Holidays: 24 hours

Special Note: *You must be out of the buildings by 1:00 am as the system automatically rearms.*

- Door location for entrance/exit during alarm hours (must use these doors):
 - JES: ELS (Early Learning Services) entrance
 - JMS: Back entrance by the mat room (Door 5)
 - JHS: Loading dock entrance

Security Alarm Tutorials

- JMS > bit.ly/JMS_security_1617

CERC/Weight Room/Track

Any student using the weight room or track must be under the supervision of a staff member.

Classroom - Flexible Space Checkout Form

Jordan Middle School operates under a non-classroom ownership model. This means most teachers are NOT assigned their own classroom. Each staff member is assigned a space in one of the three Professional Learning Community spaces in the building. Staff members are welcomed and encouraged to personalize these spaces. Classroom usage is based on the instructional need for the day.

You are responsible for the condition of the space and equipment you use. When you leave at the end of the day, make sure all lights are turned off, windows are closed, doors are locked, the room is secure, and garbage is outside of the classroom. Periodically, clean desk-tops off or make arrangements for custodians to do so.

Notify custodians of items that need repair via the [Brightly](#) System. Furniture is not to be moved without permission of the administration.

Conferences

Student progress will be reported to parents by the use of a report card each semester and through Infinite Campus. In addition, parent/teacher conferences will be held twice during the school year. Conferences provide an opportunity for parents and teachers to share information about a student's progress and needs.

Conferences will go from 3:30 to 7:30 PM during two days each semester. Below are open house and conference information for the 2022-2023 school year:

- August 30th - Family Resource Night (Open House/Curriculum Night)
- October 2nd - JMS Curriculum Night
- October 23rd - Invitation Conferences (Flexible Learning Day, Connections and SPED review)
- November 16th - Open House Conferences
- February 20th - Invitation Conferences (Flexible Learning Day, Connections and SPED review)
- March 14th - Open House Conferences



Cooks/Food Service

The cooks are an invaluable part of our school. They keep our students and staff well-fed, but receive little recognition. Please make their job easier by respecting their area. Stay out of the kitchen, do not ask for favors, and let them know how much we appreciate them.

- **If your class is not eating because of a special activity, please let them know 1 week in advance!! (See field trip checklist)**

Coaches and Advisors

Jordan School District's philosophy maintains the importance of a well-rounded curriculum, including the activities program, for all students. **It should be remembered your program is only a part of the total educational program, and not the program in itself.** Communicate to your groups the goals to be gained from participation and concern yourself with the physical, mental, moral, and emotional growth of the students. The coach/advisor is responsible for all levels in that activity.

All coaches/advisors need to continually talk to their students about the importance of maintaining good grades.

- **Scheduling of school events**
 - All activities involving middle school students or faculty must be scheduled through the Community Education/Activities Director's office.

- **Out of Town Events**
 - Students representing the school in out of town activities will travel to and from the events in school sanctioned transportation.
 - Students must return with the team unless a prior note signed by a parent/guardian is given, or the parent/guardian visits with the coach for approval.
 - A supervisor must travel with the students and attend all out of town functions.

- **Passes to School Events**
 - Complimentary passes to local athletic events and other local extracurricular activities will be given to members of the Jordan School Staff. **These passes are good for one plus one.**

Custodians

The custodians provide a valuable service to the smooth operation of our school. As a staff we must model respecting the school and grounds.

- All maintenance requests must be submitted via the [Brightly](#) system.
- As with all staff, treat custodians with courtesy and respect.
- Do not borrow their equipment without asking.
- Help the custodians by reminding students to keep the school nice and neat.
- Anything they are kind enough to loan **must** be returned in good condition as soon as you are finished.

Credit Card

A district credit card may be used for school related purchases.

- Prior approval is required for all purchases.
- Get and return the Jordan Middle School credit card from the middle school office. (See Purchasing)
- All Amazon purchases must be made by the office.

End of Year Procedures

At the close of the school year, all staff members will complete the Teacher/Staff Checkout. Check out form will be emailed to staff in May.

Facilities Usage - Facilities Application

Throughout the year, activities will be scheduled after school hours in the building and across the district. **All events after hours must be scheduled through the Community Education Office to avoid conflicts.**

- Space is scheduled at the discretion of Community Education.
- A calendar of the entire district will be communicated via the Community Education Office and on the JMS Staff Weekly Bulletin.
- Use of facilities and equipment for personal or outside activities will not be permitted without prior approval of the Administration.
- **Doors must be locked, areas cleaned (better than you found it), and the lights turned off when you leave after an activity.**
- Students should never be left in the building unless they are supervised.

Flexible Learning Days Plan

What is Flexible Learning?

Flexible learning involves online or teacher-prepared lessons that students work on when away from the physical school building. By using one-to-one Chromebooks or other digital devices and by making provisions for students without such devices, Jordan Public Schools (JPS) recognizes that education can continue even when students and teachers are not in the same location.

- Along with emphasizing the value of learning, the Flexible Learning Day encourages character growth in the areas of self-sufficiency, adaptability, and perseverance.

What are the goals of JPS Flexible Learning Days?

- To minimize the disruption to academic progress caused with emergency school closures by making out-of-school days as educationally productive and engaging as possible.
- To allow JPS's grades 5-12 students an opportunity to practice the kind of online learning that is increasingly part of both college study and workplace training.
- To maximize the use of JPS's one-to-one technology.

What does Flexible Learning look like at JPS?

- **Students in grades K-4** will have no planned academic requirements on these days. Enjoy some time outside and with family - play games, read books, and enjoy some physical activity outside.
- **Students in grades 5-12** will complete assignments posted on Google Classroom, the school's online learning platform.
 - All assignments will be posted by 10:00 AM with teachers available to answer questions via email throughout the day until 3:00 PM.
 - It is understood that students will have a wide variety of responsibilities at home during Flexible Learning Days and some may not have access to the internet.
 - Staff members understand this and will be flexible with those situations. However, the expectation is students will complete the work in a timely manner as agreed upon between student and teacher.
- **Students with disabilities**, as required under Chapter 125A, will have assignments designed to meet the needs of IEP/504 plans.
- **Students and parents without home Internet access or with limited Internet access** must inform teachers of this fact so that needed modifications to assignments and due dates can be made.

How will families be notified Flexible Learning is expected?

- If school is canceled, families, teachers and students will receive an announcement regarding Flexible Learning expectations through the school messaging system.
- In addition, a notice will be placed on the JPS website, and *if possible*, the implementation of a Flexible Learning Day will be broadcast in conjunction with the school closing announcements on radio and television.

How can parents and guardians help support student success with Flexible Learning?

- Parents should visit with their child's teachers about how Flex Days will be handled for their classes and work out special arrangements, if needed, for a particular student prior to the first Flex Day. Families are asked to inform the teacher if they do not have Internet access at home since access to Google Classroom and completion of regular 5-12 assignments will require Internet access by the student.
- Parents of students in grades 5-12 are encouraged to access Google Classroom through the parent portal. Parents are welcome to contact the school for help in setting up their parent account.
- Parents, along with teachers and students, are asked to remember that Flex Days are designed to be flexible: if a child struggles with a concept or assignment and is unable to complete the work that day, parents should remind their son or daughter to communicate with the teacher the next day about how to meet requirements.
- Parents should contact teachers directly with any questions, concerns, or frustrations they may have regarding Flexible Learning Day assignments.

How can teachers help support student success with Flexible Learning Days?

In preparation for Flex Days, JMS and JHS teachers have been asked to:

- Anticipate time requirements recognizing students learn at different paces, especially in an independent setting.
- Provide a timely plan, posting work for the day by 10 AM.
- Be present on Google Classroom and email to answer student questions during the Flexible Learning Day from 10 AM - 3 PM.
- Plan for self-directed, independent learning with specific consideration for age and individual learning needs.
- Customize learning opportunities especially in troubleshooting student challenges.
- Communicate with colleagues to ensure common expectations, communications, and protocols.

What is required of teachers during Flexible Learning Days?

During Flex Days, teachers are asked to:

- Check Google Classroom and/or email throughout the Flexible Learning Day from 10:00 AM to 3:00 PM.
- Complete the [Flex Learning Day: School Closings Google Form](#) by 10:00 AM. This form will allow district administrators and staff to better answer questions from parents on student assignments and will allow administrative staff to better support your own personalized growth on this day.
- Continue your work as a team or individual on professional development topics.

Fire Drills/Tornado/Emergency Response Drills

- [Full Plan with Scenarios \(Linked in Google Classroom\)](#)
- [Universal Procedures-Presentation](#) (Goes in Sub Folder)
- [EAP Resource Link](#)



The State of Minnesota requires we have several fire and emergency response drills each year. We are also mandated to have tornado drills during the year. These drills will be held periodically throughout the school year. Be sure your classroom has the exit route sheet posted so students know where to leave the building during a fire.

Be sure to know and understand the district emergency action plan. In the case of a true emergency situation, adults and students will need to think critically and react to the situation they face. **Fire**

Drill/Emergency

Are you supervising students at the time of the drill?

- If yes, follow the plans outlined in the EAP.
- If no, report to the front door by the office to receive your support assignment during drill.

Biking/walking safety procedures will be discussed at the start of the school year.

Fundraising Activities

All fundraising activities must have the prior approval from the principal. Fundraising activities carried on through the student body and the community must be related directly to school activities. *Money must be counted and turned in daily.*

A financial accounting form must also be turned into the office at the end of the fundraiser. Fundraisers involving food will have to restrict their sales to times other than the lunch periods. Fundraisers that are not school connected will not be conducted during school hours in school.

Field Trips

All field trips must follow the [Field Trip Checklist](#) in order to be approved. This is to ensure student safety and to ensure all parties are aware of the trip. Please communicate with the kitchen staff about lunch using the following [Field Trip Lunch Form](#) at least one week in advance. All chaperones must have completed a background check prior to the trip. Below is the process used to receive chaperone approval. The chaperone must complete and pass the volunteer background check. Please use this process for all field trips that require a chaperone.



- Teachers will **make a copy** of the [Field Trip Chaperones Google Spreadsheet](#) and share it with Katie Pekarna-Damlo. Save it as Field Trip Chaperones - (Field trip location and date of field trip)
- Teachers add the chaperone information to Google Spreadsheet.
- Katie will add an "x" to the Google Spreadsheet if the chaperone has completed and passed the background check.

- Katie will request to have Trusted Employees email the electronic background check application to anyone on the list that has not completed the background check.
- The fee for a volunteer background check is \$11.00.

The cost of the trip communicated to families must include the TOTAL cost of the trip. Money collected must cover the **entire** cost of the trip.

Grading

Grades at JMS are issued at the end of each semester. The class record book is school property and is to be returned at the end of the school year. The counseling department will inform you of specific dates and times that grades need to be in by. Grading deadlines must be followed at all times. **Infinite Campus is expected to be updated on a weekly basis.** Keep parents informed of any academic or behavioral concerns.

The following grading scale will be used for reporting grades:

A	94%	C	73%
A-	90%	C-	70%
B+	87%	D+	67%
B	83%	D	63%
B-	80%	D-	60%
C+	77%	F <	0%

* Incomplete (I) grades should be avoided if at all possible and require the principal's approval to be given. Incomplete grades must be completed within two weeks of the end of the marking period. No credit will be received for any coursework not completed within the designated time. *Teachers are expected to follow-up concerning incompletes with the counselor.*

- **LONG TERM PROJECTS**

- For the success of students and parent involvement, long term projects need to be divided into manageable checkpoints that are graded and reported into Infinite Campus.

- **REPORT CARDS**

- Grade reports will be sent by mail approximately 3-5 days following the end of the semester. Updated reports will be used at conferences. Grading windows will be communicated through the counseling department. Teachers need to enter final grades at the completion of the school year for all classes.

- **LESSON PLANS**

- The principal of the school will reserve the right to periodically ask to see your lesson plans. In case of your unexpected absence, plans should be available on your desk when you leave at the end of the day.

- **Tenured Teachers**

- Tenured staff are not expected to turn in weekly lesson plans. It is expected tenured teachers follow the above process.

- **Non-Tenured Teachers**

- Teachers in their first year of service at JMS will turn in weekly lesson plans to the principal electronically.

Guest Speakers

- When a guest speaker is brought in to speak to students, the following [Guest Speaker Prior Approval Form](#) must be completed and the following procedures followed:
 - Prior administrative approval.
 - Message connected to current content/standards.
 - Staff members in the classroom must ensure the speaker's message stays in line with the approved message.
 - Staff members in the classroom must ensure the speaker's message is in line with the mission and vision of the district.

Honors Classes/Remedial Courses

- Honors courses are not offered as a result of budget reductions.
- Advanced math is offered in 7th and 8th grade.
- As part of the registration process, staff will offer feedback for the placement of students into remedial courses. Final placement of courses will be made by the building principal.
 - Please reference JMS Remedial Course Requirements in grade level registration manual for the criteria:
 - [5th Grade Registration Handbook](#)
 - [6th Grade Registration Handbook](#)
 - [7th Grade Registration Handbook](#)
 - [8th Grade Registration Handbook](#)
- If concerns arise about a student's performance, the parent should be communicated with PRIOR to communicating with a child.



IEPs, 504s and Parent Meetings

In alignment with Special Education laws that govern our school, it is extremely important that all staff know and follow through with IEPs and 504s of the students in their classroom. Below are important details to keep in mind.

- A minimum of one teacher per team is required to attend IEP and 504 meetings.
- If you are unable to attend you must tell the case manager in advance. The case manager must complete paperwork to excuse you from the meeting.
 - What do I do as the grade level rep at an IEP meeting?
 - Team members must provide the attending team member with current data on the student's progress for all academic areas to be shared with families (progress reports, information regarding IEP goals, updates and accommodations, etc.)
 - [Roles of IEP team members](#)
- **Accommodations, Differentiation, Interventions and Modifications**
 - It is the classroom teachers' responsibility to meet the needs of ALL students in their individual classroom. This can be done in collaboration with the IEP/504 case manager but ultimately the responsibility rests with the classroom teacher. Use the following [link](#) to guide your planning in this area.

Liability

A teacher in the public schools is not liable for injuries to pupils in his or her charge unless they are caused by the teacher's negligence or failure to exercise reasonable care. In order to establish legal liability against the instructor, it must be shown that he/she was negligent and because of this negligence, caused or approximated the cause of the injury.

NEVER LEAVE STUDENTS UNSUPERVISED.

Lunchroom Process/Procedure

Jordan Middle School will operate three lunch shifts. Below are important details for staff to be aware of during lunch:

- JMS will operate three lunch periods.
 - Follow lunch schedule.
- Students will walk with a staff member to lunch and go directly to the lunchline.
- Students will punch in their student ID number to pay for lunch.
- Each morning, staff will take lunch count in Infinite Campus so food service can plan accordingly.
- Snack Bar will be available when staffing levels allow Food Service staff to open.
- Once students have eaten and their area is clean, they can go outside supervised by a lunchroom supervisor.

Mail

Mail will be put in the mailbox assigned for each staff member in the workroom. Please check your mailbox daily.

SCHOOL MEALS

For the 2023-2024 school year, Jordan Public Schools is participating in the Free School Meals program. Reimbursable breakfasts and lunches will be free for all students in Preschool - Grade 12. Costs for Snack Cart, additional entrees, milk-only purchases and more, can be found on our website www.jordan.k12.mn.us/nutritionalservices. Staff breakfast cost is \$2.25 and staff lunch cost is \$4.95.

All families are encouraged to fill out the Application for Educational Benefits. This application qualifies families for benefits including discounted college application and academic testing fees, discounted participation fees on district

athletic programs, and some Community Education and Recreation courses. **Students who were approved for benefits last year will still need to turn in a new application this school year.** Questions about lunch accounts should be referred to the Nutritional Services Director at 952-492-4417.

MTSS (Multi-Tiered System of Support) (Formerly Rtl)

- [MTSS Behavior Processing Flow Chart](#)
- [MTSS Academic Processing Flow Chart](#)
 - A framework for assessment of student performance
 - [Universal Screening of Students](#)
 - [Progress Monitoring](#) of Students receiving TIER 2 support
 - Review of student performance
 - Effective instruction and intervention
 - Minnesota Academic Standards work
 - John Hattie's Work of Effective Practice
 - Positive Behavior Intervention and Support
 - Culturally Responsive Teaching
 - Using data to make informed decisions
 - Utilization of Student Data (Data Warehouse)
 - Attendance
 - Discipline
 - Engagement Summary
 - Formative and Summative Assessment Data
 - Data Teams, Times, Common Meeting Agenda



Money

All money earned by any class or organization of the school must be turned into the office on the day it is collected, for which a receipt will be given. ***Don't leave money in a desk drawer or purse. Money should be turned in each day.***

Parking

Staff members must park in the school parking lot north of the building, not the CERC parking lot. Please do not park cars in the fire lane or behind the building. **Never prop doors open. DO NOT PARK IN FRONT OF THE BUILDING!! This is for buses only.**

The Board of Education has passed a resolution regarding enforcement of all traffic regulations and parking zones in compliance with Chapter 123 of the Minnesota Statutes. The local police have been asked to enforce these regulations.

Passes

Any time a student is in the building during school hours and not in class, he or she must have a pass signed by a teacher, administrator, or secretary. Students are not allowed to be out of class at any time without a pass signed by a teacher stating the purpose for being outside of the classroom. Any student out of class during class time without a pass should be sent to the Office. Teachers may not give students permission to leave the building! That must be obtained from the Middle School Office, and students must sign out.

Power Failure

If a blackout should occur while school is in session, the following procedures are to be put into effect:

- All students and teachers in rooms with windows are to stay in their assigned rooms.
- Students in rooms with emergency lighting are to remain in their rooms.
- All teachers on prep are to help with supervision of students as assigned by the administration.
- All teachers in rooms without windows will have their students go to the commons area for further direction.
- Students must be kept together.

Public Relations

The community of Jordan is located in a competitive area for students. Therefore, we will and must highlight excellence whenever possible through whatever means possible as a way to continue to build our student body. "Praise in public, correct in private."



- **Staff**
 - We as a staff are the most important proponents of the school and district. Therefore, we must communicate to all in a positive manner. Negativity will derail the mission and destroy the culture of the school.
 - When a concern arises, follow the appropriate channels to get your concern addressed.
- **Google Classroom/Website**
 - Electronic communication with parents has become an important part of the school experience for not only current students/parents but also for prospective students and parents. It is an effective recruiting and retention tool that requires some time and effort at the beginning but can become a simple routine. It is the district's expectation that all teachers will use Google Classroom to keep parents and students informed about assignments. Google Classroom will also be the key component for flexible learning and no sub days when we do not have or have limited substitute teachers.
 - The following should be included on Google Classroom:
 - Setup of Google Classroom must follow this template to provide consistency for families and fellow staff.
 - [Video Template Overview](#)
 - Folders organized by courses.
 - Course folders should include units labeled with a clear title and dates the unit spans.
 - ***Different folder for Flexible Learning Days***
 - Calendar with assignment due dates
 - Syllabus/Syllabi and classroom expectations
 - Optional items that can be part of course folders include but are not limited to:
 - Presentations (PowerPoint, Prezi, etc.)
 - Links
 - Videos
 - Assignments/quizzes to be completed digitally
 - Curriculum information
 - Newsletters
 - Field trip information
 - Extra-curricular related to the program – i.e. pictures of field trips or classroom experiences
 - Student educational links
 - Parent educational links
 - Academic enhancement activities
 - Class highlights
 - **School Website** pages should include the following:
 - Syllabus/syllabi for courses including classroom expectations and grading procedures.
 - Link to Google Classroom
- **Newspaper**
 - An extremely valuable source of good public relations is the local paper. Please publicize activities in your classroom or in the organization that you advise. Articles for Thursday's paper should arrive at the Jordan Independent by 4:00 p.m. on the Friday before. Email these to the principal for review and the principal will forward to the Jordan Independent.
- **Social Media**
 - Review ISD 717 Policy 524.1 Social Media Policy
 - As part of the digital age, staff are encouraged to highlight grade level activities via social media. Communication is to be in a positive and respectful manner.
 - Contact Elise Pickle at epickle@isd717.org / 952-492-4408 to establish district social media accounts.
 - ***It is not advised to be "friends" with students on Social Media.***

- **Building Tours**
 - Building tours will be done to promote the excellence happening at Jordan Middle School and the district. Please continue your normal routine unless otherwise noted. At times staff will be asked to help prepare or “stage” the building for special events. Whenever possible, tours will be highlighted on the weekly News and Notes.

- **External Communication to Families (Branding Expectations)**
 - All external communication from school staff must be professional and follow [The Jordan School District Visual Identity Brand Manual](#). The program is composed of a system of coordinated graphic elements, including a district logo, athletics logo, and a specific color palette.
 - [Jordan Middle School Generic Letterhead](#) - (Make a Copy)
 - [Jordan Middle School Principal Letterhead](#) - (Make a Copy)
 - This is to ensure a consistent and professional image is presented to families so families can focus on the message and not the manner in which the communication is sent.
 - If you have any questions about how these logos are supposed to be used, please reference the school district Brand Manual below or contact Elise Pickle at epickle@isd717.org / 952-492-4408

Purchasing

All purchases need to have prior approval and a purchase order from SMART (Region) before any purchases are made. The reason for this procedure is to have staff and administration more aware of their budgets and where their budget dollars are being spent. No items should be purchased without prior approval. All Amazon purchases must be made by the office.

Below are the procedures that should be followed:

1. Staff complete GOOGLE DOC REQUEST FORM – (found on District Website under Staff Links) and submit form to building administrative assistant - requests should include a detailed listing of all items being purchased.
2. Administrative assistant enters PO information into REGION (SMARTer Finance) and routes for the proper approval from the administrator.
3. Once approved, the administrative assistant will print out the purchase order.
4. The administrative assistant will place the order via credit card (online or phone) or fax/mail PO to get invoiced at a later date.

Items to be aware of:

- Purchase orders are not needed for purchases made from a local merchant where the school district has a charge account - the staff member needs to make sure the administrator is aware of the purchase prior to the purchase being made.
- Local merchants where the school district has a charge account are:
 - Rademacher’s
 - Ace Hardware
- The Staff member needs to turn in a detailed receipt to the administrative assistant immediately upon return.
- Budget account codes need to have funds available before a purchase order will be approved. If funds are not available in the account code, a budget transfer will need to be done from an account code that has funds available.
- The purchasing procedures also need to be followed for purchases made with the district credit card.
- Purchases made with the district credit card should be done by the building administrative assistant or administrator – the purchaser will need to ensure sales tax **is not** charged. If sales tax is charged, it will be the purchaser’s responsibility to get that money refunded or to reimburse the district that amount.
- If a staff member wishes to take the credit card to a store, such as Walmart, JoAnn Fabrics, etc., the purchasing process still needs to be followed before making the purchase. Staff should use an estimated dollar amount when filling out a request. Receipts need to be turned into the Administrative Assistant immediately upon return. It is best practice to get a Sales Tax Exempt form to take with to the store.
- Please note it is not appropriate or acceptable for any employee to write down the number of the credit card to be used for later purchases as this compromises card security.
- Purchases made with the district’s Amazon account need to have a purchase order first. If a purchase order number is not entered on the Amazon order, Nicky in Accounts Payable has the authority to cancel that order.

Staff Work Day/School Day

School starts at 8:00 AM and dismisses at 3:00 PM. Per the Master Agreement, a teacher's work day spans eight hours. A teacher may "flex" his/her day to encompass an eight (8) hour block (ie: 7:20 – 3:20 or 7:45 – 3:45) with the understanding that when morning meetings at 7:20 AM are scheduled, he/she is responsible for being at the meetings at the designated time and the flex option is not available on the designated meeting dates.

Wednesday is designated as family night in Jordan. **LIMIT THE HOMEWORK ON THIS NIGHT!!** All practice and activities will end at 6:15. There will be NO school activities on Sunday without prior approval of the administration.

Schedules

- [Bell Schedules](#)
- [Master Schedule](#)
- **Friday SOM/Enrichment Schedule**
 - September 29th-Homecoming
 - October 18th-(Wednesday before Fall Break)
 - November 22-(Wednesday before Thanksgiving)-SOM
 - December 22nd-(Friday before Winter Break)-SOM
 - January 19th-(End of S1)-SOM
 - February 16th--SOM
 - March 21st-(Last day before spring break)-SOM
 - May 3rd--SOM



Schedule Changes

- All schedule changes must be done through the Counseling Office and approved by the counselor and building principal.
 - Use the following [schedule change request form](#).

Secretaries

While the secretaries are happy to help you in any way they can, please remember much of the day to day operations of the school are in their hands. Their work is assigned by the administration. Please be considerate and abide by the following rules:

- Do not give them material to copy off for your class.
- Respect their break and lunch times - save your questions for when they are back at their desks.
- Respect their space if they are on the phone.

Study Halls

It is important that the study halls be run efficiently and discipline be maintained. Please use the following procedures:

- Have an up-to-date seating chart.
- Take attendance, excuse those with special passes, those going to the restroom, library, etc. (No more than one at a time to bathroom)
- Check passes of students when they return.
- Do not remain seated, move about the room.
- Check the condition of the room before the bell rings.
- Do not leave the study hall unattended at any time.

Staff Absence

When you are ill and unable to come to work, please make sure you call in by **6:00 AM** to our sub calling line (Teachers On Call/Kelly Services) so a substitute can be secured for your classes. **Substitute Teachers**

- Substitute teachers are extremely important to us and are hard to get. When a teacher has a sub, they should be treated with courtesy and consideration. Always leave detailed lesson plans if you know in advance you will be gone. Remember -- be organized at all times in case of unexpected absences. Follow through on any notes regarding discipline problems the sub may have left. We want our subs to want to come back. Please help in any way you can.

Staff Dress

The expectation is that staff dress professionally. Unless there are special circumstances or events or if required for your position staff should avoid wearing shorts, athleisure wear, t-shirts, and ripped or torn clothes. During spirit week, teachers may dress up per the theme of the day. Staff should also wear district ID badges daily.

Staff Committees - [Committee Sign Up](#)

All Staff will serve as a member of at least one committee during the school year. Committee assignments will be finalized during teacher workshop week.



Staff Meetings

Meetings are held following the below schedule with all meetings beginning at 7:25 AM unless otherwise noted. Please contact the building principal when unavoidable conflicts arise which will prevent your timely attendance at any announced meeting. **Teachers are asked to have classroom doors locked when they are out of the area.** Locations of the meetings will be announced via weekly update.

Week of Month	Week 1	Week 2	Week 3	Week 4
Monday				
Tuesday	All Staff Meeting	Faculty Council	Staff Development	PBIS
Wednesday	5th/7th Team	5th/7th Team	5th/7th Team	5th/7th Team
Thursday	6th/8th Team	6th/8th Team SPED	PLC Meeting SPED (Chad)	6th/8th Team
Friday	Positive Cup	Positive Cup	Positive Cup	Positive Cup

Staff Photos/ID's

Staff badges are required to be updated annually. Photos will be taken by the district-approved photographer on photo day or photo retake day. Photos may be used by the District for other purposes including yearbooks and social media. Should you like to opt out of your photo being used in yearbooks and for social media, please contact your building principal.



Student Handbook

Staff are expected to know, understand, and enforce the policies and procedures outlined in the [Parent/Student Handbook](#).

Teams

- **Professional Learning Communities**
 - All staff will take part in a professional learning community made up of their peers to assist in professional development and growth.
 - [PLC Teams](#)
- **Grade Level Teams**
 - All staff will be active members of a grade level team to discuss instructional planning, practice, and student needs.
 - [Grade Level Teams](#)

Telephones

Telephones are maintained for conducting school business. Since we only carry so many lines, please limit personal calls. **Teachers should not be in the habit of using their cell phones during work hours for personal business.**

Messages will be taken on incoming calls unless it is an emergency or the office is previously notified you are expecting a call. Likewise, if there are calls you do not wish to receive (such as sales calls) feel free to notify the office and we will screen those calls.

Testing Schedule - [Testing Schedule Link](#)

Standardized testing is conducted three times per year. This data provides helpful information in planning instruction and reviewing programming.

Textbooks

At the beginning of the year textbooks are distributed to the students. Please indicate in your grade book the textbook number assigned to each student and note the condition of the book. When books are collected at the end of the year, please note any damage, the amount that should be charged, and turn into the office a Damaged Book *Form. To prevent unnecessary wear, have students put protective book covers on their books. It is the responsibility of the teacher to occasionally check the condition of the books.

1:1 Devices

Students will receive their device on distribution nights. Like textbooks, this device is a part of their school equipment that needs to be brought to school every day. Students need to make sure their devices are charged each day. Students may purchase a carrying case and insurance. Damage charges will be assessed to any student who does not take care of their device.

Van

Any use of the school van must be scheduled through the district office. Do not use your cell phone for any reason while driving the school van or transporting students. Only approved staff may transport students.

Role of the Teacher

Each member of the JMS staff has an obligation to know and enforce the rules and regulations for students as set by the board of education and administration. Effective student management is fostered when teachers work together and take time to acknowledge appropriate behavior while confronting and referring unacceptable behavior consistently through proper channels. Such an approach will enhance your chances of success in dealing with students, peers, and the administration, as well as contribute to a healthy school climate.

Electronic Communication Devices

Students are not allowed to possess electronic communication devices such as cellular phones, electronic games, Ipods, MP3 players, etc. during the school day (8:00-3:00). These items should be kept in the student's locker. If a student uses an electronic device during the school day it will be confiscated and returned to a parent/guardian only. Repeated violation of this policy may result in further discipline. At no time is an electronic device allowed in bathrooms or locker rooms.



Non Exclusionary Discipline

The following guidelines have been established in order to help students, parents, and teachers better understand the behavioral expectations for students. The consequences are aimed at assisting students in meeting expectations. They are not, however, absolute. Each disciplinary situation that arises will be handled with the best interests of the student involved and the school as a whole in mind. Therefore, professional judgment may be used when determining what, if any, consequences are enforced in a given disciplinary situation. The principal or designee may impose or recommend longer suspensions, expulsion, or any other discipline as appropriate on a case by case basis.

Students, who do not comply with the rules and regulations as set by the Board of Education, will face appropriate consequences for their behavior. These consequences may range from a simple reminder to expulsion or exclusion. Naturally, the severity of the consequence will depend upon the degree and frequency of the student's inappropriate behavior. Inappropriate behaviors/disruptions within the learning environment may result in more severe consequences due to the negative effect on learning. Students must provide accurate information when discussing disciplinary incidents. Students will have the opportunity to complete all school work while suspended. Work can be accessed via Google Classroom.

Jordan School staff is trained in non exclusionary discipline practices such as School-Wide Positive Behavior Interventions and Supports. PBIS has a common purpose and approach to discipline that includes:

- A clear set of positive expectations and behaviors
- Procedures for teaching expected behavior
- Continuum of procedures for encouraging expected behavior
- Continuum of procedures for discouraging inappropriate behavior

At JPS a team of school representatives composed of administrators, classroom and special education teachers and non-certified staff meet on a regular basis to support staff, students and families with following our school rules: Be

Respectful, Responsible, and Safe, as well as the District's strategic plan of *Grow your Jordan PRIDE: Preparedness. Respect. Integrity. Dependability. Excellence.* Jordan Public Schools uses **non exclusionary discipline and practices, restorative practices/conversations**, and the language of **Recognize, Acknowledge, and Connect** as a framework for working with students. All students will be taught PBIS processes and procedures during the first weeks of school and revisited throughout the school year.

Non Exclusionary discipline and practices is defined as policies and practices that are alternatives to dismissing a student from school, including but not limited to evidence-based positive behavior interventions and supports (**PBIS**), social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services.

Restorative Practices	Culturally Responsive Pedagogy
<ul style="list-style-type: none"> ● Classroom Discipline Reflection Sheet ● Affective Statements ● Circles ● Restorative Questions 	<ul style="list-style-type: none"> ● Collaboration Contracts ● Responsiveness <ul style="list-style-type: none"> ○ Attention Signals ○ Response Protocols ○ Movement Protocols ● Discussion Protocols ● Competency ● Relevance

When negative behavior occurs, staff will also teach how those behaviors impact others. The steps for teaching hurtful behaviors will most often start with a conversation. The conversation is the teaching time. At times it is a pull aside conversation. At other times it might need to be more firm. If the behavior continues after the conversation, then teachers will implement a consequence. Once again the consequences are designed to teach that a behavior is hurtful. If the negative behavior continues after consequences or if the behavior is abusive to self or others in nature, staff will use a punishment for a teaching tool. A punishment should be one and done. Consequences and punishments are tools we use to show the student how much we care about them. It is important to note that if behaviors ever require a punishment, parents will be brought into the process. The teacher, Behavior Specialist or Administration will contact the parent to decide on what is needed for learning to occur.

- Connect students to the group
 - Does the student need a conversation, consequence or punishment in order to learn the expected behaviors?
 - If students struggle with following the school rules, they might receive a verbal warning, redirection or have a **conversation** about the incident.
 - For repeated behaviors or more serious offenses, students may receive a **consequence** such as a phone call home to the child's family or a "Just Stop and Think" slip from the classroom teacher naming the inappropriate behavior and what school rule the student needs to improve on.
 - More severe consequences might necessitate a **punishment** such as an office referral and/or suspension that will require the implementation of **non exclusionary discipline and practices**, and may require the attention of building administration. Either of these slips will go home for families to be informed about their child's behavior and will need to be signed and returned to school. It may also be determined that a more in depth communication/meeting should be scheduled to determine an action plan for future student success (see policy 506 *Student Discipline* on the Jordan Public Schools website for more detailed information).

Students, parents and other guardians, and school staff may file a complaint and seek corrective action when the requirements of the Minnesota Pupil Fair Dismissal Act, including the implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied. If you have a complaint, please complete this [form](#).

Misbehavior by one student can disrupt the learning process for many other students. In addition, students must learn to practice good safety habits, value academic honesty, respect the rights of others, and obey the law. For detailed information on the Student Code of Conduct and consequences for violations, see the complete “Student Discipline” policy in this handbook and/or on the school district website.

Student Management

JMS is a Positive Behavioral Intervention School (PBIS). The purpose of school-wide PBIS is to establish a school culture in which appropriate behavior is the norm. Therefore, the behavioral expectations of the students at JMS have been stated in the Student/Parent Handbook. Please take time at the start of the year to develop collaboration contracts with students and review these expectations in an ongoing manner. Be sure to establish and review daily routines, classroom beliefs/rules, my job/your job, appropriate bus behaviors, above the line and below the line behaviors with examples as outlined on the behavior flow chart.

- [Behavior Flow Chart](#).
- [JMS Behavior Matrix](#)
- [PBIS Terminology](#)
- [Response to Specific Behaviors](#)
- **SWIS**
 - Referral entry system at JMS.
 - [Video](#) on how to enter referral

Jordan Middle School uses the language of **Recognize, Acknowledge, and Connect** as a framework for working with students.

- **Recognize**
 - Recognize the individual as a person, building a relationship prior to concern.
 - Greeting students at the classroom door
 - Noticing the person by making eye contact
 - Think about ratio of positive to negative interactions
 - [Steve Forsythe Video](#)
 - [Look Inside](#)
- **Acknowledge**
 - Acknowledge the positive behavior
 - The PBIS Committee will share avenues to recognize students displaying positive behavior. Please utilize these approaches and recognize positive student behavior.
 - J-Town P.R.I.D.E pass
 - Student of the Month
 - Advisory Teacher, classroom teacher positive call home
 - All school celebrations for filling up the Pride Pass Bucket
 - Positive Social Media Stories/News stories
 - Positive Postcards
 - Acknowledge the negative behavior
 - Many minor behaviors (tardiness, inconsistent work habits, noisy or disruptive behavior) generally require more of a process approach. Use the following approach under **connect**.
 - Always refer major behaviors to the office immediately.
- **Connect - Conversations, Consequences, and Punishments**
 - Connects students to the group
 - Does the student need a conversation, consequence or punishment in order to learn? (Red, yellow, green)
 - Reestablishes relationship between student and others
 - Conversation, consequence or a punishment is given because we care
 - Connects school culture and personal culture
 - Teaches students to be situationally aware of their environment
 - Provides the teaching, time, and space for the student to Rearrange, Restore, and Change their negative behaviors into positive behavior

STEP 1: Conversation

- Ask yourself the following questions PRIOR to addressing behavior.
 - Is my lid flipped?
 - If flipped: stop, breathe, shift to gratitude or;
 - Get another adult to address the issue.
 - Is this behavior a cultural behavior?
 - Am I on a regular basis recognizing, acknowledging, and connecting with this student?
- When you first experience a problem with a student, **have a conversation with the student on a one-to-one basis.**
 - Be specific and refer to the collaboration contract.
 - Do not generalize.
 - Explain you are holding the student accountable for the agreed upon behaviors.
 - Establish that you are reinforcing specific expectations for him/her to follow.

STEP 2: Consequence

- Meet with the student to acknowledge he/she is still not meeting your expectations.
- Reaffirm the specific consequences that will follow if the situation is not corrected.
- **Contact the parents to inform them of the nature of the problem.**
 - Ask for their assistance in addressing the situation.
 - Schedule a conference if there is no progress to develop a plan of action.
- When do I send a student out of class?
 - Send the student to the office when the behavior of the student is requiring more attention than you are able to continue giving.
 - *Two interventions are expected prior to sending the student to the WIN room.*
 - Anytime a student is sent to the office a student referral (via SWIS) or a phone call must be sent to notify the administration of the concern.
 - It is expected the teacher communicates with families whenever a student is sent out of the classroom. Communication is critical to ensure a referral is not a surprise to students and families.

STEP 3: Punishment (Major Referral)

- Students will make poor choices. When this occurs, student behavior must be documented via SWIS. Staff should use this program when making reports addressing attendance, behavior, or academics. When completing the referral, please use a specific description of the concern (i.e. instead of “uncooperative” use “would not work on assignments during class”). **Do not list other students involved on the student referral form.** Completed referrals should be submitted once completed.
- Referrals forwarded to the behavior intervention teacher for action should include documentation of previous interventions with the student. This includes a phone call or conference with the parent/guardian. If previous interventions have not been successful, referral to an administrator is appropriate.

Techniques and Tools to Recognize, Acknowledge, and Connect

These are **Culturally Responsive Techniques** because they teach kids situational appropriateness, and these techniques allow for teaching bicultural skills.

- **Recognize**

- **Classroom**

- [Significant 72-Ideas to recognize students and build relationships](#)
- Smile at others when you pass by
- Greeting, fist bump, handshakes
- Looking someone in the eyes (if culturally appropriate)
- Having conversations with students in between class
- Creating time to have conversation starters during class
- Having lunch with students for no other reason than to get to know them
- Sending postcards home
- Bongo Drums welcoming kids

- Collaboration Contracts
 - **Classroom (Reinforce academic skills):**
 - Just because ... paragraph writing
 - Write a story problem that tells us something about you...
 - Online discussions with questions that promote understanding each other
 - Responding to open ended journals
 - "I Am" poems
 - "Student - Teacher Relationship Survey"
 - **School**
 - Greeting people in the morning
 - Harambee Recognitions
 - "I am a leader" chant
 - **Community**
 - Activity Night
 - Heritage Night

- **Acknowledge**

- ***Call and Response Options***

Call	Response
Peace	Quiet
Bring it	Down
When you hear my voice	Clap Once
Maroon	Gold
What	Up
Turn it	Up
Are you focused?	Yes I am
Holy Moly	Guacamole
Hocus Pocus	Everybody Focus
Hands on Top	That means stop
Zip it Lock it	Hands in the pocket
Ready, Set	You bet
J-Town	Pride
All set	You, bet
Brilliant	Minds

- ***Chants*** - Good Job, Take A Seat, Clean Up, Circle Up, Thank you
 - Circle Up (clap, clap) Circle Up, (clap, clap) It's time for us to circle up (clap, clap) Grab a friend (clap, clap) Bring 'em in (let the lesson begin)

- Take a seat (clap, clap), Take a seat (clap, clap) Take a load off your feet (clap, clap) Say twice..... Sit on Down, Sit on Down, WHATTTTTT.....
 - Good Job Good Job (clap, clap) twice ... G..double O D JOB Good Job Good Job (clap, clap)
 - Thank you (same as Good Job)
 - **Movement Managers**
 - Mix and Mingle with Music
 - Partner Power
 - Walk and Talks
 - Bottoms Up - Heads together
 - Thermometer of agreement
 - Letters around the room
 - Agree/disagree
 - Where do you fall scale (Love on one side, accountability on the other)
 - **Student Response Managers**
 - Raise a hand
 - Blurt out
 - Clap once if you think, stomp if the answer is ... stand up if...
 - Point to the speaker
 - Hands on your head, hands on you shoulders,
 - Pick a stick
 - Pick a Stick, Pick a Speaker
 - **Student Engagement**
 - Student Engagement Cups
 - Student - Teacher Relationship Survey
- **Connect**
 - See CONNECT above.

Important Keys for Classroom Management

- Never physically handle or strike a student.
- Never lose your composure. You will not be able to control others if you cannot control yourself.
 - ***Remember the students you are working with are between the ages of 10-14.***
- Do not take behavior personally.
- Do not use sarcasm with students. Most do not understand and it does not build a positive relationship with students.
- Never use suggestive, profane, derisive, or sarcastic language when confronting students exhibiting inappropriate behavior.
 - Stick to the issue and treat the student with dignity, even though you may not feel he/she “deserves” it.
- Never accept a challenge from a student, especially around groups or in front of a classroom full of students. These students should be sent or referred to the ISP room immediately.
- Once you deal with a student’s inappropriate behavior, move on. Tomorrow is a new day for both. Let them know that they are okay and it was their behavior you were correcting -nothing more.

You will encounter circumstances that will require you to make professional judgments. These decisions should be made prudently and with consistency. As a guide to the philosophy of JMS, the following recommendations are offered:

- The program is based on positive interactions with students.
- Teachers begin each year by building relationships and establishing classroom expectations/beliefs with their students and developing a collaboration contract together.
- Because all behavior is based on making choices for one’s actions, teachers and students determine the rewards for making good choices and the consequences for making poor ones. This process recognizes the need for the student to accept the responsibility and ownership for his/her actions.
- Classroom expectations/beliefs are posted in the classroom and shared with parents (Google Classroom, classroom website, and parent conferences).

- Various procedures are implemented from mild to severe to address poor behavior choices by students, with PBIS the basis for our student management program.
- The parent is considered the most important student resource for intervention and positive program support.
- Students, teachers, and parents work in partnership to provide the conditions for success.
- All students have the right to a quality education. It is the school's responsibility to provide an environment where learning is valued and students are safe.
- Always refer **serious**, bottom line, discipline problems to the office **immediately!**
 - Fighting
 - Harassment
 - Direct insubordination/threats
 - Possession and/or being under the influence of substances
 - Weapons

WIN Room

At JMS, we believe all students can learn from their mistakes by processing and fixing the results of their behavioral choices in a safe environment that allows all to learn and grow. The purpose of the WIN room is for students to take responsibility for and develop a plan to correct behavior. In collaboration with the adult in the WIN room and behavior interventionist teacher, the student and eventually the adult will reflect and repair the relationship. We believe that all behavior is learned and purposefully chosen to meet a person's needs. Our goal is to assist our students in choosing behaviors that are fulfilling, without disrupting others' needs.

It is expected each classroom teacher has rendered two interventions prior to sending a student to the WIN room. Teachers must complete a student referral and/or call the office to inform that person as to the reason the student is being sent out of class. **YOU ARE THE ADULT IN SCHOOL WHO HAS THE STRONGEST CONNECTION TO STUDENTS IN YOUR CLASSROOM.** The role of WIN Room/office within our school is to assist students and teachers in the R.A.C process (Outlined above). It is never productive to use sarcasm, shaming, blaming, or guiltting a student.

Removal from Class

Disruptive/non-cooperative students may be removed from class. The actual removal must be done by an administrator after consulting with the teacher. **When class removal occurs, the teacher must contact a parent/guardian within 24 hours and email the administrator who removed the student informing him/her of the conversation.** A parent/teacher/administrative conference may be required to evaluate the student's future educational goals/placement if the student's behavior does not improve.

Students removed from class should come under the following (MN.STAT.127.071)

1. Willful conduct which materially and substantially disrupts the rights of others to an education;
2. Willful conduct which endangers school district employees, the student or other students, or the property of the school and
3. Willful violation of any rule of conduct adopted by the Board of Education.

Suspension/Make-up Work Credit

More serious and persistent violations of school policy will result in suspension from school. Proper notification will be sent to parents in all cases. Suspensions may range from 1-10 days. **Students suspended from school may make up work missed during the suspension (The Pupil Fair Dismissal Act of 2001.) Teachers are expected to have make-up work to the office by 3:00 PM the following school day.** Necessary make-up work/homework will be collected in the office. Work missed may be in an alternative form, however, not punitive.

Students are given two school days to make up schoolwork for an excused absence. One additional day is allowed for the second consecutive day missed, and one day allowed for each day missed thereafter. Students who choose to be truant from school/class may not be allowed to make up missed work.

Supervision - [Link to Spreadsheet](#)

One constructive and positive step which may be taken to minimize problems concerning student discipline is for all staff to be conscientious and responsible in their approach to student supervision. This includes supervision before school, between classes, after school, and at school events. Teachers are expected to be in their classroom or immediate vicinity when students arrive for class.



General Supervision

"The culture of any organization is shaped by the worst behavior the leader is willing to tolerate." Todd Whitaker

We are all leaders. Anytime we are "around" students, we are in a supervisory role. Therefore, whenever you observe any inappropriate behavior, you must address the problem or you are giving the student or colleague "permission" to continue the behavior. In addition, it is not fair to those who do intervene, for you to turn your back on those situations you dislike.

Use supervisory time to build relationships. As long as you remain visible and observant, you will be effective. Teachers near "natural" problem areas such as bathrooms and exit doors must be particularly alert. Being proactive will deter most behavior.

All teachers, not on "assigned" supervision, are to be around their classroom each morning beginning at 7:45 a.m. and after school until students have exited the area. This will not only provide more effective supervision but will also make it possible for students to locate you for assistance. An explanation of designated areas of supervision follows. Teachers will be expected to be at their assigned areas **on time**.

- **BREAKFAST**

- JMS provides the opportunity for students to eat breakfast at school. Supervision for this will be assigned. Breakfast is served from 7:20 am to 7:55 am. Students are released to the POD areas at 7:45 am.

- **HALLWAY**

- You are responsible for student behavior in the POD area during the school day. Please step into the POD between classes and actively supervise students. All staff members **will** be available for hall supervision outside their first hour class at 7:55 am.

- **LUNCHROOM - Lunch Supervision Schedule**

- Some staff will be assigned to the lunchroom. Please see this schedule.
- **Process and Overview**



- **DETENTION**

- Will be assigned by the office and supervision determined as needed.

- **BUS - [Bus Supervision Schedule](#)**

- Staff will be assigned bus supervision following a rotating schedule. Please see this schedule. **If you have a conflict with your assigned supervision you are responsible to find coverage.**



- **ACADEMIC SKILLS-[SIGN UP LINK](#)**

- Academic skills is a supervisory time where staff will support the academic and behavioral needs of the building. Staff should sign up for a staff member with Academic Skills to come to their classroom for the following scheduled supervisory needs:
 - Supervising a class for teachers to communicate with families
 - Read assessments to students as needed.
 - Supervising a class when we are **UNABLE** to secure a substitute.
 - Staff should still attempt to get a substitute when absent.
 - Kelly will schedule this in the morning.
- When not scheduled into a one of the above areas, Academic Skills Staff will do the following:
 - Pick up a walkie from the office and actively supervise the pod and hallway areas.
 - Staff needing support (escorting a student, covering a class, ect.) will call Kelly and Kelly will walkie the person to report to the staff members room.
 - Academic Skills Staff will support other staff members as needed.
 - Check in with Gina Goerhing-Anderson on needs of Library



Teacher Development and Evaluation

- [TD & E Link](#)
- [Observation Schedule](#)

Teacher development and evaluation will follow the board and union approved **TD&E plan**. The purpose of teacher evaluation is to improve the quality of instruction, to foster professional growth, to provide administrative support and to view the staff member and student body in learning situations.

- **Tenured Staff**
 - Administration will formally observe tenured teachers at least once every 3rd year. See TD&E plan for further details.
- **Non-Tenured Staff**
 - New teachers to the school system will be evaluated three times per year for the first three years of service. See TD&E plan for further details.

Assurance of Compliance-(Will be emailed from district office)

Once you have read and understand this handbook and school board policies, please complete the survey link above:

Board Policies

- A complete list of board policies – including those being reviewed, revised, and adopted – is provided on the District website. All staff are responsible for reviewing and understanding all board policies. Of particular importance, all staff are required to read and understand the following policies:
 - Directory Information (*see staff and student handbooks*)
 - **502:** Search of Student Lockers, Desks, Personal Possessions, and Student's Person
 - **506:** Student Discipline
 - **503:** Student Attendance
 - **505:** Distribution of Non-School Sponsored Materials
 - **904:** Distribution of Materials
 - **514:** Bullying Prohibition Policy
 - **602:** Organization of School Calendar and School Day
 - School Cancellation Policy (*noted in employee contracts*)
 - **420:** Students and Employees with Communicable and Infectious Diseases
 - **413:** Harassment and Violence
 - **501:** School Weapons Policy
 - **419:** Tobacco-Free Environment
 - Student/Parent Rights Under FERPA (*see staff and student handbooks*)
 - Parents Right to Review Curriculum/Texts (*see staff and student handbooks*)
 - **524:** Internet Acceptable Use and Safety Policy
 - Telephone Numbers and/or Email Addresses (*see staff and student handbooks*)
 - Asbestos Update Report (*See Health and Safety Policy and Jordan Journalist*)
 - School District Security Policy (*see Emergency Action Plan*)
 - **402:** Disability Nondiscrimination Policy
 - Equal Access to Programs (Inclusive Education)
 - Student Accident Report Procedure (*see building nurse procedures*)
 - Clean Indoor Air Act (*See Health and Safety Policy and Jordan Journalist*)
 - Emergency Closing Procedures (*noted in employee contracts*)
 - **806:** Crisis Management Policy
 - **526:** Hazing Prohibition
 - **531:** The Pledge of Allegiance
 - Pesticide Application Notice (*See Health and Safety Policy and Jordan Journalist*)
 - **520:** Student Surveys
 - **529:** Staff Notification of Violent Behavior by Students

- **407:** Employee Right to Know - Exposure to Hazardous Substances
- Employee I9 Form (*refer to hiring packet*)
- Workers Comp. Notification (*noted in employee contracts*)
- **418:** Drug Free Workplace / Drug Free School
- Minnesota Teacher Code of Ethics-[Link](#)

In order to provide more specific and convenient information, the district has prepared a simple tutorial for your review regarding the following:

- Human Rights Officer
 - The Governing Board designates Ranae Case Evenson as the District Human Rights Officer to receive reports or complaints of harassment or violence, hazing, bullying, and also responsible for coordinating Title IX and Section 504/ADA concerns. The Human Rights Officer may delegate investigations of complaints as deemed appropriate. If the complaint involves the District Human Rights Officer, the complaint shall be filed directly with the Executive Director. Katie Pekarna-Damlo 500 Sunset Drive, Suite 1, Jordan, MN 55352 Telephone: 952-492-4379 e-mail: kdamlo@isd717.org.
- Drug and Alcohol Testing for Type III Vehicle Drivers
 - Minnesota state law includes various regulations pertaining to the transportation of students. These regulations may include, but are not limited to, required certification training, background checks, safety equipment, safety procedures, etc. The Executive Director and his/her designee shall oversee and direct the transportation program. The District reserves the right to request a Drug & Alcohol test of any Type III driver involved in an accident while operating a district vehicle. If the accident involves the loss of human life or if the driver receives a citation for a moving traffic violation arising from the accident which results in bodily injury or disabling damage to a motor vehicle, Drug & Alcohol testing of the driver is mandatory, in accordance with MN state statutes. The complete policy #709 - Transportation by School Vehicles is available on the website.
- Grievance Procedure for Filing Complaint, Comment or Concern Harassment & Violence, Section 504, Title IX
 - Any person who feels they have been inappropriately denied Section 504 or Title IX services, or have been a victim of religious, racial, sexual or other forms of harassment or violence by a pupil, teacher, administrator or other school personnel should report the alleged acts immediately to an appropriate District official designated by this procedure. The District encourages the reporting party or complainant to use the report form available from the Administrator of each building or available from the administrative office, but oral reports shall be considered complaints as well. Nothing in this procedure shall prevent any person from reporting grievances or alleged acts directly to the District Human Rights Officer or the Executive Director.
- Reprisal
 - The District will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who makes a good faith report of alleged religious, racial, sexual or other forms of harassment or violence, or a grievance for Section 504 or Title IX services, or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such grievance. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.
- Hazing Prohibition Policy
 - A. No student, teacher, administrator, volunteer, contractor or other employee of the District shall plan, direct, encourage, aid, or engage in hazing.
 - B. No teacher, administrator, volunteer, contractor or other employee of the District shall permit, condone, or tolerate hazing.
 - C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
 - D. This policy applies to behavior that occurs on or off school property and during and after school hours.

- E. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
- F. The District will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the District who is found to have violated this policy. The complete policy #526 - Hazing Prohibition is available on the District website.
- Staff Notification of Violent Behavior by Students
 - The purpose of this policy is to address the circumstances in which data should be provided to classroom teachers and other school staff members about students with a history of violent behavior in order to serve the student and protect students and staff members. The policy incorporates a written notice to assure that appropriate data are made available to school staff members and to guarantee an accurate record of data provided. Each classroom teacher of a student with a history of violent behavior will receive written notification from the administration prior to placement of the student in the teacher's classroom. In addition, notice will be given by the administration to other school staff members who have a legitimate educational interest. The notice given to school staff must be in writing and must include the following: name of student, date of notice, the history of violent behavior, and a reminder of the private nature of all the data provided. The notice may include if appropriate: an explanation of what occurred in each incident, types of situations that might trigger violent behavior, successful strategies or interventions, and documents that the staff member may review to assist understanding of the student (e.g. IEP or 504 plan). The complete policy #529- Staff Notification of Violent Behavior by Students is available on the District website.
- Use of Personal Equipment
 - The District prefers that individuals do not bring their personal electronic devices for use in the District's schools. The District accepts no responsibility or liability for the loss, theft, or damage to the devices. Individuals who bring these items to school do so at their own risk.



STAFF HANDBOOK 2023-2024

MISSION STATEMENT:

Jordan High School is a community dedicated to providing a challenging and engaging education that empowers students to pursue their own excellence.

The mission of the Jordan School District is to inspire a caring community to ignite learning, innovation, and success for all.

[JPS Strategic Plan 2022-2027](#)

STAFF MEETINGS:

Faculty Meetings will occur on the first Wednesday of every month at 7:20 in the Lecture Room. The fourth Tuesday of every month will be a brainstorming session on a topic that our staff development team chooses. **Other regularly scheduled committee meetings are scheduled for the second Tuesday of each month at 7:20 am and the Faculty Council will meet on the second Wednesday of the month.**

COMMITTEE MEMBERSHIP:

FACULTY COUNCIL 2ND WEDNESDAY OF MONTH UNION	STAFF DEVELOPMENT 2ND TUESDAY OF MONTH E. BECKMAN ROOM	PBIS STAFF PRIDE 2ND TUESDAY OF MONTH WALERIUS ROOM	PBIS STUDENTS PRIDE 2ND TUESDAY OF MONTH MEDIA CENTER	MTSS/DATA TEAM 2ND TUESDAY OF MONTH UNION	ADVISORY COMMITTEE 2ND TUESDAY OF MONTH T. RYDBERG ROOM
JEFF CHRIST KEVIN GUTZMER ANNE JANS TONY RYDBERG SARA SIEVERS MATT URBANEK LAURA WEIERS ROBIN WHITESIDE	ELIZABETH BECKMAN NICK CASTERTON KEVIN GUTZMER RYAN RASMUSSEN SARA SIEVERS MICHELLE SPIES	JESS BARND KELLEY WALERIUS KRIS DYRHAUG BRYAN MARTIN OZZIE SAND MATT URBANEK LISA WYCKOFF	LOGAN BURNSIDE AARON GORATH RANDY KOCH MOLLY MILLER AMY PETERS LAURA WEIERS	JANET GEIB HEIDI GRAF LISA LEARY SHANE PETERS MEGAN PIVEC MARGY SCHIPPER ROBIN WHITESIDE	STACIE LEHMAN CHRIS OLSON RACHEL RYDBERG TONY RYDBERG SYDNEY TREML

9TH GRADE TRANSITION TEAM: (CHRIST OFFICE)

STEVEN BECKMAN, BEN NYLANDER, JEFF CHRIST, ANNE JANS

SUPERVISIONS:

EVENT	DATE	STAFF
HOMECOMING DANCE	SEPTEMBER 29, 2023	LISA LEARY, SYDNEY TREML
HOLIDAY CONCERT	DECEMBER 11, 2023	JESS BARND, ANNE JANS, RYAN RASMUSSEN, LAURA WEIERS
FROSTY DANCE	FEBRUARY 10, 2024	JANET GEIB, STEVE McLELLAN,
GRAND MARCH AT JHS	APRIL 27, 2024	KEVIN GUTZMER, HEIDI GRAF
PROM DINNER AND DANCE	APRIL 27, 2024	BEN NYLANDER, MEGAN PIVEC, OZZIE SAND
POPS CONCERT	MAY 8, 2024	NICK CASTERTON, AMY PETERS, MICHELLE SPIES, MOLLY MILLER
NHS INDUCTION	MAY 13, 2024	RANDY KOCH, BRYAN MARTIN
GRADUATION	MAY 24, 2024	LOGAN BURNSIDE, ELIZABETH BECKMAN, STEVEN BECKMAN, JEFF CHRIST, KRIS DYRHAUG, AARON GORATH, NEW CHOIR, CHRIS OLSON, SHANE PETERS, R. RYDBERG, TONY RYDBERG, MARGY SCHIPPER, SARA SIEVERS, MATT URBANEK, KELLEY WALERIUS, ROBIN WHITESIDE, LISA WYCKOFF

BELL SCHEDULES:

Schedule with Advisory

First Hour:	8:00 – 8:48 (48 minutes)
Second Hour:	8:52 – 9:40 (48 minutes)
Third Hour (SNAP):	9:44 – 10:11 (27 minutes)
Fourth Hour:	10:15 – 11:03 (48 minutes)
Fifth Hour:	11:03 – 12:17 (48 minutes)
	First Lunch: 11:03 – 11:29 (26 minutes)
	Second Lunch: 11:29 – 11:55 (26 minutes)
	Third Lunch: 11:55 – 12:21 (26 minutes)
Sixth Hour:	12:25 – 1:13 (48 minutes)
Seventh Hour:	1:17 – 2:05 (48 minutes)
Eighth Hour:	2:09 – 3:00 (51 minutes)

Schedule 2: Early Release

First Hour:	8:00 – 8:34
Second Hour:	8:38 – 9:12
Fourth Hour:	9:16 – 9:50
Sixth Hour:	9:54 – 10:28
Seventh Hour:	10:34 – 11:08
Fifth Hour:	11:12 – 12:26
First Lunch:	11:08 – 11:34
Second Lunch:	11:34 – 12:00
Third Lunch:	12:00 – 12:26
Eighth Hour:	12:30 – 1:00

Schedule 3: Late Start

First Hour:	10:00 – 10:34
Second Hour:	10:38 – 11:12
Fifth Hour:	11:16 – 12:30
First Lunch:	11:12 – 11:38
Second Lunch:	11:38 – 12:04
Third Lunch:	12:04 – 12:30
Fourth Hour:	12:34 – 1:08
Sixth Hour:	1:12 – 1:45
Seventh Hour:	1:49 – 2:22
Eighth Hour:	2:26 – 3:00

Academic Support for Students:

It is the classroom teachers' responsibility to know the progress or lack of it for each student. Infinite Campus must be updated weekly in order to provide communication to families of student progress.

If a student is in jeopardy of failing a class for the semester/year, teachers must communicate with families. No surprises! **If a student's progress is unsatisfactory, the following steps should be taken in the following order:**

1. Talk to the student. Work with the students to develop a plan.

- a. Monitor the plan. If the student DOES NOT make progress, move to the next step:
2. Discuss the student at your grade level team meeting.
 - a. If you discuss a student at your grade level meeting. **Call the parent.**
 - b. Proactively develop a plan with the parent.
 - c. Monitor the plan. If the student DOES NOT make progress, move to the next step:
3. Refer the student to the MTSS team for further support.
 - a. Complete needed information for MTSS team.
 - b. MTSS team will identify a TIER 2 intervention to support the students needs.
 - c. Staff implement and monitor student progress per the plan developed.

Accommodations, Differentiation, Interventions and Modifications:

It is the classroom teachers' responsibility to meet the needs of ALL students in their individual classroom. This can be done in collaboration with the IEP/504 case manager but ultimately the responsibility rests with the classroom teacher. Use the following [link](#) to guide your planning in this area.

ACCIDENTS:

Students: All accidents or injuries incurred during the school day or on school grounds must be reported to the principal's office by the teacher in charge. As soon as possible, the teacher must fill out an Accident Report Form. Teachers should not leave a group of students unsupervised so that negligence can be proven in the case of an accident.

Staff Members: Staff members are reminded to complete worker's comp forms in the case of injury. The district has a limited time to process these forms so they must be completed as soon as possible after the injury. Forms are located online and must be completed with the principal.

ADMINISTRATION:

The chain of command in the building regarding emergencies follows:

- Principal
- Dean of Students
- Counselor/Social Worker
- Activities Director

ADVERTISING/SOLICITORS:

Nonschool persons and organizations may within the provisions of School Board policy be granted permission to distribute, at reasonable times and places and in a reasonable manner, materials and objects which are appropriate to the school setting. Requests for distribution of materials will be reviewed by the administration on a case-by-case basis. Some materials, per policy, are always prohibited.

ADVISER/ADVISEE (SNAP: STUDENTS IN NEED AND PREPAREDNESS):

All teachers will be assigned an Advisor group. On Mondays, teachers will monitor students in a quiet study hall setting. On Tuesdays, teachers will present Ramp Up to Readiness lessons that will be stored on Google Classroom or SEL presented by Robin and Rachel. During the other three days, students can meet with teachers to make up tests or quizzes and get additional help with their work if necessary. This will also be a time to meet with groups. Teachers should schedule their meetings with Ms. Hentges in the office, using the google document.

ASSEMBLIES AND PEP FESTS:

Teachers are required to attend all programs, pep fests, and assemblies during the school day and assist monitoring students. Active supervision in the bleachers will lead to more positive behavior from students during assemblies.

ATTENDANCE:

Please take attendance for the first three hours of the day by the beginning of the third hour. A phone call goes out to parents letting them know their student has been marked absent without an excuse. The Dean of Students will do a follow-up on students who miss an hour or part of a day. Be accurate with this. All teachers must keep a personal record of the students counted absent. For that reason, the teacher record cannot consist of the daily computer print out.

Teachers have the greatest impact on regular student attendance and classroom learning.

- A. Communicate the expectation that students arrive on time, with materials. When some are late, others have to wait.
- B. Be aware of the attendance status of each student. Communicate with at-risk students and with parents if appropriate.
- C. Contact the dean of students when a student reaches three consecutive days of absence without parent verification.
- D. Students are expected to be in class for the entire class period. Students should not be allowed to line up at the door and do not permit them to leave early.
- E. Teachers should use professional judgment regarding allowing students to leave classrooms once class has begun. These should be rare occurrences and students must have a pass whenever they leave the classroom.
- F. Teachers should never leave students unsupervised.
- G. Teachers should include in their expectations the consequences for unexcused absences; teachers may give no credit on assignments due the day a student is truant from class.

BEHAVIOR REPORTS:

Teachers will be provided a Major/Minor Behavior Incidents flowchart regarding behaviors that are classroom management issues and those that need immediate referral to the office (see Appendix A). Major behavior Reports should be made through Infinite Campus. Staff members should click on the Behavior icon and complete the behavior referral form. When behavior exceeds that which is typically taken care of by teachers in the classroom, staff members should complete the form, which then automatically goes to the Dean of Students. Staff members should remember the following:

- A. When writing a report, do not include the names of other students; this will maintain data privacy.
- B. Describe specific behaviors rather than include indefinite or emotional words: "John was warned three times to remain in his lab station but he continued to walk around the room. I asked him to leave when he threw scissors across the room" instead of "John was

disruptive in class” or “John was a jerk today in class.” If a student uses inappropriate language in your classroom, feel free to include exactly what was said using quotation marks.

- C. When behaviors are turned over to the Dean of Students, the teacher has relinquished the decision about what to do with the student. The Dean of Students will make a decision regarding a consequence based on the student’s record of behavior issues.
- D. When the Dean of Students finalizes the behavior report, parent contact will be made and the behavior will be visible to parents on Infinite Campus.
- E. The Data Team will analyze behavior information.

BLENDED LEARNING:

A blended learning class consists of a mixture of face to face (f2f) instruction and online (OL) instruction. The OL instruction can be done in the classroom or off campus as determined by the established criteria. It may also be determined by the student’s or family’s preference. This option may be offered in some higher level courses for students in grades 11 and 12. Expectations and procedures will be shared out from the instructor before any online instruction is implemented.

CLASSROOM EXPECTATIONS:

Teachers may use varying techniques to attain their objectives. However, all teachers will use the PRIDE Classroom Expectations in their classrooms (see Appendix B). Students need to be informed about procedures. At the start of each semester, each student should know where to find the following information on a teacher’s Google Classroom page:

- Grading procedures
- Policy on tardies to class
- Policy on make-up work and work not handed in as well as special expectations that individual teachers may have (including cell phone policy)
- A clear policy on make-up work for excused and unexcused absences

CLASSROOMS:

Teachers are responsible for the condition of their classrooms and equipment. When leaving at the end of the day, lights, projectors, and computers should be turned off and the doors locked. In general, the room should be secured. If for any reason, teachers must leave their classes, they must notify the principal. Teachers should not change the location of their classes or study hall without informing the main office.

CONFERENCES:

Conferences will be held three times a year. The first conference for the first semester will be by appointment. Teachers who are shared between buildings are not required to attend this conference. Grade Level teams will determine a list of students who would benefit from a conference. Parents and students will be invited to meet with the grade level team and establish a contract to help the student become more successful in school. General conferences will be held once each semester in the Commons and all parents are invited to visit with teachers about academic progress. All teachers are required to attend. Conferences for 2023-2024 will be October 26 (invite), November 16, and March 14.

DANCES:

The following rules will apply to all dances:

- A. Any dance held at Jordan High School and sponsored by a class or organization of the high school shall be for students of Jordan High School and guests when permitted.
- B. Dances will generally begin at 8:00 and conclude at 11:30.
- C. A student of JHS may invite a guest to the dance.
 - The guest must be at least a freshman in high school and not older than 21 years of age. However, freshmen are not permitted to attend Prom. Sophomores are allowed to attend Prom if they are invited by an upper-class person who attends Jordan High School.
 - The guest must be registered in the office prior to the dance by completing a Dance Guest Registration Form.
- D. Once doors are locked at 9:00, students will not be admitted. Students cannot leave the dance and re-enter.
- E. Students not dressed appropriately will be refused admittance.
- F. Chemical, alcohol, or tobacco use must be reported at once to the advisor in charge. This person will inform the principal of the details. Students under the influence of mood altering chemicals or alcohol will be detained and the parents/guardians and police will be called.

One adult must be near the door with the student ticket sellers. Other adults should be around the exit doors.

DEPOSIT SLIPS:

Money collected by teachers for various reasons must be turned in the day it is collected. When turning in money teachers must use one of the building deposit slips; one is specifically for Student Activity Accounts and the other is for money that should be deposited in the General Fund. Staff members should submit two copies to the office and keep one copy. Staff members will be responsible for maintaining their own records.

DETENTION:

Detention is from 3:15 – 4:00 Wednesday in the media center (or other assigned area). Teachers should not detain students after school in their classrooms without first notifying the dean and the student's parents.

DISCIPLINE:

A complete listing of the student rules can be found in the student handbook.

Good discipline is not an accident. Sometimes a student should be referred to the dean of students or principal. No teachers should be hesitant in asking for help when needed. The administration is always ready and willing to give assistance when it is needed.

Five principles for decreasing disciplinary problems are:

- A. Keep everyone constructively busy. Idleness is a rich breeder of mischief.
- B. Build a school spirit so that the student is encouraged to raise the reputation of the school.

- C. Administration and teachers should maintain a proper professional attitude. Expect students to treat you with respect; teach students this skill by modeling respectful behavior.
- D. Classroom rules should be few, simple, and stated in a positive manner.
- E. **Develop clear, consistent procedures and routines in your classroom so students always know what is expected of them.**

In most cases, the teacher is the person who knows the student best. If a student's behavior warrants a referral, please help the dean of students and principal with some insights that you have about the student.

If the learning environment is being disrupted, the student should be sent to the dean's office and the office notified. Teachers who remove a student from class for behavior (three times in a semester results in class removal and failure) **must notify the parents personally on the second offense to explain the situation.**

DRESS CODE:

The expectation is that staff dress professionally. Unless there are special circumstances or events or if required for your position staff should avoid wearing shorts, athleisure wear, t-shirts, and ripped or torn clothes. During spirit week, teachers may dress up per the theme of the day. Staff should also wear district ID badges daily.

EMERGENCY DRILLS:

Emergency drills will be held periodically during the course of the school year. In the case of a true emergency, staff members are expected to be prepared by understanding the procedures, remaining calm, and acting with sound professional judgment. Additionally, staff members should not speculate about what may or may not be occurring or how the event will conclude.

Fire Drills: Fire regulations of the State of Minnesota requires that schools conduct five fire drills each year. These will be held during good weather if possible. The route to leave the building during a fire must be posted in each classroom. The teacher will stand by the door as students are leaving and close the door, making certain no one is left in the room. Make sure all students are accounted for. Students should move at least 300 feet from the building. Do not allow students to return to the building until the all clear is given. Teachers should take their Red Folders with them during fire drills.

Tornado Drills: In the case of a tornado drill or warning, an announcement will be made and the tornado evacuation plan for each area should be followed. Teachers should always bring their red folders when leaving the classroom in the case of an emergency.

Evacuation/Relocation: Procedures ARE USED WHEN CONDITIONS ARE SAFER OUTSIDE THE BUILDING THAN INSIDE THE BUILDING. When staff members hear the announcement to evacuate they should listen for alternate routes and then do the following:

- Take emergency go-kit (Red Folders) and class roster
- Take the closest and safest way out as posted or announced
- Use a secondary route if the primary route is blocked or hazardous
- Assist those needing special assistance
- Do not lock classroom doors when leaving

- Do not stop for student or staff belongings
- Go to Assembly Area
- When outside the building:
 - Check for injuries
 - Account for all students
 - Immediately report any missing, extra or injured students to building administration or incident command
 - Continue to contain and maintain students
 - Wait for additional instructions
 - Listen for the “all clear” announcement **TWICE** which signals the threat has ceased and staff and students can re-enter the building.

Lock Down with Warning: Procedures are used when there is a threat outside the building or there is a non-threatening circumstance when people need to be kept away from areas (e.g. medical emergency or disturbance). When staff members hear the announcement “lockdown with warning” they should:

- Lock all exterior doors
- Cover interior and exterior windows
- Keep students away from the windows
- Continue classes. Move on announcement only
 - Wait for further instructions
 - Listen for the “all clear” announcement **TWICE** which signals the threat has ceased

Lockdown with Options

- Is instituted in a crisis situation where district occupants are in immediate danger such as a violent intruder
- Whenever possible, provide law enforcement with updates during the event
- Wait for further instructions from law enforcement
 - Incorporates the basic tenets of self defense referred to as run, hide, fight. These tenets do not necessarily need to follow the given order.
 - Staff and students should be aware that a lockdown with options may be initiated by:
 - Students or staff reacting to an immediate threat
 - An announcement over the intercom
 - A threat that is heard or seen
 - Other
 - Occupants should exit the building if it is safe to do so.
 - When running, spread out and avoid running in a straight line if possible
 - Do not take personal belongs with
 - Leave with your hands raised over your head
 - Get safely away from the building
 - Call 911 when it is safe to do so
 - If possible, go to the primary or secondary reunification site
 - If it is unsafe to exit the building, the ‘Hide’ option should be implemented

- Lock the classroom door
- Turn off the lights
- Silence all electronic devices, including cell phone notifications, and remain quiet
- Call 911
- Barricade doors and obstruct windows
- Use desks and tables to create shelters
- If possible, shelters should be out of sight of doors and windows
- Spread out
- Find classroom objects to use for self defense if necessary
- Be prepared to fight back if intruder enters the room
- Be prepared to use an object as a shield in the event of a weapon being fired
 - After securing the room, plan an escape route through a window or door and consider reverting to the 'run' option
- If an intruder enters an area where you are in hide mode, be prepared to fight back
 - The intruder is the most vulnerable when they enter the room
 - Utilize classroom objects to distract and subdue the intruder
 - Overtake the intruder if possible and attempt to remove the weapon from the intruder's grasp if appropriate.
 - If able to remove the weapon, place a garbage can or other option over the weapon and be prepared to remove it in the event you are able to run
 - Utilize textbooks or other objects in the event that the intruder fires a weapon
 - Always revert to 'run' if possible

The entire Emergency Action Plan is located on google drive. **Teachers should keep updated rosters and seating charts in their Red Emergency/Substitute Teacher folders.**

END OF YEAR PROCEDURES:

At the close of the school year, all staff members will:

- Turn in a copy of student grades (electronically or on paper) for both semesters, which includes all assignments.
- Have rooms ready for summer cleaning (all posters, art work and other materials removed from bulletin boards and walls).
- Submit maintenance and technology requests through school dude online. .
- Submit fines on the Google Form which will be shared with teachers close to the end of the year. If students take care of their fine, be sure to delete their names; pay attention to deadlines regarding entering seniors' names on the database.
- Turn in all keys (if necessary).

EVENT PASSES:

Complimentary admission to athletic events is provided to members of the Jordan School Staff by showing staff ID's. Consequently, staff members need to have their pictures taken. Teachers

negotiated into the contract that they may have a guest accompany them. Passes are good for athletic events only and may not be used for playoff games.

FACILITY USE:

Throughout the year, activities are scheduled after school hours. The teacher in charge is responsible to schedule these activities through the Community Education office so that conflicts do not occur. A calendar of the entire district will be set up through the Community Education office. Teachers must schedule the auditorium through Community Education both during the school day and after school hours. Use the community education website to make reservations electronically.

Teachers may reserve the flex spaces during the school day electronically. To reserve the Soc, Huddle, or Union please contact Ms. Hentges in the office.

The building is armed between the hours of 11:00 p.m. and 6:00 a.m. and on weekends when activities are not scheduled. Staff members who want to access the building when it is armed must enter through the loading dock and disarm the system. The key card will not work at any other door when the building is armed. When staff members use the building outside of regular hours, they are absolutely prohibited from propping doors; this affects the cooling and heating systems and creates a security issue. Staff members are reminded to both sign in and out and the last person to leave the building must set the alarm.

FAILURE NOTICE TO PARENTS:

Teachers must be aware of the progress or lack of it for each student. If a student's progress is unsatisfactory, teachers are to inform the students and the parent of the situation in order that remedial action might be taken before the situation becomes so severe that the student cannot possibly pass. If a student is in real danger of failing during a marking period, teachers must contact the parents via e-mail, phone, or mail with information about what the student needs to do to be successful. **A parent should not learn about failure when the situation cannot be improved or after the grading period has ended.**

FAMILY VACATION ABSENCE SLIPS:

Students who take a family vacation must submit a Vacation Approval Form prior to their absence. Students may be absent a maximum of 5 days for a family vacation. Teachers should be clear with students the expectations for making up assignments because of the absence.

FAMILY NIGHT/SUNDAYS:

Every effort should be made to keep the school calendar clear on Wednesday nights. Please do not schedule rehearsals, practices, etc. on Wednesday evenings. All school events of any nature are to be concluded by 6:15 p.m. on Wednesdays. No school activities should be scheduled on Sunday without prior approval of the administration.

FIELD TRIPS:

Field trips must have a legitimate academic purpose that helps students meet course and state standards. Field trips cannot occur during the last ten days of each semester. Teachers should review the School Board Policy 610 for overnight and extended field trips (Appendix D).

Following are the steps that need to occur for field trips that occur during the day:

- A. Teachers should check the High School Calendar to determine the appropriateness of the timing given other events and field trips; teachers can view the calendar items but cannot add items to it.
- B. Teachers must submit a Field Trip Request Form at least two weeks prior to the field trip to the principal's administrative assistant.
- C. When a field trip is approved, the teacher must collect enough money to pay for the field trip and the bus transportation.
- D. All students who will attend the field trip should submit a Field Trip Permission Form, which teachers should take on the field trip because they include parent phone numbers.
- E. Teachers should e-mail the staff (including the kitchen staff) a list of students who will be absent at least three days in advance. Additionally, teachers should tell students who will miss classes because of a field trip that they should talk to their teachers PRIOR to missing class so they can be prepared for class when they return. This might mean they will be required to turn in assignments that are due or take a test; they do not necessarily receive the standard two days to complete missing work because of an absence.

FUNDRAISING ACTIVITIES:

Student activities may add funds to their Activity Account through fundraising. Prior to the beginning of the school year, Activity Account managers will be asked to update their fundraising activities, which will then be submitted to the superintendent. The district must present a list of fundraisers to the Board annually. The district will make attempts to keep a reasonable calendar and prevent the community from being inundated with a number of fundraisers at the same time. Fundraising activities must be related directly to school activities.

GRADING:

Reports will be processed via the computer at Infinite Campus. Teachers input grades through Infinite Campus. Teachers should adhere to the following:

- Update grades at least once a week
- Label assignments and point values clearly
- When entering grades, attach the date the assignment was due to the appropriate assignment (this helps emphasize the importance of attendance or following through with make-up work after absences)

Report cards will be issued at the end of each semester. Teachers should submit grades at the end of the school year either in the form of grades printed from Infinite Campus.

High School Grading Scale:

- A 93 – 100%
- A- 90 – 92%
- B+ 87 – 89%
- B 83 – 86%
- B- 80 – 82%
- C+ 77 – 79%
- C 73 – 76%
- C- 70 – 72%
- D+ 67 – 69%

- D 63 – 66%
- D- 60 – 62%
- F 0 – 59%

GRADE POINTS:

Students who complete Advanced Placement, Concurrent Enrollment, or College in the Schools courses will receive weighted grades. The letter grades, if transposed to numerical grades, will be as follows:

	CIS/CE	
	<u>Regular</u>	<u>& AP</u>
A	4.0	4.40
A-	3.67	4.04
B+	3.33	3.66
B	3.0	3.30
B-	2.67	2.94
C+	2.33	2.56
C	2.0	2.20
C-	1.67	1.84
D+	1.33	1.46
D	1.0	1.10
F	0	0

HALLWAY SUPERVISION:

Teachers are responsible for student behavior outside classrooms during class changes. Active supervision is important for a positive school climate. Teachers should step outside their doors between classes and control all running, pushing, yelling, etc. All staff members will be available for hall supervision outside their first hour class at 7:50. All teachers will sign up for 2 weeks of before or after school supervision in the commons.

HAZING PROHIBITION:

Teachers, administrators, volunteers, contractors, and other employees of the school district shall be particularly alert to possible situations, circumstances, or events which might include hazing. Any such person who receives a report of, observes, or has other knowledge or belief of conduct which may constitute hazing shall inform the building principal immediately. Teachers should yearly review the district policy 526 Hazing Prohibition (see Appendix D).

HONOR ROLLS:

Honor Rolls are determined after each semester and published in the paper. To be on the B Honor Roll, students must attain a 3.0 GPA. To be on the A Honor Roll, students must attain a 3.7 GPA.

IEPs, 504s and Parent Meetings:

In alignment with Special Education laws that govern our school, it is extremely important that all staff know and follow through with IEPs and 504s of the students in their classroom. Below are important details to keep in mind.

- A minimum of one teacher per team is required to attend IEP and 504 meetings.
- If you are unable to attend you must tell the case manager in advance. The case manager must complete paperwork to excuse you from the meeting.
 - What do I do as the grade level rep at an IEP meeting?
 - Team members must provide the attending team member with current data on the student's progress for all academic areas to be shared with families (progress reports, information regarding IEP goals, updates and accommodations, etc.)
 - Roles of IEP team members
- **Accommodations, Differentiation, Interventions and Modifications**
 - It is the classroom teachers' responsibility to meet the needs of ALL students in their individual classroom. This can be done in collaboration with the IEP/504 case manager but ultimately the responsibility rests with the classroom teacher. Use the following [link](#) to guide your planning in this area.

INCOMPLETES:

Incompletes are to be made up as soon as is justifiable. Each teacher must decide what is fair in the particular instance. After a reasonable length of time lapses (generally two weeks) and the work is not made up, either an "F" should be issued or, with the permission of the principal, the student dropped from the course. An "I" will be figured as an "F" when GPA is tabulated.

LESSON PLANS:

Daily plans should have clearly displayed learning targets specifically related to the standard(s) being learned. Lesson plans should be available upon request and always available for substitute teachers. Plans should be updated weekly on Google Classroom for parents and students and also in case of emergency.

LIABILITY:

A teacher in the public schools is not liable for injuries to pupils in his or her charge unless they are caused by the teacher's negligence or failure to exercise reasonable care. To establish legal liability against the instructor, negligence must be shown to have caused or approximated the cause of the injury. Teachers should never leave students unattended.

LOCKERS:

Each student in 9th grade will be assigned a locker and a lock. Students in grades 10-12 can request a locker. Advise students not to leave money and valuables in their lockers. Students should not give their combination to other students, nor should they share their locker with friends.

MEALS: PLEASE NOTE THAT FOR 2023-2024 MEALS WILL NOT BE CHARGED FOR STUDENTS.

For the 2023-2024 school year, Jordan Public Schools is participating in the Free School Meals program. Reimbursable breakfasts and lunches will be free for all students in Preschool - Grade 12. Costs for Snack Cart, additional entrees, milk-only purchases and more, can be found on our website www.jordan.k12.mn.us/nutritionalservices. Staff breakfast cost is \$2.25 and staff lunch cost is \$4.95.

All families are encouraged to fill out the Application for Educational Benefits. This application qualifies families for benefits including discounted college application and academic testing fees, discounted participation fees on district athletic programs, and some Community Education and Recreation courses. **Students who were approved for benefits last year will still need to turn in a new application this school year.** Questions about lunch accounts should be referred to the Nutritional Services Director at 952-492-4417.

NEWSPAPER PUBLICITY:

An extremely valuable source of good public relations is the local paper. Teachers are encouraged to publicize activities in their classroom or in any organizations they advise. Articles for Thursday's paper should arrive at the Jordan Independent by 4:00 p.m. on the previous Friday. Twitter is another good way to share the story of the great things going on at JHS.

PARKING:

Staff members should park in the east parking lot. If you have children at JHS, please have them park in the student lot. Please do not park in the visitor parking lot or fire lanes. The front of the building is reserved for visitors. The Board of Education has passed a resolution regarding enforcement of all traffic regulations and parking zones in compliance with Chapter 123 of the Minnesota Statutes, which establishes the basis for speed violations. The local police have been asked to enforce these regulations.

PASSES:

Any time students are in the building during school hours and not in class, they must have a pass signed by a teacher, administrator, or secretary. Students are not allowed in the library at any time without a pass signed by a teacher stating the purpose for the visit. Teachers may not give students permission to leave the building. That must be obtained from the high school office.

PERMANENT RECORDS:

Each student who has ever attended Jordan High School has a permanent record on file. These become extremely important. Files may be inspected by teachers in the office but are never to be removed from the office. Teachers are encouraged to use Infinite Campus or Educlimber to access test information.

PHOTO (STAFF):

Staff badges are required to be updated annually. Photos will be taken by the district-approved photographer on photo day or photo retake day. Photos may be used by the District for other purposes including yearbooks and social media. Should you like to opt out of your photo being used in yearbooks and for social media, please contact your building principal.

PHYSICAL FORCE:

Corporal punishment, a violation of state law, is not to be used. Students may be restrained for the safety of the student or others. Reasonable force for the purpose of restraint or as a last resort for the protection of other people and property is the only time physical force is used with students. Reasonable force is the necessary amount of force a reasonable person would use to stop and control a student or situation. Common sense is critical when dealing with aggressive or out of control students. Staff members must consider the totality of what is happening and what might happen if that situation is allowed to continue. It may be necessary at some point for a staff member to use some type of reasonable force to direct or control a student or students, to defuse or maintain control of an altercation or situation that may turn physical or harmful. Staff members should not use physical force for a minor infraction. If a student refuses to follow directions and is not an immediate threat to other persons, themselves, or the school, do not touch.

PLEDGE OF ALLEGIANCE:

The Pledge of Allegiance will be recited on the first day of the week. Any student or staff member may decline for personal reasons to participate in the recitation of the pledge, and students and staff must respect their right to make that choice.

PRIDE:

As a staff it is the expectation that we show our Jordan PRIDE in our interactions with students, fellow staff, and the community. This means we communicate positively to each other and about each other. Education in 2023 is difficult and if we are not pulling together for the same cause we are going to continue to struggle and fail. Jordan Strategic Plan [here](#).

PROFESSIONAL LEAVE:

A staff member may be granted professional leave during a school year without salary deduction. A written request is to be made on the Professional Leave Request form to the Staff Development Committee at least two weeks in advance when possible. Approval of such requests will be determined by the Staff Development Committee and will be based on the relevance to district, school, and/or professional goals.

PURCHASING:

Teachers are asked to budget for supplies and departments are responsible for maintaining their budgets. Teachers should only order supplies if money remains in the department budget; purchase orders should be entered and approved before supplies are purchased. Please follow the directions outlined [here](#).

The Jordan School District is a tax exempt organization. In order to exercise the tax exempt benefit, a purchase must be made with either a school credit card or an order placed with a purchase order and billed to the school district. If a purchase is made with a staff member's personal funds (cash, personal check, or personal credit card), the purchase cannot be tax exempt and the cost of the tax will be the staff member's responsibility. The school will not reimburse for tax paid.

If a staff member makes a purchase with the school credit card (which does qualify for tax exempt status) and is charged tax, it will be the staff member's responsibility to receive credit for this tax or reimburse the School District for the charged tax out of his or her personal funds.

Staff members can access the steps to creating a purchase order by going to the district website, clicking on Staff Logins, Staff Forms, District Forms, and then Purchase Orders – Steps to create a PO.

REPORTING OF MALTREATMENT OF MINORS:

ISD #717 in accordance with Minnesota Statute No. 626.556 complies with the legal responsibilities which professional educators have for reporting suspected cases of abuse and neglect (see District Policy 414, Appendix F).

School staff members and any employee of the Board of Education shall immediately report suspected physical or sexual child abuse to a Scott County Social Services intake worker (952-445-7751—ask for Central Intake). Verbal reports are to be made within 24 hours of becoming aware of possible abuse, with a follow-up written report within 72 hours. Staff members should notify the building principals and/or the school counselor as well.

School staff members may initially question the child to determine if the child's injuries resulted from physical or sexual abuse. Staff members should limit conversation with the child regarding any suspicions. In no case should the child be subjected to undue pressure to validate the suspicion of abuse. Validation of suspected child abuse is the responsibility of the agencies to which the school refers suspicions.

SCHEDULE CHANGES:

Students are encouraged to complete any necessary schedule changes prior to the beginning of a semester. Changes after the semester begins are discouraged and may not be granted. Teachers should not tell students they can add their class; this may be the fifth student the counselor has told that the class is full. Any communication should take place between the teacher and counselor. The classes at this point are quite full and few if any changes will take place. Staffing decisions were made based on the number of students who registered for each class.

GOOGLE CLASSROOM/WEBSITE:

Electronic communication with parents has become an important part of the school experience for not only current students/parents but also for prospective students and parents. It is an effective recruiting and retention tool that requires some time and effort at the beginning but then can become a simple routine. It is the district's expectation that all teachers will use Google Classroom to keep parents and students informed about assignments. Google Classroom will also be the key component for our use of open campus for days when we do not have substitute teachers for classes. [Link](#) here with more information.

The following should be included on Google Classroom sites:

- Folders organized by courses. Course folders should include units labeled with a clear title and dates the unit spans
- Calendar with assignment due dates

- Separate folder for flexible learning days
- Syllabus/Syllabi and classroom expectations

Optional items that can be part of course folders include but are not limited to:

- Presentations (PowerPoint, Prezi, etc.)
- Links
- Videos
- Assignments/quizzes to be completed digitally
- Curriculum information
- Newsletters
- Field Trip Information
- Extra-curricular related to the program – i.e. Pictures of field trips or classroom experiences
- Student educational links
- Parent educational links
- Academic enhancement activities
- Class highlights

School Website pages should include the following:

1. This has transitioned to a different format at the high school. Please make sure that you have completed the google document that our communications director requested from you.
2. If you would like your Syllabus/syllabi for courses that include classroom expectations and grading procedures, please get it to the communications director so that they can get a link to it. The course syllabus should also be on your Google Classroom page.

SEVERE WEATHER PROCEDURES:

On the first school closing of the school year due to severe weather, teachers will not be expected to report to school. On the second school closing of the school year, teachers will be expected to follow the flexible learning plan that is detailed below. In the event of a two hour late start, licensed staff hours are 9:20 - 3:20.

Jordan Public Schools uses a telephone broadcast system that enables school personnel to notify staff by phone, text, or e-mail within minutes of an emergency or unplanned event that causes early dismissal, school cancellation or late start. Jordan Public Schools will continue to report school closings due to emergency or weather on WCCO radio (830) as well as local television channels 4, 5, and 11.

WCCO (830 AM) is the official station for notice of school closing, due to weather or other reasons. Also see Channel 4, 5, and 11 for further information. The announcements will be made as early as feasible.

What is flexible learning?

Flexible learning involves online or teacher-prepared lessons that students work on when away from the physical school building. By using one-to-one Chromebooks or other digital devices, and by making provisions for students without such devices, Jordan Public Schools (JPS)

recognizes that education can continue even when students and teachers are not in the same location. Along with emphasizing the value of learning, the Flexible Learning Day encourages character growth in the areas of self-sufficiency, adaptability and perseverance.

What are the goals of JPS Flexible Learning Days?

- To minimize the disruption to academic progress caused with emergency school closures by making those out-of-school days as educationally productive and engaging as possible.
- To allow JPS's grade 5-12 students an opportunity to practice the kind of online learning that is increasingly part of both college study and workplace training.
- To maximize the use of JPS's one-to-one technology.

What does Flexible Learning look like at JPS?

- ***Students in grades K-4*** will have no planned academic requirements on these days. Enjoy some time outside and with family - play games, read books and enjoy some physical activity outside.
- ***Students in grades 5-12*** will complete assignments posted on Google Classroom, the school's online learning platform. All assignments will be posted by 10:00 AM with teachers available to answer questions via email throughout the day until 3:00 PM. It is understood that students will have a wide variety of responsibilities at home during Flexible Learning Days and that some may not have access to the internet. Staff members understand this and will be flexible with those situations. However, the expectation is that students will complete the work in a timely manner as developed between student and teacher.
- ***Students with disabilities***, as required under Chapter 125A, will have assignments designed to meet the needs of IEP/504 plans.
- ***Students and parents without home Internet access or with limited Internet access*** must inform teachers of this fact so that needed modifications to assignments and due dates can be made.

How will families be notified that flexible learning is expected?

If school is canceled, families, teachers, and students will receive an announcement about Flexible Learning expectations through the school messaging system. In addition, a notice will be placed on the JPS website, and *if possible*, the implementation of a Flexible Learning Day will be broadcast in conjunction with the school closing announcements on radio and television.

How can parents and guardians help support student success with Flexible Learning?

- Parents should visit with their child's teachers about how Flex Days will be handled for their classes and work out special arrangements, if needed, for a particular student prior to the first Flex Day. Families are asked to inform the teacher if they do not have Internet

access at home since access to Google Classroom and completion of regular 5-12 assignments will require Internet access by the student.

- Parents of students in grades 5-12 are encouraged to access Google Classroom through the parent portal. Parents are welcome to contact the school for help in setting up their parent account.
- Parents, along with teachers and students, are asked to remember that Flex Days are designed to be flexible: if a child struggles with a concept or assignment and is unable to complete the work that day, parents should remind their son or daughter to communicate with the teacher the next day about how to meet requirements.
- Parents should contact teachers directly with any questions, concerns or frustrations they may have regarding Flexible Learning Day assignments.

How can teachers help support student success with Flexible Learning Days?

In preparation for Flex Days, JMS and JHS teachers have been asked to:

- Anticipate time requirements recognizing students learn at different paces, especially in an independent setting.
- Provide a timely plan, posting work for the day by 10 AM.
- Be present on Google Classroom and email to answer student questions during the Flexible Learning Day from 10 AM - 3 PM.
- Plan for self-directed, independent learning with specific consideration for age and individual learning needs.
- Customize learning opportunities especially in troubleshooting student challenges.
- Communicate with colleagues to ensure common expectations, communications and protocols.
- No required synchronous meetings can be scheduled with students.

What is required of teachers during Flexible Learning Days?

During Flex Days, teachers have been asked to:

- Check Google Classroom and/or email throughout the Flexible Learning Day from 10:00 AM to 3:00 PM.
- Complete the *Flex Learning Day: School Closings Google Form* by 10:00 AM. This form will allow district administrators and staff to better answer questions from parents on student assignments and will allow administrative staff to better support your own personalized growth on this day.
- Continue your work as a team or individual on professional development topics

SICK DAYS:

All staff members, whether they need a substitute or not, should call Aesop or go online to enter an absence before 6:00 a.m. Teachers who have a planned absence can go online several days

before the absence to ensure that a substitute is assigned. Teachers must supply lesson plans for the substitutes. They may be sent via e-mail or left in the classrooms in the Red Folder or teachers may leave their home number for the substitute to call. The office administrative assistants are not able to take or explain lesson plans during the very busy period at the beginning of the school day. Please make sure that your plans are updated on Google Classroom.

STUDENT ACTIVITY ACCOUNTS:

Money should be deposited in the office as it is collected to avoid possible theft. When turning in money, teachers must include two copies of the school deposit slip and keep one for their own records. To access money in Student Activity Accounts, advisors must submit a Claim and Verification Form signed by themselves, an organization treasurer (student), and the high school principal.

Coaches and Advisors should keep in mind the following regarding student activity accounts:

- Student activity funds are used to account for dollars raised by the students **for the students**.
- Contributions to a student activity fund should be expended on activities for those students making the contributions in the year of the contributions whenever possible.
- Examples of **appropriate** expenditures for student activity accounts:

Supplies and materials	Transportation	Travel expenditures
Food	Lodging	Admission fees
Entertainment	T-shirts	Donations
- Examples of **inappropriate** expenditures for student activity accounts:

Office supplies	Textbooks	Library books
Assemblies for entire school	Office/school furniture	Employee gifts/awards
Faculty meetings	Faculty events	

Capital purchases funded by a student activity group become the property of the school district. Capital purchases are made by the school district using the same method other purchases are made:

- A. Complete the Claim and Verification form (green sheet)
- B. Attach receipts.
- C. Get signatures of the Organization Treasurer, Advisor, and Principal.
- D. Enter Purchase Order on SMARTeR

STUDY HALLS:

Study halls must be run efficiently and discipline must be maintained. Please use the following procedures:

- Have a current seating chart.
- Take attendance, excuse those with passes to go elsewhere, and then excuse those going to the washroom, library, etc.
- Check passes of students when they return. Students should return at the end of the hour.

- Move about the room occasionally to provide instructional help and/or to encourage students to use their time wisely.
- Allow students to use the restroom one at a time if necessary.
- Do not leave the study hall unattended at any time.
- Use discretion when allowing students to work together so they do not disturb the rest of the students.

SUBSTITUTE TEACHERS:

As we move into the 2023-2024 school year, we will not be requesting substitute teachers unless absolutely necessary in order to save money. We should be using the skills and tools we accrued during distance learning to have valuable lessons for students in a virtual format when you are gone. Substitute teachers are extremely important and quite often hard to get. When teachers have substitutes, they should be treated with great courtesy and consideration. Always leave detailed lesson plans and follow through on any notes regarding discipline problems that the substitute may have had. Lessons should be completed and uploaded to Google Classroom for students to follow. Each lesson on Google Classroom for substitute teachers should have a formative assessment at the end to check for understanding and work.

SUPERVISION ASSIGNMENTS:

Teachers will be assigned one supervision over the course of the year. Efforts will be made to recognize teacher preferences. This is a contractual obligation and teachers should plan accordingly. In lieu of a supervision, shared teachers will be required to attend two conferences at the high school and two at the other building in which they teach.

SUSPENSION/EXPULSION:

Occasionally, student behavior merits suspension or expulsion. In this event, all procedures will be governed by MSA 127.26-127.40, commonly known as the Minnesota Pupil Fair Dismissal Act. Under the provisions of this law, students may be suspended or expelled from school for any of the following:

- Willful violation of any reasonable school board regulation
- Willful conduct which materially and substantially disrupts the rights of others to an education
- Willful conduct which endangers the student, other students, or school property

Students may be summarily suspended from school for one day by the principal. Students may be suspended for two to nine days by the principal. Expulsions may be for the remainder of the school year or less and may occur after the school board has held a hearing in accordance with the law.

TEACHER EVALUATION:

The purpose of teacher evaluation is to improve the quality of instruction, to foster professional growth, to provide administrative support, and to view the staff member and student body in learning situations.

The teacher evaluation process includes the following:

Professional Learning Communities:

The Jordan Public Schools Professional Learning Communities will:

- take on critical roles in peer reviews for both tenured and non-tenured staff.
- have one peer review a year that will be completed by someone within the PLC group through either a peer observation or portfolio review.

SMART Goal Writing:

Each year during the fall teacher workshop week, the Jordan School District will provide time toward writing SMART goals.

- Teachers will develop individual professional goals after completing a self-assessment based on the Charlotte Danielson model. SMART goals will evolve into a Professional Development Plan (PDP). Individual Professional SMART goal must relate to best practice and/or student achievement.
- PLCs will develop SMART goals based on District and building goals developed by the data team. PLC SMART goal must relate to student achievement.

PDPs and PLC SMART goals will be developed and submitted to the building principal by October 1st. During winter workshop, teachers will review each SMART goal with their PLC group and work together to implement classroom strategies that will work toward accomplishment of SMART goals.

Peer Reviews

The Jordan Public Schools will provide teachers with training on how to be a peer reviewer. Principals will train selected licensed teachers in each building during the first month of school. With the peer review process, teachers will ask other members of their PLC group to observe them once during the school year or conduct a portfolio review.

- All reviews will need to be completed prior to the month of May.
- The peer reviewer will have the option to video-tape the observation and review the observation at a later date/time.
- The Jordan Public Schools will pay the equivalent of two prep periods to a peer reviewer for conducting peer reviews during their prep periods based on the dollar amount specified in the Teacher Master Agreement.

Tenure Process:

Jordan Public Schools **tenured** staff will:

- follow the District's tenure three-year cycle process (See Teacher Evaluation Flowchart).
- participate in the peer review process.
- have an option to create and maintain a portfolio **or** choose to receive a formal observation by building administrator and collect artifacts showing progress toward meeting SMART goals. Portfolios and their artifacts will reflect the Charlotte Danielson's Teacher Evaluation Model/SMART goals.
- have the option for both a formal observation and portfolio.

Non-Tenure Process:

Jordan Public Schools **non-tenured** staff will:

- follow the District’s non-tenured three-year cycle process (See Teacher Evaluation Flowchart).
- participate in the peer review process.
- create and maintain a portfolio to be presented to the building administrator in the 3rd year of the cycle. Portfolios and their artifacts will reflect the Charlotte Danielson’s Teacher Evaluation Model/SMART goals.
- receive three formal observations during the first two years of the cycle and two formal observations and portfolio review in the third year of the cycle.

Tenured Teacher Cycle:

Jordan Public Schools will use the 2013-2014 test data to develop a baseline for the start of the teacher evaluation cycle. This data will be used for the 35% student achievement component beginning in 2014-2015 year. To culminate this process, staff will write an annual reflection/summary on student achievement progress.

Non-Tenured staff will receive the summative evaluation for all three years until granted tenure.

Following is the schedule for formal observations:

2023-2024	2024-2025	2025-2026	2026-2027Steve
Burnside, Logan (T) Graf, Heidi (T) Jans, Anne (T) Koch, Randy (T) Lehman, Stacie (3) Martin, Bryan (T) McClellan, Stephen (T) Miller, Molly (1) Olson, Chris (T) Peters, Shane (T) Spies, Michelle (T) Tremel, Sydney (2) Weiers, Laura (T)	Beckman, Steven (T) Barnd, Jess (T) Geib, Janet (T) Miller, Molly (2) Pivec, Megan (T) Rasmussen, Ryan (T) Rydberg, Rachel (T) Sand, Ozzie (T) Schipper, Margaret (T) Tremel, Sydney (3) Urbanek, Matt (T) Wyckoff, Lisa (T)	Beckman, Elizabeth (T) Casterton, Nick (T) Christ, Jeff (T) Dyrhaug, Kris (T) Gutzmer, Kevin (T) Leary, Lisa (T) Miller, Molly (3) Nylander, Ben (T) Peters, Amy (T) Rydberg, Tony (T) Whiteside, Robin (T) Walerius, Kelley (T)	Burnside, Logan (T) Graf, Heidi (T) Jans, Anne (T) Koch, Randy (T) Lehman, Stacie (T) Martin, Bryan (T) McClellan, Stephen (T) Olson, Chris (T) Peters, Shane (T) Spies, Michelle (T) Weiers, Laura (T)

TEACHER HOURS:

The workday is an 8 hour day. Per the teacher contract, teachers can arrive between 7:15 and 7:45 and leave at the corresponding 8 hour time of 3:15 and 3:45. **Teachers should be available for 7:20 meetings,** help with students, etc. Teachers who may arrive late on occasion should call the principal. The principal should also be contacted if a teacher needs to leave the building during the day.

TELEPHONES:

Telephones are for conducting school business. All incoming external calls go to voicemail (red light flashes) between 8:00 a.m. and 3:00 p.m. In the case of an emergency, staff members will be contacted by the office staff. Please return all calls within 24 hours. Students who are ill should not use classroom phones to have their parents excuse them; instead they should report to the office and the office staff will contact the parents. Instructions for setting up phones are posted on the district website under Staff Forms.

TEXTBOOKS:

Textbooks are expected to suffer a depreciation of twenty percent each year. New textbooks should be numbered. To prevent unnecessary wear, students should use protective covers on their books; the cloth book covers do not provide adequate protection. Covers are often available in the guidance office. Fines may be assessed to students for damaged books at the conclusion of the marking period. Tell students they should not put spiral notebooks and excessive amounts of paper in their books because that weakens the bindings. Teachers need to document the condition of the book when it is given to the student. Please document the number of the book that is issued to individual students and tell them to write their names in the book. Share that document with colleagues at semester if you teach the same class with a colleague.

VAN:

Any use of the school van must be scheduled through Carolyn Yagla at Extension 4221. Staff must have a bus driver's license to drive the mini-bus. District transportation must be used for conferences unless a staff member is leaving from home and the distance to the conference from the staff member's home is less than the distance to work and the conference.

VIDEOS/MEDIA:

The district mandates the following:

Films:

1. Teachers must have viewed films in advance of showing them to students.
2. No films above a PG13 rating may be shown in the high school.
3. Films with a rating of PG or PG13 may not be shown, unless approval is granted two weeks in advance by the principal.
4. Parents must be made aware of any films with a PG rating or higher to be shown. This notice may be by letter sent home with the students. The letter must include what in the film has resulted in the rating assigned.
5. Parents must have the option of requesting an alternative assignment for children when films with a PG rating or higher are approved for use. Parents must notify the school with a note sent with their child, email, or phone call to the principal or teacher.
6. Films being shown in a class must be related to the curriculum. Any films taken off of TV or elsewhere, which don't have a rating attached to them, must be approved in advance by the building principal.
7. No films may be used as a "reward" without the prior approval of the principal.

Books:

1. Teachers must have read any book to be used in a class as a group activity.

2. No book with profanity or lewd innuendos may be used without prior approval of the principal.
3. Parents must be made aware of any book being used with any of #2 above included in the book. This notice may be by letter sent home with the students.
4. High school teachers will notify parents at the start of the year of any books, other than textbooks, that will be used as reading material for the entire class during the year. Should a book not on the list be selected to be used at a later date, parents will be notified in advance. It would be good practice to inform families prior to the beginning of the unit also if the reading material contains any items from #2 above.
5. Parents must have the option of requesting an alternative assignment for their children when books with any of #2 or #4 above apply.

WITHDRAWAL FROM SCHOOL:

Any student withdrawing from school will have a form completed on which each teacher will indicate the grades, material checked in, etc. Students will do this on their last day present. When teachers initial a withdrawal slip, this should indicate that the books have been returned. If the student has not checked in books or other materials, indicate on the form the name of the book, book number, and value. Prior to withdrawal from school, students between the age of 16 and 18 must meet with school officials and sign a statement listing the reasons for their withdrawal. Students under the age of 18 must have written permission from their parents to withdraw.

Work Orders:

When staff has a work order for a technology or custodial request (ex: heating/ cooling, computer or phone hardware repair, electrical, etc.) staff will need to complete an online request using the School Dude found on the school website by clicking on Staff Login. Requests should NOT include requests for general cleaning or supplies/questions. If there is a spill in the classroom, or a student gets sick, please notify the office immediately so it can be taken care of in order to maintain a healthy learning environment.

Data Warehouse:

eduCLIMBER is our new cloud-based data warehouse system. It was created by educators for educators so the format is designed to be efficient and accurate. We will manage both our academic and behavioral data in one system --- assessments, discipline, attendance, grades will all be available. eduCLIMBER was created to provide necessary information for data analysis and system change. It is linked to your Google account and can be accessed at educlimber.com (district ID is 1256).

Appendix A:

MAJOR/MINOR BEHAVIOR INCIDENTS

ABUSE OF TECHNOLOGY

CLASSROOM MANAGEMENT

- Accessing inappropriate websites
- Taking pictures
- Playing games
- Changing settings

OFFICE REFERRAL

- Damaging equipment
- Highly inappropriate websites (i.e., pornography)
- Assault/Staff or Student: Automatic Office Referral

BULLYING

CLASSROOM MANAGEMENT

- Sharing rumors
- Exclusion from a group assignment
- Verbal taunts

OFFICE REFERRAL

- Physically/verbally intimidating
- Repeated verbal taunts
- Physical/verbal threats
- Spreads rumors repeatedly
- Purposefully damages a reputation

CYBER BULLYING: AUTOMATIC OFFICE REFERRAL

DISRUPTIVE CONDUCT

CLASSROOM MANAGEMENT

- Throwing objects
- Blurting out loud
- Continual talking in class
- Off task behaviors
- Deliberate release of bodily functions
- Sleeping in class

OFFICE REFERRAL

After repeated refusal to follow redirection, student is referred to the office as disorderly conduct or insubordination

DISORDERLY CONDUCT: IMMEDIATE OFFICE REFERRAL

ELECTRONIC DEVICES

CLASSROOM MANAGEMENT

- Use of cell phone or electronic device without permission
- Taking pictures/videos
- Using headphones

OFFICE REFERRAL

- Taking pictures in the locker room
- Refusal to comply with a teacher's request constitutes insubordination

FIGHTING: IMMEDIATE OFFICE REFERRAL

HARASSMENT/THREATS: IMMEDIATE OFFICE REFERRAL

HAZING: IMMEDIATE OFFICE REFERRAL

IMPROPER DRESS: IMMEDIATE OFFICE REFERRAL: AUTOMATIC OFFICE REFERRAL

NUISANCE OBJECTS

CLASSROOM MANAGEMENT

Minor objects that are distracting but not dangerous and include paper airplanes, rubber bands, erasers, noisemakers, laser pointers, etc.

OFFICE REFERRAL

Objects that are distracting and dangerous like stink bombs, water balloons, silly string, lighters, and fire crackers

PLAGIARISM/CHEATING

CLASSROOM MANAGEMENT

- All examples of cheating (sharing documents, copying papers, etc.)

OFFICE REFERRAL

- Repeated cheating
- Taking a picture of a test with a cell phone

THEFT/BUYING OR RECEIVING STOLEN GOODS: AUTOMATIC OFFICE REFERRAL

UNNECESSARY USE OF PHYSICAL FORCE

CLASSROOM MANAGEMENT

- Good natured rough housing
- Yanking backpacks
- Pulling a chair out from under a student
- Elementary "poking" behaviors

OFFICE REFERRAL

- Excessive physical force
- Behavior that could escalate later in the day
- Pushing in anger
- Behavior that could result in injury

POSSESSION OF TOBACCO, MATCHES OR LIGHTER: AUTOMATIC OFFICE REFERRAL

USE/POSSESSION OF CHEMICALS, ALCOHOL OR ITEMS INTENDED TO BE USED AS MOOD

ALTERING: AUTOMATIC OFFICE REFERRAL

VANDALISM

CLASSROOM MANAGEMENT

- Writing on a desk
- Drawing on posters

OFFICE REFERRAL

- Damaging another student's materials
- Breaking equipment/furniture
- Using permanent marker on school property

VULGAR LANGUAGE

CLASSROOM MANAGEMENT

- Swearing in a nonthreatening manner
- Accidental slip of a swear word
- Writing vulgar language in their notebooks
- Inappropriate conversations with a peer that can be overheard

OFFICE REFERRAL

- Use of the "F" word
- Swearing directly at a teacher or peer in anger
- Gang related conversation and symbols

WEAPONS: POSSESSION OR DISTRIBUTION: AUTOMATIC OFFICE REFERRAL

Appendix B:

JORDAN STUDENTS WILL FOLLOW THE JORDAN HIGH SCHOOL PRIDE EXPECTATIONS

PREPAREDNESS

All students will. . .

- Be on time...take care of personal needs during passing time
- Come to class with all needed materials
- Complete assignments/projects in the scheduled time frame

RESPECT

All students will. . .

- Respect themselves, staff, peers and all property
- Use classroom resources and technology appropriately
- Use appropriate language/gestures/sounds etc.

INTEGRITY

All students will. . .

- Maintain the academic integrity of their work
- Work to maintain the integrity of our school culture
- Make good decisions – Choices matter, decisions have either rewards or consequences
- Be honest about communication with your parents and other teachers
- Do the “right thing” at all times, even when no one is watching

DEPENDABILITY

All students will. . .

- Consistently attend classes
- Actively participate in classes
- Complete work on time to the best of their ability
- Take responsibility in their education

EXCELLENCE

All students will. . .

- Strive to be positive role models and leaders
- Grasp the opportunity to grow and learn
- Challenge themselves to exceed expectations
- Monitor individual progress by checking grades online
- Use class time wisely

Appendix C:

610 FIELD TRIPS

I. PURPOSE

The purpose of this policy is to provide guidelines for student trips and to identify the general process to be followed for review and approval of trip requests.

II. GENERAL STATEMENT OF POLICY

The general expectation of the school board is that all student trips will be well planned, conducted in an orderly manner and safe environment, and will relate directly to the objectives of the class or activity for which the trip is requested. Student trips will be categorized within three general areas:

A. Instructional Trips

Trips that take place during the school day, relate directly to a course of study, and require student participation shall fall in this category. These trips shall be subject to review and approval of the building principal and shall be financed by school district funds within the constraints of the school building budget. Fees may not be assessed against students to defray direct costs of instructional trips. (Minn. Stat. § 123B.37, Prohibited Fees)

B. Supplementary Trips

This category pertains to those trips in which students voluntarily participate and which usually take place outside the regular school day. Examples of trips in this category involve student activities, clubs, and other special interest groups. These trips are subject to review and approval of the activities director and/or the building principal. Financial contributions by students may be requested. (Minn. Stat. § 123B.36, Authorized Fees)

C. Extended Trips

1. Trips that involve one or more overnight stops fall into this category. Extended trips may be instructional or supplementary and must be requested well in advance of the planned activity. An extended trip request form must be completed and approved at each level: student, principal, superintendent, and school board. Exceptions to the approval policy may be granted or expedited to accommodate emergencies or contingencies (e.g., tournament competition).
2. The school board acknowledges and supports the efforts of booster clubs and similar organizations in providing extended trip opportunities for students.

III. REGULATIONS

- A. Rules of conduct and discipline for students and employees shall apply to all student trip activity.
- B. The school administration shall be responsible for providing more detailed procedures, including parental involvement, supervision, and such other factors deemed important and in the best interest of students.
- C. Transportation shall be furnished through a commercial carrier or school-owned vehicle.
- D. An employee may use a personal vehicle to transport staff or personal property for purposes of a field trip upon prior, written approval from administration.
- E. An employee must not use a personal vehicle to transport one or more students for purposes of a field trip.
 - 1. If immediate transportation of a student is required due to an emergency or unforeseen circumstance, such as the illness or injury of a child, and the transportation does not constitute regular or scheduled transportation, a personal vehicle may be used. To the extent a personal vehicle is used, the vehicle must be properly registered and insured.
 - 2. An employee must obtain preapproval by administration of student transportation by a personal vehicle, pursuant to Section III.E.1, if practicable. If preapproval by administration of use of a personal vehicle cannot be obtained in a reasonable time given the circumstances, an employee shall report the relevant facts and circumstances justifying the need for use of a personal vehicle to administration as soon as practicable. The relevant facts and circumstances for use of a personal vehicle shall be documented by administration.

IV. SCHOOL BOARD REVIEW

The superintendent shall at least annually report to the school board upon the utilization of trips under this policy.

Legal References: Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 123B.37 (Prohibited Fees)
Minn. Stat. § 123B.49 (Cocurricular and Extracurricular Activities; Insurance)
Minn. Stat. § 169.011, Subd. 71(a) (Definition of a School Bus)
Minn. Stat. § 169.454, Subd. 13 (Type III Vehicle Standards – Exemption)
Sonkowsky v. Board of Educ. for Indep. Sch. Dist. No. 721, 327 F.3d 675 (8th Cir. 2003)
Lee v. Pine Bluff Sch. Dist., 472 F.3d 1026 (8th Cir. 2007)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 423 (Employee – Student Relationships)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 707 (Transportation of Public School Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 710 (Extracurricular Transportation)

Appendix D:

526 HAZING PROHIBITION

I. PURPOSE

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

II. GENERAL STATEMENT OF POLICY

- A. No student, teacher, administrator, volunteer, contractor, or other employee of the school district shall plan, direct, encourage, aid, or engage in hazing.
- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate hazing.
- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- D. This policy applies to behavior that occurs on or off school property and during and after school hours.
- E. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
- F. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

- A. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term hazing includes, but is not limited to:
 - 1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body.
 - 2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - 3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product, or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame, or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
 5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.
- B. "Student organization" means a group, club, or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities, or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy.
- B. The building principal is the person responsible for receiving reports of hazing at the building level. Any person may report hazing directly to a school district human rights officer or to the superintendent.
- C. Teachers, administrators, volunteers, contractors, and other employees of the school district shall be particularly alert to possible situations, circumstances, or events which might include hazing. Any such person who receives a report of, observes, or has other knowledge or belief of conduct which may constitute hazing shall inform the building principal immediately.
- D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades, or work assignments.

V. SCHOOL DISTRICT ACTION

- A. Upon receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.
- B. The school district may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of hazing.
- C. Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining

agreements, applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act, school district policies and regulations.

VI. REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who retaliates against any person who makes a good faith report of alleged hazing or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists, or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

VII. DISSEMINATION OF POLICY

This policy shall appear in each school's student handbook and in each school's Building and Staff handbooks.

Legal References: Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.69 (Hazing Policy)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 525 (Violence Prevention [Applicable to Students and Staff])

Appendix E:

414 MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE

I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected child neglect or physical or sexual abuse.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to fully comply with Minn. Stat. § 626.556 requiring school personnel to report suspected child neglect or physical or sexual abuse.
- B. A violation of this policy occurs when any school personnel fails to immediately report instances of child neglect or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

III. DEFINITIONS

- A. "Accidental" means a sudden, not reasonably foreseeable, and unexpected occurrence or event which:
 - 1. is not likely to occur and could not have been prevented by exercise of due care; and
 - 2. if occurring while a child is receiving services from a facility, happens when the facility and the employee or person providing services in the facility are in compliance with the laws and rules relevant to the occurrence of event.
- B. "Child" means one under age 18 and, for purposes of Minn. Stat. Ch. 260C (Child Protection) and Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment), includes an individual under age 21 who is in foster care pursuant to Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18).
- C. "Immediately" means as soon as possible but in no event longer than 24 hours.
- D. "Mandated reporter" means any school personnel who knows or has reason to believe a child is being neglected or physically or sexually abused, or has been neglected or physically or sexually abused within the preceding three years.
- E. "Neglect" means the commission or omission of any of the acts specified below, other than by accidental means:
 - 1. failure by a person responsible for a child's care to supply a child with necessary food, clothing, shelter, health, medical, or other care required for the child's physical or mental health when reasonably able to do so, including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;

2. failure to protect a child from conditions or actions that seriously endanger the child's physical or mental health when reasonably able to do so;
3. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering factors such as the child's age, mental ability, physical condition, length of absence, or environment, when the child is unable to care for his or her own basic needs or safety or the basic needs or safety of another child in his or her care;
4. failure to ensure that a child is educated in accordance with state law, which does not include a parent's refusal to provide his or her child with sympathomimetic medications;
5. prenatal exposure to a controlled substance used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child's birth, or medical effects or developmental delays during the child's first year of life that medically indicate prenatal exposure to a controlled substance or the presence of a fetal alcohol spectrum disorder;
6. medical neglect as defined by Minn. Stat. § 260C.007, Subd. 4, Clause (5);
7. chronic and severe use of alcohol or a controlled substance by a parent or person responsible for the care of the child that adversely affects the child's basic needs and safety; or
8. emotional harm from a pattern of behavior which contributes to impaired emotional functioning of the child which may be demonstrated by a substantial and observable effect in the child's behavior, emotional response, or cognition that is not within the normal range for the child's age and stage of development, with due regard to the child's culture.

Neglect does not include spiritual means or prayer for treatment or care of disease where the person responsible for the child's care in good faith has selected and depended on those means for treatment or care of disease, except where the lack of medical care may cause serious danger to the child's health.

- F. "Nonmaltreatment mistake" means: (1) at the time of the incident, the individual was performing duties identified in the center's child care program plan required under Minn. Rules Part 9503.0045; (2) the individual has not been determined responsible for a similar incident that resulted in a finding of maltreatment for at least seven years; (3) the individual has not been determined to have committed a similar nonmaltreatment mistake under this paragraph for at least four years; (4) any injury to a child resulting from the incident, if treated, is treated only with remedies that are available over the counter, whether ordered by a medical professional or not; and (5) except for the period when the incident occurred, the

facility and the individual providing services were both in compliance with all licensing requirements relevant to the incident. This definition only applies to child care centers licensed under Minn. Rules Ch. 9503.

- G. "Physical abuse" means any physical injury, mental injury, or threatened injury, inflicted by a person responsible for the child's care other than by accidental means; or any physical or mental injury that cannot reasonably be explained by the child's history of injuries or any aversive or deprivation procedures, or regulated interventions, that have not been authorized by Minn. Stat. § 121A.67 or § 245.825.

Abuse does not include reasonable and moderate physical discipline of a child administered by a parent or legal guardian which does not result in an injury. Abuse does not include the use of reasonable force by a teacher, principal, or school employee as allowed by Minn. Stat. § 121A.582.

Actions which are not reasonable and moderate include, but are not limited to, any of the following that are done in anger or without regard to the safety of the child: (1) throwing, kicking, burning, biting, or cutting a child; (2) striking a child with a closed fist; (3) shaking a child under age three; (4) striking or other actions which result in any nonaccidental injury to a child under 18 months of age; (5) unreasonable interference with a child's breathing; (6) threatening a child with a weapon, as defined in Minn. Stat. § 609.02, Subd. 6; (7) striking a child under age one on the face or head; (8) purposely giving a child poison, alcohol, or dangerous, harmful, or controlled substances which were not prescribed for the child by a practitioner, in order to control or punish the child, or giving the child other substances that substantially affect the child's behavior, motor coordination, or judgment or that result in sickness or internal injury, or subject the child to medical procedures that would be unnecessary if the child were not exposed to the substances; (9) unreasonable physical confinement or restraint not permitted under Minn. Stat. § 609.379 including, but not limited to, tying, caging, or chaining; or (10) in a school facility or school zone, an act by a person responsible for the child's care that is a violation under Minn. Stat. § 121A.58.

- H. "School personnel" means professional employee or professional's delegate of the school district who provides health, educational, social, psychological, law enforcement, or child care services.

- I. "Sexual abuse" means the subjection of a child by a person responsible for the child's care, by a person who has a significant relationship to the child (as defined in Minn. Stat. § 609.341, Subd. 15), or by a person in a position of authority (as defined in Minn. Stat. § 609.341, Subd. 10) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration as well as sexual contact. Sexual abuse also includes any act

involving a minor which constitutes a violation of Minnesota statutes prohibiting prostitution, or use of a minor in a sexual performance. Sexual abuse includes threatened sexual abuse which includes the status of a parent or household member who has committed a violation which requires registration under Minn. Stat. § 243.166, Subd. 1b(a) or (b) (Registration of Predatory Offenders).

- J. "Mental injury" means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture.
- K. "Person responsible for the child's care" means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employees or agents, or other lawful custodian of a child having either full-time or short-term care responsibilities including, but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.
- L. "Threatened injury" means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to, exposing a child to a person responsible for the child's care who has subjected the child to, or failed to protect a child from, egregious harm, or a person whose parental rights were involuntarily terminated, been found palpably unfit, or one from whom legal and physical custody of a child has been involuntarily transferred to another.

IV. REPORTING PROCEDURES

- A. A mandated reporter as defined herein shall immediately report the neglect or physical or sexual abuse, which he or she knows or has reason to believe is happening or has happened within the preceding three years to the local welfare agency, police department, county sheriff, or agency responsible for assisting or investigating maltreatment.
- B. If the immediate report has been made orally, by telephone or otherwise, the oral report shall be followed by a written report within 72 hours (exclusive of weekends and holidays) to the appropriate police department, the county sheriff, local welfare agency, or agency responsible for assisting or investigating maltreatment. The written report shall identify the child, any person believed to be responsible for the abuse or neglect of the child if the person is known, the nature and extent of the abuse or neglect and the name and address of the reporter.
- C. Regardless of whether a report is made, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a

child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident has occurred and may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.

- D. A mandated reporter who knows or has reason to know of the deprivation of parental rights or the kidnapping of a child shall report the information to the local police department or the county sheriff.
- E. With the exception of a health care professional or a social service professional who is providing the woman with prenatal care or other health care services, a mandated reporter shall immediately report to the local welfare agency if the person knows or has reason to believe that a woman is pregnant and has used a controlled substance for a nonmedical purpose during the pregnancy, including, but not limited to, tetrahydrocannabinol, or has consumed alcoholic beverages during the pregnancy in any way that is habitual or excessive.
- F. A person mandated by Minnesota law and this policy to report who fails to report may be subject to criminal penalties and/or discipline, up to and including termination of employment.
- G. Submission of a good faith report under Minnesota law and this policy will not adversely affect the reporter's employment, or the child's access to school.
- H. Any person who knowingly or recklessly makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury, and the reckless making of a false report may result in discipline. The court may also award attorney's fees.

[Note: The Minnesota Department of Education (MDE) is responsible for assessing or investigating allegations of child maltreatment in schools.]

V. INVESTIGATION

- A. The responsibility for investigating reports of suspected neglect or physical or sexual abuse rests with the appropriate county, state, or local agency or agencies. The agency responsible for assessing or investigating reports of child maltreatment has the authority to interview the child, the person or persons responsible for the child's care, the alleged perpetrator, and any other person with knowledge of the abuse or neglect for the purpose of gathering the facts, assessing safety and risk to the child, and formulating a plan. The investigating agency may interview the child at school. The interview may take place outside the presence of a school official. The investigating agency, not the school, is responsible for either notifying or withholding notification of the interview to the parent, guardian or person responsible for the child's care. School officials may not disclose to the parent, legal custodian, or guardian the contents of the

notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded.

- B. When the investigating agency determines that an interview should take place on school property, written notification of intent to interview the child on school property will be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school property.
- C. Except where the alleged perpetrator is believed to be a school official or employee, the time and place, and manner of the interview on school premises shall be within the discretion of school officials, but the local welfare or law enforcement agency shall have the exclusive authority to determine who may attend the interview. The conditions as to time, place, and manner of the interview set by the school officials shall be reasonable and the interview shall be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school officials and the local welfare or law enforcement agency. Every effort must be made to reduce the disruption of the educational program of the child, other students, or school employees when an interview is conducted on school premises.
- D. Where the alleged perpetrator is believed to be a school official or employee, the school district shall conduct its own investigation independent of MDE and, if involved, the local welfare or law enforcement agency.
- E. Upon request by MDE, the school district shall provide all requested data that are relevant to a report of maltreatment and are in the possession of a school facility, pursuant to an assessment or investigation of a maltreatment report of a student in school. The school district shall provide the requested data in accordance with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g.

VI. MAINTENANCE OF SCHOOL RECORDS CONCERNING ABUSE OR POTENTIAL ABUSE

- A. When a local welfare or local law enforcement agency determines that a potentially abused or abused child should be interviewed on school property, written notification of the agency's intent to interview on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct the interview. The notification shall be private data. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notice or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation has been concluded.

- B. All records regarding a report of maltreatment, including any notification of intent to interview which was received by the school as described above in Paragraph A., shall be destroyed by the school only when ordered by the agency conducting the investigation or by a court of competent jurisdiction.

VII. PHYSICAL OR SEXUAL ABUSE AS SEXUAL HARASSMENT OR VIOLENCE

Under certain circumstances, alleged physical or sexual abuse may also be sexual harassment or violence under Minnesota law. If so, the duties relating to the reporting and investigation of such harassment or violence may be applicable.

VIII. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall appear in school personnel handbooks.
- B. The school district will develop a method of discussing this policy with school personnel.
- C. This policy shall be reviewed at least annually for compliance with state law.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 121A.58 (Corporal Punishment)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 121A.67 (Aversive and Deprivation Procedures)
Minn. Stat. § 243.166, Subd. 1b(a)(b) (Registration of Predatory Offenders)
Minn. Stat. § 245.825 (Use of Aversive or Deprivation Procedures)
Minn. Stat. § 260C.007, Subd. 4, Clause (5) (Child in Need of Protection)
Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18)
Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment)
Minn. Stat. § 609.02, Subd. 6 (Definitions – Dangerous Weapon)
Minn. Stat. § 609.341, Subd. 10 (Definitions – Position of Authority)
Minn. Stat. § 609.341, Subd. 15 (Definitions – Significant Relationship)
Minn. Stat. § 609.379 (Reasonable Force)
Minn. Stat. § 626.556 *et seq.* (Reporting of Maltreatment of Minors)
Minn. Stat. § 626.5561 (Reporting of Prenatal Exposure to Controlled Substances)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)

Cross References: MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)

Wage Disclosure Protection Law:

Notice to employees – Under the Minnesota Wage Disclosure Protection law, you have the right to tell any person the amount of your own wages. Your employer cannot retaliate against you for disclosing your own wages. Your remedies under the Wage Disclosure Protection law are to bring a civil action against your employer and/or file a complaint with the Minnesota Department of Labor and Industry at 651-284-5070 or 800-342-5354.

Assurance of Compliance Information

Board Policies

- A complete list of board policies – including those being reviewed, revised, and adopted – is provided on the District website. All staff are responsible for reviewing and understanding all board policies. Of particular importance, all staff are required to read and understand the following policies:
 - Directory Information (*see staff and student handbooks*)
 - **502:** Search of Student Lockers, Desks, Personal Possessions, and Student's Person
 - **505:** Distribution of non-school sponsored materials
 - **506:** Student Discipline
 - **503:** Student Attendance
 - **514:** Bullying Prohibition Policy
 - **602:** Organization of School Calendar and School Day
 - School Cancellation Policy (*noted in employee contracts*)
 - **420:** Students and Employees with Communicable and Infectious Diseases
 - **413:** Harassment and Violence
 - **501:** School Weapons Policy
 - **419:** Tobacco-Free Environment
 - Student/Parent Rights Under FERPA (*see staff and student handbooks*)
 - Parents Right to Review Curriculum/Texts (*see staff and student handbooks*)
 - **524:** Internet Acceptable Use and Safety Policy
 - Telephone Numbers and/or Email addresses (*see staff and student handbooks*)
 - Asbestos Update Report (*See Health and Safety Policy and Jordan Journalist*)
 - School District Security Policy (*see Emergency Action Plan*)
 - **402:** Disability Nondiscrimination Policy
 - Equal Access to Programs (Inclusive Education)
 - Student Accident Report Procedure (*see building nurse procedures*)
 - Clean Indoor Air Act (*See Health and Safety Policy and Jordan Journalist*)
 - Emergency Closing Procedures (*noted in employee contracts*)
 - **806:** Crisis Management Policy
 - **526:** Hazing Prohibition
 - **531:** The Pledge of Allegiance
 - Pesticide Application Notice (*See Health and Safety Policy and Jordan Journalist*)

- **520:** Student Surveys
- **529:** Staff Notification of Violent Behavior by Students
- **407:** Employee Right to Know - Exposure to Hazardous Substances
- Employee I9 Form (*refer to hiring packet*)
- Workers Comp. Notification (*noted in employee contracts*)
- **418:** Drug Free Workplace / Drug Free School
- **904:** Distribution of materials

In order to provide more specific and convenient information, the district has prepared a simple tutorial for your review regarding the following:

- Human Rights Officer
 - The Governing Board designates Ranae Evenson as the District Human Rights Officer to receive reports or complaints of harassment or violence, hazing, bullying, and also responsible for coordinating Title IX and Section 504/ADA concerns. The Human Rights Officer may delegate investigations of complaints as deemed appropriate. If the complaint involves the District Human Rights Officer, the complaint shall be filed directly with the Executive Director. Katie Pekarna-Damlo 500 Sunset Drive, Suite 1, Jordan, MN 55352 Telephone: 952-492-4379 e-mail: kdamlo@isd717.org.
- Drug and Alcohol Testing for Type III Vehicle Drivers
 - Minnesota state law includes various regulations pertaining to the transportation of students. These regulations may include, but are not limited to, required certification training, background checks, safety equipment, safety procedures, etc. The Executive Director and his/her designee shall oversee and direct the transportation program. The District reserves the right to request a Drug & Alcohol test of any Type III driver involved in an accident while operating a district vehicle. If the accident involves the loss of human life or if the driver receives a citation for a moving traffic violation arising from the accident which results in bodily injury or disabling damage to a motor vehicle, Drug & Alcohol testing of the driver is mandatory, in accordance with MN state statutes. The complete policy #709 - Transportation by School Vehicles is available on the website.
- Grievance Procedure for filing Complaint, Comment or Concern Harassment & Violence, Section 504, Title IX
 - Any person who feels they have been inappropriately denied Section 504 or Title IX services, or have been a victim of religious, racial, sexual or other forms of harassment or violence by a pupil, teacher, administrator or other school

personnel should report the alleged acts immediately to an appropriate District official designated by this procedure. The District encourages the reporting party or complainant to use the report form available from the Administrator of each building or available from the administrative office, but oral reports shall be considered complaints as well. Nothing in this procedure shall prevent any person from reporting grievances or alleged acts directly to the District Human Rights Officer or the Executive Director.

- Reprisal
 - The District will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who makes a good faith report of alleged religious, racial, sexual or other forms of harassment or violence, or a grievance for Section 504 or Title IX services, or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such grievance. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.
- Hazing Prohibition Policy
 - A. No student, teacher, administrator, volunteer, contractor or other employee of the District shall plan, direct, encourage, aid or engage in hazing.
 - B. No teacher, administrator, volunteer, contractor or other employee of the District shall permit, condone or tolerate hazing.
 - C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
 - D. This policy applies to behavior that occurs on or off school property and during and after school hours.
 - E. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
 - F. The District will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the District who is found to have violated this policy. The complete policy #526 - Hazing Prohibition is available on the District website.
- Staff Notification of Violent Behavior by Students
 - The purpose of this policy is to address the circumstances in which data should be provided to classroom teachers and other school staff members about students with a history of violent behavior in order to serve the student and

protect students and staff members. The policy incorporates a written notice to assure that appropriate data are made available to school staff members and to guarantee an accurate record of data provided. Each classroom teacher of a student with a history of violent behavior will receive written notification from the administration prior to placement of the student in the teacher's classroom. In addition, notice will be given by the administration to other school staff members who have a legitimate educational interest. The notice given to school staff must be in writing and must include the following: name of student, date of notice, the history of violent behavior, and a reminder of the private nature of all the data provided. The notice may include if appropriate: an explanation of what occurred in each incident, types of situations that might trigger violent behavior, successful strategies or interventions, and documents that the staff member may review to assist understanding of the student (e.g. IEP or 504 plan). The complete policy #529- Staff Notification of Violent Behavior by Students is available on the District website.

- Use of Personal Equipment
 - The District prefers that individuals do not bring their personal electronic devices for use in the District's schools. The District accepts no responsibility or liability for the loss, theft, or damage to the devices. Individuals who bring these items to school do so at their own risk.

Appendix F: Non-Exclusionary Discipline

The following guidelines have been established in order to help students, parents, and teachers better understand the behavioral expectations for students. The consequences are aimed at assisting students in meeting expectations. They are not, however, absolute. Each disciplinary situation that arises will be handled with the best interests of the student involved and the school as a whole in mind. Therefore, professional judgment may be used when determining what, if any, consequences are enforced in a given disciplinary situation. The principal or designee may impose or recommend longer suspensions, expulsion, or any other discipline as appropriate on a case by case basis.

Students, who do not comply with the rules and regulations as set by the Board of Education, will face appropriate consequences for their behavior. These consequences may range from a simple reminder to expulsion or exclusion. Naturally, the severity of the consequence will depend upon the degree and frequency of the student's inappropriate behavior. Inappropriate behaviors/disruptions within the learning environment may result in more severe consequences due to the negative effect on learning. Students must provide accurate information when

discussing disciplinary incidents. Students will have the opportunity to complete all school work while suspended. Work can be accessed via Google Classroom.

Jordan School staff is trained in non exclusionary discipline practices such as School-Wide Positive Behavior Interventions and Supports. PBIS has a common purpose and approach to discipline that includes:

- A clear set of positive expectations and behaviors
- Procedures for teaching expected behavior
- Continuum of procedures for encouraging expected behavior
- Continuum of procedures for discouraging inappropriate behavior

At JPS a team of school representatives composed of administrators, classroom and special education teachers and non-certified staff meet on a regular basis to support staff, students and families with following our school rules: Be Respectful, Responsible, and Safe, as well as the District’s strategic plan of *Grow your Jordan PRIDE: Preparedness. Respect. Integrity. Dependability. Excellence.* Jordan Public Schools uses **non exclusionary discipline and practices, restorative practices/conversations**, and the language of **Recognize, Acknowledge, and Connect** as a framework for working with students. All students will be taught PBIS processes and procedures during the first weeks of school and revisited throughout the school year.

Non Exclusionary discipline and practices is defined as policies and practices that are alternatives to dismissing a student from school, including but not limited to evidence-based positive behavior interventions and supports (**PBIS**), social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services.

Restorative Practices	Culturally Responsive Pedagogy
<ul style="list-style-type: none"> ● Classroom Discipline Reflection Sheet ● Affective Statements ● Circles ● Restorative Questions 	<ul style="list-style-type: none"> ● Collaboration Contracts ● Responsiveness <ul style="list-style-type: none"> ○ Attention Signals ○ Response Protocols ○ Movement Protocols

	<ul style="list-style-type: none"> ● Discussion Protocols ● Competency ● Relevance
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When negative behavior occurs, staff will also teach how those behaviors impact others. The steps for teaching hurtful behaviors will most often start with a conversation. The conversation is the teaching time. At times it is a pull aside conversation. At other times it might need to be more firm. If the behavior continues after the conversation, then teachers will implement a consequence. Once again the consequences are designed to teach that a behavior is hurtful. If the negative behavior continues after consequences or if the behavior is abusive to self or others in nature, staff will use a punishment for a teaching tool. A punishment should be one and done. Consequences and punishments are tools we use to show the student how much we care about them. It is important to note that if behaviors ever require a punishment, parents will be brought into the process. The teacher, Behavior Specialist or Administration will contact the parent to decide on what is needed for learning to occur.

- Connect students to the group
 - Does the student need a conversation, consequence or punishment in order to learn the expected behaviors?
 - If students struggle with following the school rules, they might receive a verbal warning, redirection or have a **conversation** about the incident.
 - For repeated behaviors or more serious offenses, students may receive a **consequence** such as a phone call home to the child’s family or a “Just Stop and Think” slip from the classroom teacher naming the inappropriate behavior and what school rule the student needs to improve on.
 - More severe consequences might necessitate a **punishment** such as an office referral and/or suspension that will require the implementation of **non exclusionary discipline and practices**, and may require the attention of building administration. Either of these slips will go home for families to be informed about their child’s behavior and will need to be signed and returned to school. It may also be determined that a more in depth communication/meeting should be scheduled to determine an action plan for future student success (see policy 506 *Student Discipline* on the [Jordan Public Schools](#) website for more detailed information).

Students, parents and other guardians, and school staff may file a complaint and seek corrective action when the requirements of the Minnesota Pupil Fair Dismissal Act, including the implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied. If you have a complaint, please complete this [form](#).

Bottom of Form



Jordan High School Handbook Changes for 2023-2024

Staff Handbook Changes

Page 2--Staff meeting times have been changed to 7:20 due to the new start time for JHS.

Page 2--Cleaned up and assigned staff to committees. Added two new committees, a 9th grade transition team and an Advisory Committee.

Page 3--New supervisions for the coming school year.

Page 4--Changed the bell schedule.

Page 7--Added information about blended learning, which can be done in higher level junior and senior classes to give added flexibility to student schedules and help prepare students for post secondary learning and jobs.

Page 8--Added new information on detention date and time.

Page 14--Changed time for hallway supervision to reflect the new start time for school.

Page 15--Changed language for the meals to reflect new policy as guided by legislative action this past session.

Page 24-25--Updated the teacher review cycle for the 2023-2024 school year.

Page 25--Adjusted teacher hours to reflect new school start times.

Page 26--Added more information on communication with parents on effective communication about books used during the school year.

Page 48--Added language for non exclusionary discipline as required by new state legislation.

**Note--There are other areas in the handbook that are highlighted for staff to reference as they review the handbook at the start of the school year.

Below is a list of the changes and additions being made in the JES Family/Student Handbook for the 2023-2024 school year:

COVER PAGE/INTRODUCTION

- Revised start/end times and updated introduction to include Jordan PRIDE focus from JPS Strategic Plan

SCHOOL BOARD AND STAFF

- Revised listing Board of Education and District Staff to “School Board” and “Staff Directory” links on District website

SCHOOL HOURS/ARRIVAL

- Revised start and end of school day along with staggered dismissal times and when students arrive in the classroom to begin the day

DROP-OFF AND PICK-UP PROCEDURES

- Revised times and the shift to ONE drop-off/pick-up loop on the south side of the building instead of two loops

EMERGENCY DRILLS

- Added language for busing/walking/biking emergency drills/classes each school year (walking and biking are new to state statute)

LUNCH

- Added definition of school-wide, scheduled lunch (coinciding with recess); shared the school district must not withhold or excessively delay a student's participation in a scheduled lunchtime per state statute; updated language for free school meals and a reminder to complete an Application for Educational Benefits
- New to JPS this school year is the Share Cart. It will give students a place to put food (whole fruits, applesauce cups, bagged carrots/chips etc.) that they received during breakfast or lunch and chose not to eat. Other students can help themselves to what is in the Share Cart. At the end of service, kitchen staff will take the remaining food, clean it if necessary, and return it to inventory.

RECESS

- Added definition of school-wide, scheduled recess (coinciding with lunch); shared students are not prohibited or excluded from scheduled recess unless there are certain circumstances met per state statute (listed in handbook)

SCHOOL DISTRICT CLOSING PROCEDURES

- Revised school closing language to align with information on district website

GRADES AND CONFERENCES

- Revised new parent/teacher conference dates and times

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS)

- Added nonexclusionary discipline policies and practices definition and explained how it aligns to our school-wide PBIS framework and Student Discipline policy 506. Also included a link to the discipline complaint form.

CELL PHONES, PAGERS, AND OTHER ELECTRONIC COMMUNICATION DEVICES

- Changed "gang activity" to "malicious and sadistic conduct" per state statute

DRESS AND APPEARANCE

- Updated language to, "Headgear, including hats and head coverings.."

ASBESTOS MANAGEMENT/ AIR QUALITY

- Revised dates of management plan

Additional changes will/may be needed as updated information is shared throughout the school year.

Jordan Elementary School



2023 - 2024

FAMILY / STUDENT HANDBOOK

INDEPENDENT SCHOOL DISTRICT #717

Jordan PreK-4 Elementary

815 Sunset Drive Jordan, MN 55352

(952) 492-2336: Main Office

(952) 492-4444: Attendance

(952) 492- 4446: Fax

Office Hours- 7:00-3:30

Student Hours- 8:15-3:15

JORDAN PUBLIC SCHOOLS SCHOOL BOARD AND STAFF DIRECTORY

<u>Board of Education</u>	Current Board of Education members and information can be found at link below:
<u>Jordan Public Schools Board of Education</u>	
<u>Jordan Public Schools Staff Directory</u>	

***If you would like to request a print version of this handbook or are unable to access any information, for any reason, please contact the JES office for assistance. Managerial items subject to change based on the educational needs of Jordan Elementary School.

Welcome to Jordan Elementary School

Dear Families and Students,

Welcome to Jordan Elementary School! We are very excited to start the upcoming school year with you and your child. I am honored to be a part of such an outstanding staff committed to collaborating with parents, extended families, and the surrounding community in educating our students.

The mission of Jordan Public Schools is to, ***Inspire a caring community to ignite learning, innovation, and success for all.*** At Jordan Elementary we value academic achievement and have high standards and expectations for our students. Additional factors that contribute to academic success are quality instruction delivered at a developmentally appropriate level, and time devoted to addressing the social-emotional and mental health needs of students. Staff is committed to working with students in becoming life-long learners who demonstrate strong character. Students and staff embrace our "Jordan PRIDE" behavior model of showing **Preparedness, Respect, Integrity, Dependability, & Excellence**, while being respectful, responsible, and safe in all areas of the building and on the school bus. Mindfulness practices are embedded in classrooms where students learn how to manage their emotions and regulate their bodies to best prepare for the academic and social challenges throughout the day.

Families play an integral role in the overall education of their children, and we look forward to partnering with you and supporting your needs. We appreciate you taking the time to view the information provided in this handbook. Please keep this handy for future reference, as it may answer many questions that come up during the school year. If you have any questions about

items found in this handbook, please contact the school office at 952-492-2336 or view it online at www.jordan.k12.mn.us.

Again, welcome back! We look forward to working with you to ensure an outstanding school year!

Respectfully,

A handwritten signature in cursive script that reads "Melissa Barnett".

Melissa Barnett
Jordan Elementary School Principal

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PART I – INFORMATION

Equal Education and Employment Opportunity Policy

The educational program of Jordan Public Schools #717 has sought to provide equal educational opportunities for all.

Jordan Public Schools #717 is in compliance with current state and federal statutes and regulations. In recognition of its obligation to provide equal opportunity for education and employment for all persons within its jurisdiction, it will not discriminate on the basis of sex, race, color, religion, creed, national origin, status in regard to public assistance, marital status, parental status or disability in the following areas: access to course offerings, curricular materials, counseling practices, extra-curricular activities, use of school facilities, or employment practices.

This policy supports the District's good faith efforts to comply with Title IX of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972.

Inquiries regarding compliance with this policy may be directed to the Superintendent at Jordan Public Schools #717, 500 Sunset Drive, Jordan, MN 55352, telephone number (952) 492-6200, or to the Director of the Office for Civil Rights, Department of Health, Education and Welfare, Washington, D.C.

Any student, who feels he/she has been discriminated on the basis of sex by the school district or its employee, may file a formal complaint to the Principal. The forms for this complaint may be obtained in the District office.

SCHOOL HOURS

The school day begins at 8:15 AM and ends at 3:15 PM, with a staggered dismissal starting around 3:10 PM. The safe arrival and dismissal of our students is extremely important to the faculty and staff, as we know it is for parents/guardians. In this interest of safety and security, the following procedures are in place. Your cooperation is greatly appreciated.

JES doors do not open until 7:40 for students to enter into the building to be supervised by a staff member or eat breakfast. Students arriving prior to this time will be asked to remain in the main office area and a phone call will be made to the family reminding them when students can arrive at school. Our Kids' Company program is available for students to attend before school to assist parents/guardians with before-school care.

Teachers want to provide students with a day full of engaging activities to ensure they can grow and learn to their fullest potential. In order for this to happen, staff need uninterrupted time before school to collaborate with one another and focus on planning and organizing their instructional spaces. Students will enter into the classrooms around 8:00, and we ask if

parents/guardians need to speak with the teacher that you call ahead of time to schedule a meeting.

ARRIVAL

Please make every effort to send your child to school in a positive frame of mind. A positive start at home each morning puts your child in the right state of mind for learning.

Breakfast: Students who are eating breakfast may arrive at 7:40 AM. **Students should not arrive before these times, as there are no adults on duty to supervise students outside the buildings.** This creates an unsafe situation for our children. Time prior to the start of the day is used by teachers to prepare for the day's work and will not be used to supervise children who arrive early.

If supervision before school is needed, Kids' Company is available by calling Pam Going at 952-492-4261, or kidsco@isd717.org If arriving early is a consistent problem, a meeting will be set up between the principal and parents.

Upon arrival at school, all students are to report to designated areas of the school until they are excused to classrooms at 8:00. Adults will supervise students and dismiss them to the classrooms prior to the start of the school day.

Parents/guardians who walk their children to school should accompany them to the front door. Parents are discouraged from walking students in grades 1-4 to class. **Those parents/guardians with Kindergarten students may accompany them to their classrooms for the first two weeks of school. After that time, Kindergarten students will enter the building with the rest of the students.** Making their way to class independently allows the students to develop skills in self-reliance.

ATTENDANCE

Absences

If your child is absent, please notify the elementary office by 8:30 AM (952-492- 4444). If a call has not been received by that time, you will be contacted at home or work. This will be done to ensure the safety of your child. If you know that your child/children will be absent, please notify the school in advance. All absences are unexcused unless cleared by the principal or building designee. Parent/guardian contact will be made after 12 excused or 3 unexcused absences.

Excused Absences May Include:

- Illness (Doctor's verification may be required by administration)
- Death of a family member
- Required court appearance
- Religious release
- Pre-planned absences such as school related activities, dental/medical appointments that aren't

able to be scheduled outside of the school day, vacations, etc. (verification may be required)

Vacations require a vacation approval form to be completed prior to the dates of absence (the form must be signed by the principal and homeroom teacher; see *Vacations* section below)

Unexcused Absences Include:

- Oversleeping
- Babysitting
- Missing the bus
- Leaving building without permission
- Personal reasons (if the absence is necessary but too sensitive to discuss, a phone call should be made to the Social Worker or Principal)

A note or call from the parent/guardian is required, but does not necessarily excuse the absence

Excessive school absences may result in the following:

- Parent/guardian phone call/written note/conference with administration
- Required doctor's note or school nurse verification of any absence due to illness
- Referral to School Social Worker
- Referral to Scott County for Truancy in accordance with Minnesota State Statutes

Truancy

If a student is frequently absent without lawful excuse, they may be considered truant according to state law. Habitual truancy concerns may be referred to the Scott County Attorney's office.

Tardy

School starts at 8:15 AM. Your child will be considered tardy if they arrive after this time. Please walk your child into the building if they are tardy so the office can verify the reason for being late. **3 unexcused tardies will equal 1 unexcused absence.**

Vacations

We strongly encourage families to plan all extended vacations during days that school is not in session. If you have vacation plans when school is in session, it is necessary to get pre-approval from administration. **Parents/Guardians need to sign a Vacation Approval Form** that is available in the office or online on our school website, [JES Vacation Request Form](#). The request form will need to be signed by the principal and homeroom teacher **a minimum of FIVE school days prior to a vacation.** The Principal will consider the following in the approval or denial of a vacation request:

- Student shows satisfactory progress in academic standards
- Student exhibits appropriate behavior in school

- Student adheres to school attendance policy

After review by the Principal, if the vacation is denied, the parent/guardians will be notified. If approval is granted, a copy of the approval will be given to the teacher so he/she can plan accordingly. It is the teacher's responsibility to give the student two days to make up the work for every day that he/she is gone. To best meet the learning needs of the student and ensure he/she understands the concepts missed in the content areas, **make-up work will be given after the student returns from vacation.** It is the responsibility of the student to make up work that is missed while on vacation. Vacations that do not go through the process may be unexcused. Even though parents/guardians have the right to take their children out of school, it is the role of administration to determine if these absences will be excused or unexcused.

CHILD CARE

If you are looking for childcare before and/or after school, Kids' Company (school based childcare) is available. This is a well-organized program that provides children a safe environment and meaningful activities. Please contact Community Education (952) 492-4261 for more information.

CLASS ASSIGNMENTS

Classroom assignments are within the school district's discretion. Parents/guardians can provide input on the best teaching and learning environment for their child in the spring prior to the start of the upcoming school year. Parent input forms will be available in the main office through mid-April for currently enrolled students, with families new to the district being able to submit the form through the summer months. Classroom teachers and support staff will place students into classrooms in late spring, with a placement team composed of teachers and administration finalizing class lists at the end of the school year. Factors that may determine student placement include work habits, academic and social needs, special individual needs, gender balance, as well as overall grade level dynamics.

Fluctuation in enrollment and the factors listed above can also create the need for adding to or reducing total classroom numbers. For these reasons, the overall educational program must have the highest priority and the final determination of class assignments is the responsibility of the building principal. If you have further questions or would like to request a change in assignment for your child, please contact the building principal for consideration.

DISMISSAL

Instruction continues until dismissal time each day. If you must remove your child early from school, please report to the office to sign your child out. The school administrative assistant will then call the classroom, and your child will come to the office to meet you. **If there is a change in how or when your child is getting picked up, please call the office by 2:00 to ensure communication happens between the office and classroom teacher.** We cannot guarantee information received after 2:00 will be delivered to the classroom teacher due to changes in teaching and learning schedules and additional school-related activities.

DROP-OFF AND PICK-UP PROCEDURES

One of our most important jobs at school is ensuring the safety of our students. We have a drop-off and pick-up procedure for families who will be driving their child to school each morning or picking them up in the afternoon. In the morning and afternoon, vehicles should use the drive-up area on the south side of the building for dropping off and picking up students. **DO NOT use the front entrance area for drop-off or pick-up from 7:30-8:30 and 2:30-3:30 since this is where buses park and enter/exit for the day.** This is for the safety of your child and we ask that you adhere to this request.

1. Drop-off times are from 7:40-8:10 AM and school begins promptly at 8:15 AM. Please **do not** drop your students off before 7:40 a.m. Students are not allowed into the classroom until 8:00, and they will be in the Multi-purpose Room until they are dismissed to the classrooms. We do not have supervision in the Multi-purpose Room until 7:40 and cannot have students in the building any earlier. Breakfast is from 7:40-8:10, so please be mindful of this as you plan for dropping your child off in the morning.

2. Pick-up times are from 3:10-3:20 p.m. We have a staggered release time starting around 3:10 from classrooms to allow for a safe dismissal of all of our students. Families will receive signage to place in the window of their vehicle labeled with their child/children's name(s) in order to safely connect students with parents/guardians at the end of the day. Signage will be provided to families within the first month of the school year. If a child is not picked up by 3:20, they will be brought to the main office where families will be called to have them picked up. If another family member or older sibling from the MS or HS is picking up a student, please remind them of the designated pick-up times and the need to display the family signage in the vehicle in the drop-off/pick-up loop. If it becomes a habit that JES students are not picked up by 3:20, local law enforcement and/or social services may be notified.

3. There is a designated drop off zone that runs parallel to the back of the building. Dropping your children off on the grass or where employee vehicles are parked backs up the line as the front cars pull forward, causing traffic to be backed up on Aberdeen. If you are the first car in line, please pull **ALL THE WAY UP TO WHERE SUPERVISORS DIRECT YOU** as to let as many cars into the drop off zone as possible.

Please note, we are encouraging all traffic to make a right turn ONLY into the lot, as well as exiting out of the lot to help alleviate congestion on Aberdeen.

4. Have your child(ren) exit/enter your vehicle on the right side for their safety.

5. **Please stay in your vehicle until a supervisor reports to the loop .** If your child needs help with the car door, our staff can assist you in order to keep the line moving smoothly. If you want to walk your child into the building, please park your car in the visitor parking spots located in the front of the building and escort your child to the main office. We encourage children to independently get to their classroom, so families should say goodbye to their child/ren at the main office area.

6. The back parking lot spaces **have been designated for our Early Learning Services families**. Families will be walking their young children into the building or picking them up in the mornings and afternoons. Please be aware of not stopping your vehicle in the middle of the crosswalk, and also watching for young children and their families walking to and from their parked vehicles.

EMERGENCY DRILLS

MN schools are required to have five fire drills, five lockdowns, one tornado drill and busing/walking/biking safety sessions each school year. These drills may be planned or done without notice to staff and students in order to be prepared for the unexpected.

Jordan Public Schools has implemented a lockdown protocol called **Lockdown with Options**. Those options are **Run, Hide, Fight**. Students and staff need to be empowered with options if the school faces a serious safety threat. A lockdown is initiated when there is a threat in or around a school building. A "Lockdown with Warning" would be called in a low-level situation like a police action in a neighborhood near school. "Lockdown with Options" responds to a crisis like a dangerous intruder. Because the safety of everyone in our schools is our first priority, the district is committed to learning from past crises, research and best practice recommendations.

As a District, we have worked with the Minnesota Department of Homeland Security - School Safety Division and the Jordan Police Department to completely review and revise the District's Emergency Action Plan. This plan is a private document that provides District employees and students with a guide on how to react and respond to a crisis situation. Our plan incorporates **Run, Hide, Fight** strategies. To learn more about our JPS safety procedures and age appropriate discussion guides for parents to continue the conversation about safety and lockdown drills with their child at home, please click on the following link that will direct you to the JPS website: [JPS School Safety Info](#).

EMPLOYMENT BACKGROUND CHECKS

The school district will seek criminal history background checks for all applicants who receive an offer of employment with the school district. The school district also will seek criminal history background checks for all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether compensation is paid. These positions include, but are not limited to, all athletic coaches, extracurricular academic coaches, assistants, and advisors. The school district may elect to seek criminal history background checks for other volunteers, independent contractors, and student employees.

FEES

Materials that are part of the basic educational program are provided with state, federal, and local funds at no charge to a student. Students are expected to provide their own pencils, paper, erasers, and notebooks. Students may be required to pay certain other fees or deposits, including (not an inclusive list):

- Cost for materials for a class project or instructional tools that exceeds minimum requirements and is kept by the student.
- Security deposits for the return of materials, supplies, or equipment.
- Field trips considered supplementary to the District's educational program.
- Admission fees or costs to attend or participate in optional extracurricular activities and programs.
- Voluntarily purchased student health, accident and technology device insurance.
- Use of musical instruments owned or rented by the school district.
- Transportation to and from school for students living within two miles of school.
- Transportation of students to and from optional extracurricular activities or post-secondary instruction conducted at locations other than school.

Students will be charged for textbooks, workbooks, and library books that are lost or destroyed. The school district may waive a required fee or deposit if the student and parent/guardian are unable to pay. For more information, contact the building principal.

FOOD IN THE CLASSROOM / BIRTHDAY POLICY

Students may have snack time as part of their daily routine. **JES does NOT have a snack or milk option for purchasing.** Students may bring a snack if they so choose, however, please be sure that the snack is a healthy snack. **Please also be aware of allergies students may have and consult your child's teacher regarding this important health issue.** No candy or beverages high in sugar should be sent to school as a snack. Please refer to the JPS Wellness Policy 533 on the district website for further guidelines and a list for healthy snack choices: [District Wellness Policy and Healthy Snack Choices.](#)

Birthday celebrations can be a very sensitive experience for your child. With this in mind, we ask the following: 1. Please deliver party invitations outside of the school environment. 2. Please have balloons, flowers, etc. delivered at home. Items sent to school will be kept in the office until the end of the school day. 3. Parents wishing to commemorate events such as birthdays or personal achievements may bring in commercially prepared treats that can be easily distributed within the classroom. **Food for these celebrations cannot be homemade, but commercially prepared to avoid the danger of improperly handled foods. Please also be aware of allergies students may have and consult your child's teacher regarding this important health issue.** Please refer to the [JPS Wellness Policy 533](#) for further guidelines.

LUNCH

All students have approximately twenty-five minutes for a scheduled lunch within the instructional day that coincides with a school-wide, scheduled recess. The school district must not withhold or excessively delay a student's participation in a scheduled lunchtime.

New to JPS this school year is the Share Cart. It will give students a place to put food (whole fruits, applesauce cups, bagged carrots/chips etc.) that they received during breakfast or lunch and

chose not to eat. Other students can help themselves to what is in the Share Cart. At the end of service, kitchen staff will take the remaining food, clean it if necessary, and return it to inventory.

For the 2023-2024 school year, Jordan Public Schools is participating in the Free School Meals program. Reimbursable breakfasts and lunches will be free for all students in Preschool - Grade 12. Costs for additional entrees, milk-only purchases and more, can be found on our website www.jordan.k12.mn.us/nutritionalservices.

All families are encouraged to fill out the Application for Educational Benefits. This application qualifies families for benefits including discounted college application and academic testing fees, discounted participation fees on district athletic programs, and some Community Education and Recreation courses. **Students who were approved for benefits last year will still need to turn in a new application this school year.** Questions about lunch accounts should be referred to the Nutritional Services Director at 952-492-4417.

Occasionally parents like to come and eat lunch with their children. Parents, guardians, grandparents and special visitors may have limited access at JES to ensure the health and safety of students and staff. If visitors want to have lunch with a student, they are encouraged to take them to a special place outside of the school, and return once their scheduled lunch time is complete.

PROCEDURES FOR NOTIFYING FAMILY OF LUNCH ACCOUNT STATUS

Please reference *534 Unpaid Meal Charges* on the Jordan Public Schools website for procedures regarding lunch account balances.

MESSAGES TO STUDENTS

Office telephones are not for students' personal use. Students will not be called out of class to receive phone messages except in the event of an emergency. Personal cell phone use during the instructional day is also prohibited.

NONDISCRIMINATION

The school district is committed to inclusive education and providing an equal educational opportunity for all students. The school district does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, or age in its programs and activities. The school board has designated Superintendent, Ranae Case Evenson, 500 Sunset Drive, Jordan, MN 55352, 952-492-6200, as the district's human rights officer to handle inquiries regarding nondiscrimination.

NOTICE OF VIOLENT BEHAVIOR BY STUDENTS

The school district will give notice to teachers and other appropriate school district staff before students with a history of violent behavior are placed in their classrooms. Prior to giving this notice, district officials will inform the student's parent or guardian that the notice will be given. The student's parents/guardians have the right to review and challenge their child's records, including the data

documenting the history of violent behavior.

ONLINE PARENT/GUARDIAN ACCESS

Parents can check their child's/children's lunch account, attendance, and academic status on the Infinite Campus Portal of the District website. To access information, you will need to use a password/code. Please contact the District Office (952-492-6200) for more information.

PARENTAL CUSTODY

The school will assume, unless informed differently, that the parents/guardians listed in Infinite Campus have legal and physical custody rights of a child. Legal custody allows the parent/guardian access to all educational data and involvement in school meetings for the child. Parents/guardians who have physical custody rights can make decisions regarding who can pick up or drop off the child, and may volunteer or visit the child at school. If parental custody of a child is changed or restricted, the school office must be given legal written notification from the court indicating the restrictions. No child will be released to anyone without permission from the custodial parent/guardian with physical custody rights. Any questions on custody issues must be clarified by the court and presented to the administration.

PARENT/GUARDIAN – TEACHER INVOLVEMENT

Parent-Teacher Organization (PTO): All parents/guardians are welcome and encouraged to be involved in their child's education by joining the JES PTO. PTO meetings are open to all parents and are held on a monthly basis, usually the first Tuesday of the month. The function of the JES PTO is to: 1. Help improve the Elementary School programs. 2. Discuss the strengths and needs of Jordan Elementary. 3. Promote positive home/school communication. 4. Help with school/community projects. **Please contact the JES PTO for more information at [JES PTO Info](#)**

PLEDGE OF ALLEGIANCE

Students in this school district shall recite the pledge of allegiance to the flag of the United States of America at least one or more times each week. The recitation shall be conducted by each individual classroom teacher or over a school intercom system by a person designated by the school principal or other person having administrative control over the school.

Any student or teacher may decline to participate in recitation of the pledge of allegiance to the flag. Students must respect the choice to not recite the pledge. Students will be instructed in the proper etiquette toward, correct display of, and respect for the flag and in patriotic exercises.

RECESS

Students are expected to go outside for approximately twenty-five minutes during the school day. This school-wide, scheduled recess time coincides with the scheduled lunch period, and does not include additional "brain/movement breaks", extra recess, outdoor learning or Phy. Ed. activities where students would have the opportunity to go outside with their homeroom.

Students will not be prohibited or excluded from this school-wide, scheduled recess as a consequence for behavior unless:

- a student causes or is likely to cause serious physical harm to other students or staff
- the student's parent or guardian specifically consents to the use of recess detention
- for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.

Students **will not** go outside if:

- The wind chill or air temperature is below zero degrees.
- The child is ill and has a doctor's note stating he/she cannot be outdoors.
- It is raining / severe weather.

SCHOOL DISTRICT CLOSING PROCEDURES

The District will cancel school if it is determined that it is unsafe for students and staff to travel to school. The Superintendent will make a decision to close schools using guidance from the National Weather Service in Chanhassen (<https://www.weather.gov/mpx/>). The decision will be made in collaboration with our partners at Benjamin Bus Company. Reasons for closure may include excessive snow, dangerously low temperatures combined with wind chill, unsafe road conditions, especially as they relate to bus travel, or if it is determined that buses will not operate dependably. The decision will typically be made prior to 5:45 am in order to provide adequate notification for commuting families and our students who ride buses. Students should not report to school.

Decisions to close schools or alter schedules for students are made to insure the safety of students based on information available. It is important to remind students, staff, parents/guardians, and District residents of the school closing procedures and communications to ensure student safety and a safe winter for all.

We will focus on the safety of our students, and more specifically, on the safety of children who are waiting at bus stops or walking to school during the decision making process. If parents/guardians disagree with the District's decision to have school, they may always keep their children home, and it would be marked as an excused absence.

Factors used for deciding on closing school for severely cold weather are based on the National Weather Service's wind chill forecast and their corresponding **frostbite guideline chart (see below)**. Consideration to delay the start of school or cancel school will be triggered if the National Weather Service projects a 6:30am wind chill temperature of -35°F to -40°F, or greater, with a corresponding frostbite stage in the 5-10 minute range. The decision will also be made if there is a combination of

dangerous road conditions and a wind chill that is very cold, but may not be in the above noted threshold.

Late Start

Should it be determined to start school late, the District will use the same notification system and timelines as those used for a school closure. Buses will operate on a schedule to deliver students in time for a late start and dismissal will be at the regular time. Families that live on rural roads may receive an alternate pick up location from our partners at Benjamin Bus Company for late start days when rural routes are undriveable for buses. Families that are impacted by alternate pick up locations will be notified as soon as possible by Benjamin Bus Company on late start days.

Notification

The District will notify families directly using the District Website (www.jordan.k12.mn.us), our Blackboard Notification system (email/phone call), Facebook (<https://www.facebook.com/ISD717>), and Twitter (<https://twitter.com/ISD717>). Parents/guardians should make sure phone numbers and email addresses are accurately entered into their Infinite Campus Parent Portal to ensure phone calls and messages will be delivered correctly. If you don't receive notifications, please contact an appropriate building secretary or the District Office. Announcements will also be made on WCCO-TV, KSTP-TV, KARE 11, FOX 9 TV, KCHK Radio, and WCCO 830 AM Radio. The District's Website (www.jordan.k12.mn.us) and social media accounts are updated to reflect school closing information as soon as possible after the announcements are made. We ask that, except in an emergency, families please not call the school office because phone lines are needed for administrative use. An exception is if there is an emergency that the District should be made aware of immediately.

SEARCHES

In the interest of student safety and to ensure that schools are drug free, district authorities may conduct searches. Students violate school policy when they carry contraband on their person or in their personal possessions or store contraband in their desks, lockers, or vehicles parked on school property. "Contraband" means any unauthorized item, the possession of which is prohibited by school district policy and/or law. If a search yields contraband, school officials will seize the item(s) and, where appropriate, give the item(s) to legal officials for ultimate disposition. Students found to be in violation of this policy are subject to discipline in accordance with the school district's "Student Discipline" policy, which may include suspension, exclusion, expulsion, and, when appropriate, the student may be referred to legal officials.

Lockers and Personal Possessions within a Locker

According to state law, school lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. School officials may inspect the interior of lockers for any reason, at any time, without notice, without student consent, and without a search warrant.

Students' personal possessions within a school locker may be searched only when school officials have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. After the search of a student's personal possessions, the school officials will provide notice of the search to students whose lockers were searched, unless disclosure would impede an ongoing investigation by police or school officials.

Desks

School desks are the property of the school district. At no time does the school relinquish its exclusive control of desks provided for the convenience of students. School officials may inspect the interior of desks for any reason, at any time, without notice, without student consent, and without a search warrant.

Personal Possessions and Student's Person

The personal possessions of a student and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.

For more specific information, see policy, *502 SEARCH OF STUDENT LOCKERS, DESKS, PERSONAL POSSESSIONS, AND STUDENT'S PERSON*, on the [Jordan Public Schools](http://JordanPublicSchools.com) website.

SKATE/HOVERBOARDS, SCOOTERS, SKATES (IN-LINE & SHOES WITH SKATES)

These items are not allowed in school and are prohibited on school property. Items will be taken away from students who do not follow the rules or who participate in unsafe use. If students bring a skateboard or hoverboard to school, please store it in the office. Do not ride them until off school property.

STUDENT PUBLICATIONS AND MATERIALS

The policy of the school district is to protect students' free speech rights while, at the same time, preserving the district's obligation to provide a learning environment that is free of disruption. All school publications are under the supervision of the building principal and/or sponsor.

Non-school-sponsored publications may not be distributed without prior approval.

Distribution of Non-school-Sponsored Materials on School Premises

The school district recognizes that students and employees have the right to express themselves on school property. This protection includes distributing non-school-sponsored material, subject to school district regulations and procedures, at a reasonable time and place and in a reasonable manner. For detailed information, see the complete *505 Distribution of Non-school-Sponsored Materials on School Premises by Students and Employees* policy found on the [Jordan Public Schools](http://JordanPublicSchools.com) website.

STUDENT RECORDS

Student records are classified as public, private, or confidential. State and federal laws protect student records from unauthorized inspection or use and provide parents/guardians and eligible students with certain rights. For the purposes of student records, an “eligible” student is one who is 18 or older or who is enrolled in an institution of post-secondary education. For more complete information on the rights of parents/guardians and eligible students regarding student records, see the full policy *515 Protection and Privacy of Pupil Records*, found on the [Jordan Public Schools](#) website.

STUDENT SURVEYS

Occasionally, the school district utilizes surveys to obtain student opinions and information about students. See policy *520 Student Surveys* on the [Jordan Public Schools](#) website for complete information on the rights of parents/guardians and eligible students about conducting surveys, collection and use of information for marketing purposes, and certain physical examinations.

TRANSPORTATION OF PUBLIC SCHOOL STUDENTS

The school district will provide transportation for all resident students who live one mile or more from the school. Transportation will be provided on all regularly scheduled school days or make-up days. Transportation will not be provided during the summer school break, except in certain circumstances. The school district will not provide transportation for students whose transportation privileges have been revoked or have been voluntarily surrendered by the students' parents or guardians.

VIDEO AND AUDIO TAPING

School Buses All school buses used by the school district may be equipped for the placement and operation of a video camera. The school district will post a notice in a conspicuous location informing students that their conversations or actions may be recorded. The school district may use a videotape of the actions of student passengers as evidence in any disciplinary action arising from the students' misconduct on the bus.

Places Other Than Buses

The school district buildings and grounds may be equipped with video cameras. Video surveillance may occur in any school district building or on any school district property. Video surveillance of locker rooms or bathrooms will only be utilized in extreme situations, with extraordinary controls, and only as expressly approved by the superintendent.

VISITORS IN DISTRICT BUILDINGS

Volunteers, parents, guardians, grandparents and special visitors may have limited access at JES. Because of student safety, we do require visitors to sign in at the office and wear a visitor's badge before visiting any classroom. To ensure the safety of those in the school and to avoid disruption to the learning environment, all visitors must report directly to the office upon entering the building. All visitors will be required to check in at the office and wear a visitor's badge while in the building during the school day. Visitors wanting to enter the classroom during instructional time must make arrangements with school staff in advance. An individual or group may be denied permission to visit

a school or school property, or such permission may be revoked, if the visitor does not comply with school district procedures or if the visit is not in the best interest of the students, employee, or the school district. Students are not allowed to bring visitors to school without prior permission from the principal.

VOLUNTEER GUIDELINES

Jordan Public Schools welcome volunteers of all ages who want to share their talents, skills and resources to help support students, teachers, and school programs. Volunteers play an important role in our efforts to ensure academic success for every student. Every day parents, grandparents, community and business members bring fresh perspectives and enthusiasm to our schools while enriching the learning experience of our students. Volunteers have discovered that spending time and sharing talents with students is an energizing and worthwhile experience. Whether you have an hour a day, a week or month, we have students and classrooms that can use your help.

Some of the ways you can share your skills and contribute are:

- Read to students or listen to them read
- Work one-on-one or in small groups helping students master basic skills in math, reading or writing
- Visit a classroom as a resource speaker and add first-hand experience by sharing your career, travel or ethnic heritage
- Assist with classroom and school activities
- Work behind the scenes on school projects and events
- Serve on school or district-wide committees and councils

We are committed to working with you to ensure volunteering is a rewarding experience for everyone. We ask that you follow the policies and expectations outlined below to help us maintain a safe and respectful environment for students, staff, and volunteers.

Confidentiality

Confidentiality is very important. While volunteering, you may observe, read or hear much about individual students and their school or home experience. Do not discuss your observations or opinions about a student with anyone other than the student's teacher or school principal. All information about student abilities, behavior, relationships, grades or background is confidential. We depend on our volunteers to maintain confidentiality of our students, staff and volunteers.

Sign-In/Out

You are required to sign-in before you begin your volunteer activity. Stop in the office immediately upon arrival each time you volunteer. For the safety of everyone, we need to know who is in the building and where to locate you in case of an emergency. Don't forget to sign out.

Name Badges

Volunteers must wear an official volunteer name badge while in the building. Name badges identify you to students, staff and other volunteers as a registered volunteer.

Student Discipline

Volunteers may not discipline students beyond maintaining order in their group or activity. Please report any problems with a student's behavior to the supervising staff person. The professional staff of the school is always responsible for discipline.

Student Contact

For the protection of both you and the students, observe the following when working with students:

- Avoid being isolated with a child, such as a room with a closed door. Work only in areas of the school that are in continual, direct supervision of district staff.
- Use the staff/adult restroom facilities rather than the student facilities.
- Refrain from giving students gifts, rewards, or food items without the teacher's permission.
- Interactions between you and students may take place only at scheduled times and in the school.

Cultural Differences

Our school community is diverse. It is important that we work with one another without bias and consider cultural, moral, and value differences.

Younger Children

Many of the volunteer jobs require your undivided attention, and bringing your younger child with you to school could prohibit you from doing your best work. Please talk to your staff contact about volunteer projects that you can do at home instead.

Use of Controlled Substances

The distribution, possession or use of tobacco, alcohol or controlled substances by staff, students, visitors or volunteers is prohibited on school grounds.

MN Bureau of Criminal Apprehension Background Check

Minnesota state statute 123B.03 requires that a background check be performed as this volunteer position may involve working with or near children. Jordan Public School District policy 404 outlines the procedures for a background check. If you will be volunteering in the school under the direct supervision of a school district employee, the District **will not require a criminal background check**. However, if you are volunteering in the school and will be working with children in areas not supervised by a school district employee, you will need to **complete a District-paid criminal background check via an online agency, *Trusted Employees***. For volunteers chaperoning for field trips or other events **outside of school, the volunteer will need to pay for a criminal background check to be completed by the District**. Please contact the JPS District Office or click on the following link to complete the online form for a background check if you plan on volunteering at JES for the upcoming school year: [Volunteer Guidelines and Criminal Background Check](#)

PART II — ACADEMICS AND SOCIAL-EMOTIONAL LEARNING

ALTERNATIVE EDUCATIONAL OPPORTUNITIES

Some students may be at risk of not completing their educational programs. The school district provides alternative learning options for students who are at risk of not succeeding in school. Alternative educational opportunities may include special tutoring, modified curriculum and instruction, instruction through electronic media, special education services, homebound instruction, and enrollment in an alternative learning center, among others. A list of the alternative learning options is available in the district office. Students and parents/guardians with questions about these programs should contact the building Principal.

CHEATING AND PLAGIARISM

Cheating and plagiarism are prohibited. Students who cheat or commit plagiarism on any test or assignment will be given a failing grade for that test or assignment and will be disciplined in accordance with the school district's policy *506 Student Discipline*.

EARLY ENTRANCE INTO KINDERGARTEN

General Statement of Policy 626: Jordan Public Schools #717 and the State (Statute M.S. 120A.20A) guidelines require that a person shall not be admitted to a public school as a Kindergarten pupil, unless the pupil is at least five years of age on September 1 of the calendar year in which the school year for which the pupil seeks admission commences; however, a child whose birth date falls on or between September 1st and October 30th may enter Kindergarten if he or she meets the early entrance requirements as listed in this policy and approved by the Superintendent. To view the complete policy and/or to learn more about the process for consideration of Early Entrance, please go to the district website or contact the building principal.

EXTENDED SCHOOL YEAR

The school district provides extended school year opportunities to a student who is the subject of an Individualized Education Program (IEP) if the student's IEP team determines the services are necessary during a break in instruction in order to provide a free and appropriate public education. For more information on extended school year opportunities for students with an IEP, contact the building principal.

FIELD TRIPS

Field trips may be offered to supplement student learning. Field trips may be optional and, if so, students who participate may be charged. Students will not be required to pay for instructional trips that take place during the school day, relate directly to a course of study, and require student participation.

If a student is attending a field trip, he/she is required to report to school and ride the bus to the field trip. If there are medical reasons as to why a student cannot ride the school bus to a field trip, a doctor's note must be presented to the building principal for consideration of alternate forms of transportation to the event by a parent/guardian. This ensures the safe transportation and liability of students to the event, and also allows the school to adhere to the timelines and requirements administered by the organization or agency offering the field trip. Students are allowed to go home only with their parents/guardian from the field trip, and must declare this on the field trip permission slip. Families are encouraged to contact administration at least a week before the field trip if there are extenuating circumstances to be considered in following these procedures.

FLEXIBLE ONLINE LEARNING DAYS

Background: In 2017 the Minnesota Legislature amended the Length of the School Year; Hours of Instruction ([Minn. Stat. 120A.41](#)) to include the option of districts utilizing e-Learning days:

- Due to inclement weather
- Up to five days in one school year.
- Counted as an instructional day and included as hours of instruction.

Jordan Public Schools' Online Asynchronous Learning Plan

MDE Compliant Plan Development

Jordan Public Schools' Flexible "Online Asynchronous Learning" Plans are developed by the district administration team and then approved and shared through the following agencies:

- The Flexible Learning Plans are communicated through each building's -- elementary, middle, and high school -- *Student and Parent Handbook*.
- The *Student and Parent Handbook* is reviewed by all building teachers.
- The *Student and Parent Handbook* is presented and approved by the School Board in August before the start of the school year.
- The *Student and Parent Handbook* is published on the website for students, parents, and community members to view prior to the start of the school year.

Flexible "Online Asynchronous Learning" at Jordan

Flexible "Asynchronous Online Learning" involves online or teacher-prepared lessons that students complete when away from the physical school building. Using one-to-one devices, Jordan Public Schools (JPS) recognizes that education can continue even when students and teachers are not in the same location. Along with emphasizing the value of learning, the Flexible "Online Asynchronous Learning" Days encourage character growth in the areas of self-sufficiency, adaptability, and perseverance.

JPS Flexible "Online Asynchronous Learning" Goals

- To minimize the disruption to academic progress caused with school closures by making those out-of-school days as educationally productive and engaging as possible.
- To allow JPS students an opportunity to practice the kind of online learning that is increasingly part of secondary, post secondary, and workplace training.
- To maximize the use of Jordan Public School's one-to-one technology.

Flexible “Online Asynchronous Learning” by School

Students in grades K-4: Students should spend time outside and with family - play games, read books, and enjoy some physical activity. Families and students may also be asked to access and work through Flexible “Online Asynchronous Learning” Activity Boards posted on each grade level’s website. Teachers are available via email to support student learning and connect with families.

- **Attendance:** Parents will verify attendance and call students in absent using the attendance line as needed; otherwise, all students will be assumed as present.

Students in grades 5-12: Students will complete assignments posted on Google Classroom, the school’s online learning platform. All assignments will be posted by 10:00am with teachers available to answer questions and support learning via email throughout the day until 3:00pm. It is understood that students will have a wide variety of responsibilities at home during Flexible “Online Asynchronous Learning” Days and that some may not have access to the internet. Staff members understand these challenges and will be flexible with those situations. However, the expectation is that students will complete the work in a timely manner as developed between student and teacher.

- **Attendance:** Students will verify attendance through an emailed google form that will be sent to all students from the attendance office.

Students with Disabilities: As required under Chapter 125A, students will have assignments designed to meet the needs of IEP/504 plans.

- Early in the academic year, the key stakeholders (case manager, parent, teacher and student) will collaborate to create the plan in an IEP meeting, other face-to-face meetings, or through email.
- On a Flex Day the classroom teacher will be the main resource for help on assignments and lessons. The classroom teacher is responsible for modifying and differentiating lessons to meet student needs. However, if a student ordinarily leaves the classroom and goes to another teacher for math, reading, or some other subject, then that special education teacher should design the Flex Day assignment for that particular area.
- When a Flexible Learning Day plan cannot completely replicate an in-session school day, efforts will be made to provide the support needed by particular students. For instance, if reading is a challenge for a student and the student has online access, the teacher may assign tasks on sites that will read text aloud.
- All assignments will be posted by 10:00am with teachers available to answer questions via email throughout the day until 3:00pm.

Technology Access

Jordan Public Schools started the district's 1:1 digital device initiative for students in grades K–12 in 2013. Currently, all students grades K-12 have access to a 1:1 learning device for use at school and potentially at home.

Students and parents without home Internet access or with limited Internet access must inform teachers of this fact so that needed modifications to assignments and due dates can be made.

- Internet wifi hotspots are available as needed. Contact technology by calling the tech hotline at 952-492-4500 or fill out this [Technology Ticket](#).

Flexible “Online Asynchronous Learning” for Parents

Parents should visit with their child's teachers regarding the expectation on Flex “Online Asynchronous Learning” Days. If required, special arrangements for students must be worked out prior to the first Flex Day. Families are asked to inform the teacher if they do not have Internet access at home since access to Google Classroom and completion of regular 5-12 assignments will require internet access by the student.

Parents, along with teachers and students, are asked to remember that Flex “Online Asynchronous Learning” Days are designed to be flexible: if a child struggles with a concept or assignment and is unable to complete the work that day, parents should remind their child to communicate with the teacher the next day about how to meet requirements. Students and parents can also reach out to staff throughout the flexible learning day for support.

Parents should contact teachers directly with any questions, concerns, or frustrations they may have regarding Flexible e-Learning Day assignments.

Flexible “Online Asynchronous Learning” for Teachers

In preparation for Flexible Learning Days, teachers in grades K-12 have been asked to:

- Familiarize students with Google Classroom or the website so students will be able to access and complete any online assignments.
- Provide a timely plan, posting work for the day by 10:00am (grades 5-12).
- Plan for self-directed, independent learning with specific consideration for age and individual learning needs.
- Anticipate time requirements recognizing students learn at different paces, especially in an independent setting.
- Customize learning opportunities with a focus on supporting troubleshooting for students with digital challenges.
- Communicate with colleagues to ensure common expectations, communications, work load, and protocols. (*Reminder -- if everyone gives an hour of work to the students, that is not realistic for completion and growth.*)
- During Flex Days, all K-12 teachers have been asked to:
 - Check Google Classroom and/or email throughout the Flexible “e-Learning” Day from 7:30am to 3:00pm.
 - Interact with students and post lessons or activity boards.
 - Complete the *Flex “Online Asynchronous Learning” Day: School Closings Google Form* by 10:00am. This form will allow district administrators and staff to better answer questions from parents on student assignments or

- plans and will allow administrative staff to better support your own personalized growth on this day.
- o Continue your work as a team or individual on professional development topics.

Reporting Flexible “Online Asynchronous Learning” Days in MARSS

Flexible Online Learning Days will be reported as regular instructional days in MARSS A School File. The length of the school day will be reported as the same length that was originally scheduled.

GRADES AND CONFERENCES

Student progress will be reported to parents by the use of a report card at the end of each semester (2 times per year). In addition, parent/teacher conferences will be held twice during the school year. Conferences provide an opportunity for parents and teachers to share information about a student's progress and needs.

Fall Conferences for grades K-4 will be held on Thursday, November 2, from 3:30-7:30 PM, and Friday, November 3, from 8:00 AM - 12:00 PM.

Spring Conferences for grades K-4 will be held on Thursday, March 21, from 3:30-7:30 PM, and Friday, March 22, from 8:00 AM - 12:00 PM.

By law, schools are only required to provide one conference per student unless there is court documentation that states otherwise. More information will be made available as we get closer to these dates.

HOMWORK GUIDELINES

Jordan Elementary teachers feel it is important for children to develop good study skills at the beginning of their school career. This includes the development of good home study habits. Homework may include reading assignments from textbooks and/or completing assigned work. It is strongly recommended that each student include recreational (outside) reading as part of his/her study time. The amount of time spent will vary according to the needs and abilities of each student. Please set aside a time and place where quality work may be completed each evening, and try to make it a positive experience for your family.

Academic Performance

All students are expected to achieve an acceptable level of proficiency on state standards. The district has a variety of services to help students succeed in school. Students who achieve at an acceptable level will be promoted to the next grade level at the completion of the school year.

MN STATE TESTING

Parents/guardians have a right to not have their student participate in state- required standardized

assessments. Minnesota statute requires that districts provide information about statewide assessments to parents/guardians and include a form to complete if they refuse to have their student participate. The form is available on the Jordan Public Schools website in English and Spanish. [JPS Teaching and Learning-Testing](#)

PARENT/GUARDIAN RIGHT TO KNOW

If a parent/guardian requests it, the school district will provide information regarding the professional qualifications of his/her child's classroom teachers, including, at a minimum, the following:

- whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- whether the teacher is teaching under emergency or other provisional licensing status through which state qualification or licensing criteria have been waived;
- the baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree;
- whether the student is provided services by paraprofessionals and, if so, their qualifications.

In addition, the school district will provide parents/guardians with information as to the level of achievement of their child in each of the state academic assessments. The school district also will provide notice to parents/guardians if, for four or more consecutive weeks, their child has been assigned to or taught by a teacher who is not highly qualified.

PROMOTION/RETENTION PROCEDURE

If retention of a student is to be considered, a discussion involving professional staff and parents/guardians will take place during the school year and at spring conferences. After the discussion, the building principal, educational team and parents/ guardians will further evaluate and decide what is in the best interest of the student. After consultation with the Superintendent, a final decision will be made.

PLANNERS

The staff, students, and parents of Jordan Elementary agree that the planner is an excellent tool for communication between home and school. Parents/guardians of students in grades 2-4 are asked to pay for planners prior to the start of the school year and are covered by the classroom supply money collected at the beginning of the school year. Planners are most effective when expectations of all three members of the partnership are fulfilled. Those expectations are listed below:

Staff is expected to...

- Write all assignments on the board.
- Sign or initial each planner every day before dismissing.
- Write notes to parents when needed.

Students are expected to...

- Take a planner to and from school every day.

- Copy assignments from board to planner.
- Designate a certain time nightly to do homework, discuss planner, and have a parent/guardian sign planner.

Parents/Guardians are expected to....

- Sign / initial planner every day.
- Write notes to the teacher when needed.

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS)

JPS staff works diligently with students to support their social and emotional needs at school, which can have a direct impact on academic performance. The underlying theme of PBIS is teaching behavioral expectations in the same manner as any core curriculum subject. PBIS is endorsed by MDE and is written in state legislation as an appropriate character education program for students. PBIS has a common purpose and approach to discipline that includes:

- Clear set of positive expectations and behaviors
- Procedures for teaching expected behaviors
- Continuum of procedures for encouraging expected behavior
- Continuum of procedures for discouraging negative behavior

The following guidelines have been established in order to help students, parents/guardians and teachers better understand the behavioral expectations for students. The consequences are aimed at assisting students in meeting expectations. They are not, however, absolute. Each disciplinary situation that arises will be handled with the best interests of the student involved and the school as a whole in mind. Therefore, professional judgment may be used when determining what, if any, consequences are enforced in a given disciplinary situation. The principal or designee may impose or recommend longer suspensions, expulsion, or any other discipline as appropriate on a case by case basis.

Students, who do not comply with the rules and regulations as set by the Board of Education, will face appropriate consequences for their behavior. These consequences may range from a simple reminder to expulsion or exclusion. Naturally, the severity of the consequence will depend upon the degree and frequency of the student's inappropriate behavior. Inappropriate behaviors/disruptions within the learning environment may result in more severe consequences due to the negative effect on learning. Students must provide accurate information when discussing disciplinary incidents. Students will have the opportunity to complete all school work while suspended, which will be available from the classroom teacher and/or via Google Classroom.

Jordan Public School staff is trained in nonexclusionary discipline practices such as school-wide Positive Behavior Interventions and Supports (PBIS). At JPS a team of school representatives composed of administrators, classroom and special education teachers and non-certified staff meet on a regular basis to support staff, students and families with following our school rules: Be Respectful,

Responsible, and Safe, as well as the District's strategic plan of *Grow your Jordan PRIDE: Preparedness. Respect. Integrity. Dependability. Excellence.* Jordan Public Schools uses **non exclusionary discipline and practices, restorative practices/conversations**, and the language of **Recognize, Acknowledge, and Connect** as a framework for working with students. All students will be taught PBIS processes and procedures during the first weeks of school and are revisited throughout the school year.

Nonexclusionary discipline and practices is defined as policies and practices that are alternatives to dismissing a student from school, including but not limited to evidence-based positive behavior interventions and supports (**PBIS**), social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title I services or reading interventions, and alternative education services.

Restorative Practices	Culturally Responsive Pedagogy
Classroom Discipline Reflection Sheet Affective Statements Circles Restorative Questions	Collaboration Contracts Responsiveness Attention Signals Response Protocols Movement Protocols Discussion Protocols Competency Relevance

Recognize - the Person

Everything that happens in a school setting is about building relationships. With every thought, word, and action, the foundation of relationships are being created. "Recognize" is the staff's commitment to truly get to know and appreciate each student. We know their likes and dislikes, hobbies, interests beyond school, and get to know their learning styles. We "Recognize" that every student is special and we will always care for the student while we are also teaching helpful/positive and hurtful/negative behaviors.

- Greeting students at the classroom door and during Morning Meeting
- Noticing the person by making eye contact
- Think about ratio of positive to negative interactions

Acknowledge - the Behavior

Students, actually all people, need to be taught the behaviors that are positive and helpful for the environment, relationship, and/or task at hand. During the first week of school, teachers will create a collaboration contract. During this time staff and students will brainstorm behaviors that are helpful/positive for school and behaviors that are hurtful/negative for the learning environment.

Once the contract is created, students and staff will sign it and display it in a prominent place in the classroom.

The agreement affirms everyone's awareness that positive behaviors need to be taught so they can become habits. Positive behaviors will be taught and reinforced with acknowledgements and sporadically with incentives/rewards, while negative behaviors may lead to consequences and punishments. It is very important to note that during the "Acknowledge" phase, students' self esteem is of utmost priority. Regardless of the behavior, we care for the students personal growth into a healthy learner.

- Acknowledge the positive behavior
 - Individual Jordan PRIDE Passes
 - Class Passes for a whole classroom showing expected behavior
 - Weekly PRIDE Pass drawings to celebrate positive behaviors
 - All school celebrations for filling up the PRIDE Pass Baskets

- Acknowledge the negative behavior
 - Many minor behaviors can be addressed by the classroom teacher using the following approach under **connect**.
 - Stop and Think slip
 - Work with WIN Para
 - Refer major behaviors to Behavior Specialist and/or Administrator
 - Office Referral

Connect - to the group (Conversation/Consequence/Punishment)

When negative behavior occurs, staff will also teach how those behaviors impact others. The steps for teaching hurtful behaviors will most often start with a **conversation**. The conversation is the teaching time. At times it is a pull aside conversation. At other times it might need to be more firm. If the behavior continues after the conversation, then teachers will implement a **consequence**, which may include a phone call home to the child's family or a "Just Stop and Think" slip naming the inappropriate behavior and what school rule the student needs to improve on. Once again the consequences are designed to teach that a behavior is hurtful. If the negative behavior continues after consequences or if the behavior is abusive to self or others in nature, staff will use a **punishment** for a teaching tool, which may include an office referral and/or suspension that will require the implementation of **nonexclusionary discipline and practices**. A punishment should be one and done. Consequences and punishments are tools we use to show the student how much we care about them. It is important to note that if behaviors ever require a punishment, parents/guardians will be brought into the process. It may also be determined that a more in depth communication/ meeting should be scheduled to determine an action plan for future student success (see policy 506 *Student Discipline* on the [Jordan Public Schools](http://www.jordanpublicschools.org) website for more detailed information).

Students, parents and other guardians, and school staff may file a complaint and seek corrective action when the requirements of the Minnesota Pupil Fair Dismissal Act, including the implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied. If you have a complaint, please complete the [JES Discipline Complaint Form](#).

WIN Room

All students can learn from their mistakes by processing and fixing the results of their behavioral choices in a safe environment that allows them to learn and grow. The purpose of the WIN room is for students to take responsibility for and develop a plan to correct the behavior and assist teachers in the RAC process (outlined above). In collaboration with the staff member in the WIN room and building behavior specialist, the student will reflect and repair the relationship with the affected staff member and/or student(s). The goal is to assist students in choosing behaviors that are positive and help them to learn and succeed in the school environment.

Classroom teachers are asked to implement two interventions prior to sending a student to the WIN room. Teachers must complete a student referral and/or call the office to inform staff as to why the student is needing a break from the classroom.

Finally, it is important to note that **we will use restorative practices to fix and repair relationships when conflict or harm occur**. Restorative practices are tools to support students in understanding their behavior impacts others, and when harm happens working to repair from the harm is essential. All staff will become familiar and trained in the following practices.

Mindfulness

The mindfulness curriculum is offered to students throughout the school day as a way to learn skills to develop self-regulation, manage strong emotions and build physical and emotional strength. This integrated approach to wellness uses mindful-based movement, breathing techniques, social/emotional skill development and relaxation techniques to meet children's emotional, physical and mental needs.

Mindfulness is used by thousands of educators, parents and mental health professionals nation-wide. Supported by the latest research in neuroscience, trauma and social-emotional learning, the curriculum creates optimal learning environments that improve children's focus, behavioral skills, physical health and emotional stability.

Students at JES will be intentionally taught mindfulness practices in the classroom, and have opportunities to practice it each day as a class, in small groups, or on an individual needs basis.

Harambee

Harambee, which means pulling together, is a celebration event that creates an environment that generates positive energy and **recognizes** the individual, **acknowledges** positive behaviors, and celebrates differences.

Harambee focuses on unity by empowering the youth culture to build strong relationships and connections between grade levels. Harambee is an opportunity for staff and students to **Recognize** the uniqueness of each individual. The assembly **Acknowledges** positive behaviors that promote celebrating our differences and developing a love for learning and school. By coming together, we make meaningful **Connections** with the adults and students of our larger school community.

What does Harambee look like? This 30-minute event will follow the structure below:

- Introduction (explaining Harambee)
- Cheers and Chants (create unity and positive energy)
- Topic Discussion (recognize and celebrate differences)
- Celebration Song (theme song)
- Recognitions (all grades acknowledge students for positive behaviors)
- POWER Chant (create unity and positive/high energy)
- Moment of Silence (calm energy and quiet mind)

Peaceful Bus

The *Peaceful School Bus* program was designed to reduce student behavior problems on our school buses. It also creates a sense of community and responsibility among students on each bus route. We hope this program will make a child's experience on the bus easier and more enjoyable. Two times a year, students on each school bus will gather together for a 45-minute meeting during the school day. They will get to know each other and learn how to act responsibly on the bus. This program is a natural extension of our J-Town Pride efforts already in place. Bus drivers will join them in these meetings whenever possible. Seeing bus drivers, teachers, other school staff members, and parents/guardians working together, will demonstrate to students that we all care about what happens on the school bus.

TENNESSEN WARNING

When students or staff are being questioned about a serious incident that occurred at school, the building administrator will provide the Tennessee Warning. The Minnesota Government Data Practices Act (Minn. Stat. 13.01 et seq.) provides that an individual asked to supply private or confidential data concerning the individual has the right to be informed of the following:

1. The purpose and intended use of the requested data;
2. Whether the individual may refuse or is legally required to supply the requested data;
3. Any known consequence of supplying or refusing to supply the private or confidential data; and
4. The identity of persons or entities authorized by state or federal law to receive the data (Minn. Stat. 13.04, subd. 2)

More Information on Jordan PRIDE, PBIS, Mindfulness, Culturally Responsive Pedagogy, Restorative Practices, and Peaceful Bus is available on the school website.

PROMOTION AND RETENTION

Jordan Public Schools expects all students to achieve at an acceptable level of proficiency. Parental assistance, tutorial and remedial programs, counseling and other appropriate services shall be coordinated and utilized to the greatest extent possible to help students succeed in school.

Promotion

Students who achieve at levels deemed acceptable by local and state standards shall be promoted to the next grade level at the completion of each school year.

Retention

Retention of a student may be considered when professional staff and parents/guardians feel that it is in the best interest of the student. Physical development, maturity, and emotional factors shall be considered as well as scholastic achievement. The superintendent's recommendation shall be final, and documentation will be included in the student's file.

SUBJECT/GRADE LEVEL ACCELERATION

Jordan Public Schools supports the philosophy that all students must be educationally challenged by their school programs. Some students may have already learned material taught in their grade level classes or may learn it more rapidly and in greater complexity than other students. When a reasonable attempt to provide a curriculum at a student's grade level does not provide sufficient challenge, options for curriculum acceleration should be considered by teachers, parents/guardians, and the building principal. The District has a policy to establish standards and procedures for grade advancement and/or subject-specific acceleration of students in grades 3-8. To view the complete policy, please go to the district website or contact the building principal.

SUMMER SCHOOL/LEARNING YEAR PROGRAM

The school district may provide summer school learning opportunities. For more information, contact the office or principal.

After School Program

The school district offers to its students a learning year program that provides instruction throughout the year on an extended year calendar, extended school day calendar, or both. A student's participation in the program is optional. Students participating in the After School Program will need parental permission to participate in the program. Parents/guardians are responsible for transporting students home after each session.

PART III — RULES AND DISCIPLINE

ATTENDANCE

Regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability. For detailed information, see policy *503 Student Attendance* in the back of the handbook and/or on the [Jordan Public Schools](#) website.

BULLYING PROHIBITION

The school district is committed to providing a safe and respectful learning environment for all students. Acts of bullying, in any form, by either an individual student or a group of students, is prohibited on school district property or at school-related functions. For detailed information regarding the school district's policy *514 Bullying Prohibition*, refer to the back of this handbook and/or on the [Jordan Public Schools](#) website.

BUSES-CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

Riding the school bus is a privilege, not a right. The school district's general student behavior rules are in effect for all students on school buses, including nonpublic and charter school students. The school district will not provide transportation for students whose transportation privileges have been revoked.

Consequences for school bus/bus stop misconduct will be imposed by the school district under adopted administrative discipline procedures. In addition, all school bus/bus stop misconduct will be reported to the school district's transportation safety director. Serious misconduct may be reported to local law enforcement.

1. School Bus and Bus Stop Rules

The school district school bus safety rules are to be posted on every bus. If these rules are broken, the school district's discipline procedures are to be followed. In most circumstances, consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the school district's Transportation Office/School Office.

2. Rules at the Bus Stop

- a. Get to your bus stop five minutes before your scheduled pick up time. The school bus driver will not wait for late students.
- b. Respect the property of others while waiting at your bus stop.
- c. Keep your arms, legs, and belongings to yourself.
- d. Use appropriate language.
- e. Stay away from the street, road, or highway when waiting for the bus.
- f. Wait until the bus stops before approaching the bus.
- g. After getting off the bus, move away from the bus.

- h. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
- i. No fighting, harassment, intimidation, or horseplay.
- j. No use of alcohol, tobacco, or drugs.

3. Rules on the Bus

- a. Immediately follow the directions of the driver.
- b. Sit in your seat facing forward.
- c. Talk quietly and use appropriate language.
- d. Keep all parts of your body inside the bus.
- e. Keep your arms, legs, and belongings to yourself.
- f. No fighting, harassment, intimidation, or horseplay
- g. Do not throw any object.
- h. No eating, drinking, or use of alcohol, tobacco, or drugs.
- i. Do not bring any weapons or dangerous objects on the school bus.
- j. Do not damage the school bus.

4. Consequences

Consequences for school bus/bus stop misconduct will apply to all regular and late routes. Decisions regarding a student's ability to ride the bus in connection with co-curricular and extracurricular events (for example, field trips or competitions) will be at the sole discretion of the school district. Parents or guardians will be notified of any suspension of bus privileges.

(1) Elementary (K-4)

- **1st offense:** verbal warning/conversation, phone call or written documentation to parents
- **2nd offense:** parent/guardian conference either in person or phone
- **3rd offense:** up to a five school-day suspension from riding the bus.
- **Further offenses individually considered:** Students may be suspended for longer periods of time, including the remainder of the school year.

Note: When any student goes 60 transportation days without a report, the student's consequences may start over at the first offense. The principal always has the discretion to change the above amounts if they deem it appropriate.

(2) Other Discipline

Based on the severity of a student's conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school also may result from school bus/bus stop misconduct.

CELL PHONES, PAGERS, AND OTHER ELECTRONIC COMMUNICATION DEVICES

Students are prohibited from using cell phones, pagers, and other electronic/SMART communication devices (which may include SMART watches and fitness trackers) during the instructional day that disrupt the teaching and learning environment. The only exception is stated below and/or when a teacher allows students to bring an electronic mobile device to class for educational purposes (i.e.: use a graphing calculator app in an upper level math course or for a teacher-assigned instructional activity/project). Students also are prohibited from using a cell phone or other electronic/SMART communication device to engage in conduct prohibited by school district policies including, but not limited to, cheating, bullying, harassment, malicious and sadistic conduct, etc. **No student will take or share a picture or video of another person during the instructional day without their permission.** School district policies on *Internet Acceptable Use and Safety* and *Student Discipline* may be applied to this action.

If the school district has a reasonable suspicion that a student has violated a school rule or law by use of a cell phone or other electronic/SMART device, the school district may search the device. The search of the device will be reasonably related in scope to the circumstances justifying the search. Students who use an electronic/SMART device during the school day and/or in violation of school district policies may be subject to disciplinary action pursuant to the school district's discipline policy. In addition, a student's cell phone or electronic device may be confiscated by the school district and, if applicable, provided to law enforcement. Cell phones or other electronic/SMART devices that are confiscated and retained by the school district will be returned in accordance with school building procedures.

CELL PHONE and ELECTRONIC/SMART DEVICES -- CONSEQUENCES OF MISUSE

Cell phones and other electronic/SMART devices must be kept in a student's locker/backpack during school hours, **except during the following time periods: before 7:45 AM, & after 3:15 PM, or by teacher's discretion for educational purposes within the classroom or course setting.** If a cell phone or electronic device is in a student's possession, or goes off during the school day, it may be taken by staff of the school and given to the building principal or designee.

- **1st offense:** The electronic device will be kept by the Principal/designee for the rest of the school day. At the end of the day, the student will be able to get the device back from the Principal/designee.
- **2nd and subsequent offenses:** The phone/electronic device will be kept by the Principal/designee, and will only be given back to the parent/guardian.

DISCIPLINE

Misbehavior by one student can disrupt the learning process for many other students. In addition, students must learn to practice good safety habits, value academic honesty, respect the rights of others, and obey the law. Students who do not comply with the rules and regulations as set by the Board of Education, will face appropriate consequences for their behavior. These consequences may range from a simple reminder to expulsion or exclusion. Naturally, the severity of the consequence will depend upon the degree and frequency of the student's inappropriate behavior. Inappropriate behaviors/disruptions within the learning environment may result in more severe

consequences due to the negative effect on learning. Students must provide accurate information when discussing disciplinary incidents.

For more detailed information on the Student Code of Conduct and consequences for violations, see the complete policy *506 Student Discipline* referenced in the back of this handbook and/or on the [Jordan Public Schools](http://www.jordanpublicschools.org) website.

DRESS AND APPEARANCE

Students are expected to be clean, neat and dressed appropriately for the school day. Articles of clothing must not be disruptive to school property, offensive, nor interfere with the educational process and must comply with requirements for health and safety.

District 717 is committed to its schools being free from tobacco, drugs, and violence. Therefore, words or symbols on clothing or personal property that advertises products or actions which are illegal or harmful for children will not be permitted. Examples of unacceptable clothing/appearance include, but are not limited to, the following:

- Obscene and/or profane language, slogans, emblems or pictures
- Advertisements for alcohol or tobacco products
- Gang symbols or emblems on clothing worn in a manner to identify gang membership
- Chains, pins, studs, rings, and other potentially hazardous items
- Headgear, including hats or head coverings, is not to be worn in the building except with the building principal's approval (i.e., student undergoing chemotherapy, medical situations, student religious practice or belief).
- Immodest or sexually provocative clothing, words, or symbols such as the following
 - Shirts must cover the entire midsection of body
 - Sleeveless tops must have straps
 - Undergarments must not be showing
 - Pants must be at a length so that the student will not trip on them
- Shorts and skirts must be of a length at the fingertip or beyond, when the student is standing with arms at their sides

DRUG-FREE SCHOOL AND WORKPLACE

The possession and use of alcohol, controlled substances, and toxic substances are prohibited at school or in any other school location before, during, or after school hours. Paraphernalia associated with controlled substances also is prohibited. The school district will discipline or take appropriate action against anyone who violates this policy.

District policy is not violated when a person brings a controlled substance which has a currently accepted medical treatment use onto a school location for personal use if the person has a physician's prescription for the substance except marijuana is not allowed on school property even if prescribed. Students who have prescriptions must comply with the school district's "Student Medication" policy. The school district will provide an instructional program in every elementary and

secondary school on chemical abuse and the prevention of chemical dependency.

HARASSMENT AND VIOLENCE PROHIBITION

The school district strives to maintain a learning and working environment that is free from religious, racial, or sexual harassment and violence. The school district prohibits any form of religious, racial, or sexual harassment and violence. For detailed information on the school district's policy 413 *Harassment and Violence Prohibition* at the back of this handbook and/or on the [Jordan Public Schools](#) website.

HAZING PROHIBITION

Hazing is prohibited. No student will plan, direct, encourage, aid, or engage in hazing. Students who violate this rule will be subject to disciplinary action pursuant to the school district's "Student Discipline" policy. For detailed information on the school district's policy 526 Hazing Prohibition at the back of this handbook and/or on the [Jordan Public Schools](#) website.

INTERNET ACCEPTABLE USE

All school district students have conditional access to the school district's computer system, including Internet access, for limited educational purposes, including use of the system for classroom activities, educational research, and professional and career development. **Use of the school district's system is a privilege, not a right.** Unacceptable use of the school district's computer system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including, but not limited to, suspension, expulsion, or exclusion; or civil or criminal liability under other applicable laws. A copy of the school district's *Internet Acceptable Use* policy is available in the district office.

TOBACCO-FREE SCHOOLS

School district students and staff have the right to learn and work in an environment that is tobacco free. School policy is violated by any individual's use of tobacco or tobacco-related devices in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. Students may not possess any type of tobacco or tobacco-related device in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. Any student who violates this policy is subject to school district discipline. For detailed information on the school district's policy 419 *Tobacco-Free Environment*, refer to the back of this handbook and/or on the [Jordan Public Schools](#) website. Contact the building principal or the superintendent if you have questions or wish to report violations.

WEAPONS PROHIBITION

No person will possess, use, or distribute a weapon when in a school location except as provided in school district policy. A "weapon" means any object, device, or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; air guns; pellet guns;

BB guns; all knives; blades; clubs; metal knuckles; nunchucks; throwing stars; explosives; fireworks; mace and other propellants; stun guns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon. A weapon also includes look-alike weapons. Appropriate discipline and action will be taken against any person who violates this policy. The school district takes a “zero tolerance” position in regard to the possession, use, or distribution of weapons by students. Discipline of students will include, at a minimum: immediate out-of-school suspension; confiscation of the weapon; immediate notification of police; parent or guardian notification; and recommendation to the superintendent of dismissal for a period of time not to exceed one year. A student who brings a firearm to school will be expelled for at least one year, subject to school district discretion on a case-by-case basis. For a copy of policy *501 School Weapons*, see the back of this handbook and/or on the [Jordan Public Schools](http://JordanPublicSchools.com) website.

PART IV — HEALTH AND SAFETY

ACCIDENTS

All student injuries that occur at school or school-sponsored activities should be reported to the school nurse. Parents/guardians of an injured student will be notified as soon as possible. If the student requires immediate medical attention, the principal or other district leader will call 911 or seek emergency medical treatment and then contact the parent(s).

ANNUAL ASBESTOS NOTIFICATION

Jordan Public Schools in accordance with the federal Asbestos Hazard Emergency Response Act (AHERA) continues to implement an E.P.A. approved asbestos management plan. The plan has been developed to identify and manage asbestos containing materials within ISD #717 buildings. ISD #717 approaches this issue in a safe and proactive manner to insure the health and safety of students, staff and other building occupants.

The following asbestos related activities have been or will be conducted within the year throughout Jordan Public School buildings:

October 2022 Six-month periodic surveillance completed by IEA, LLC April 2023 Six-month periodic surveillance completed by IEA, LLC October 2022 Six-month periodic surveillance to be completed by IEA, LLC April 2023 Six-month periodic surveillance to be completed by IEA, LLC

If you have questions regarding the district's asbestos management plan, it is on file in the district office and is available for public viewing during normal district business hours. Should you have questions regarding this information please contact the district Asbestos Program Manager, Ms. Ranae Case Evenson at (952) 492-6200.

CRISIS MANAGEMENT

The school district has developed a “Crisis Management” policy. Each school building has its own building-specific crisis management plan. Students and parents will be provided with information as to district - and school-specific plans.

The "Crisis Management" policy addresses a range of potential crisis situations that need mock drills scheduled in the school district and includes general crisis procedures for securing buildings, classroom evacuation, campus evacuation, sheltering, and communication procedures. The school district will conduct lock-down drills, fire drills, and a tornado drill. Complete building plans include classroom and building evacuation procedures, and can be found in the school office.

HEALTH INFORMATION AND SCHOOL NURSE

Jordan Elementary School employs the services of a licensed LPN school nurse on site. The school nurse attends to the needs of the ill or injured students, maintains student medical records and monitors the immunization records of students. She/he is also in charge of vision and hearing screenings.

Should an accident/injury occur at school first aid will be given to the student by school personnel, and parents/guardians are notified. Any further medical attention beyond first aid is entirely the parent's responsibility. If parents or emergency contact person cannot be reached and a doctor's attention is necessary, 911 will be called.

Children should be kept at home if they have any of the following symptoms:

- Sore throat
- Nausea, vomiting
- Temperature of 100 degrees or more (must be fever free for 24 hours before returning to school)
- Diarrhea
- Skin rash
- Earache or discharging ear
- Sores on the skin such as impetigo, scabies or ringworm

If any of these occur, keep the child at home until recovered, call a family doctor for an accurate diagnosis and proper care.

Parents/Guardians of students new to the system, or parents/guardians having questions about medical or immunization records, may reach the nurse at 952-492-4278. Students entering Kindergarten must have completed a screening process, which is required by state law.

Communicable Diseases

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. If a parent/guardian suspects that his/her child has a communicable or contagious disease, they should contact the school nurse or principal so that other students who might have been exposed to the disease can be alerted. Examples of common childhood communicable diseases are pink eye, strep throat, head lice, impetigo, flu, pneumonia and influenza.

Students with certain communicable diseases will not be excluded from attending school in their usual daily attendance settings as long as their health permits and their attendance does not create a significant risk of transmitting the illness to other students or school district employees. The school

district will determine on a case-by-case basis whether a contagious student's attendance creates a significant risk of transmitting the illness to others.

Immunizations

All students must be properly immunized or submit appropriate documentation exempting them from such immunizations in order to enroll or remain enrolled. Students may be exempted from the immunization requirement when the immunization of the student is contraindicated for medical reasons; laboratory confirmation of adequate immunity exists; or due to the conscientiously held beliefs of the parents/guardians or student. The school district will maintain a file containing the immunization records for each student in attendance at the school district for at least five years after the student reaches the age of 18. For a copy of the immunization schedule or to obtain an exemption form or information, contact the school nurse at (952) 492-4278.

Medications at School During the School Day

The school district acknowledges that some students may require prescribed drugs or medication during the school day. The administration of prescription medication or drugs at school requires a completed signed request from the student's parent. An "Administering Prescription Medications" form must be completed once a year and/or when a change in the prescription or requirements for administration occurs. Prescription medications must be brought to school in the original container labeled for the student by a pharmacist, and must be administered in a manner consistent with the instructions on the label. Prescription medications are not to be carried by the student, but will be left with the appropriate school personnel. Exceptions that may be allowed include: prescription asthma medications administered with an inhaler pursuant to school district policy and procedures, medications administered as noted in a written agreement between the school district and parent or as specified in an Individualized Education Program (IEP), a plan developed under Section 504 of the Rehabilitation Act (§504 Plan), or an individual health plan (IHP). Marijuana is not allowed on school property even if prescribed. The school district is to be notified of any change in a student's prescription medication administration.

SAFETY

The district has installed automated external defibrillators (AEDs) in the main office, Early Childhood main entry and in the playground area. Tampering with any AED is prohibited and may result in disciplinary action.

INDOOR AIR QUALITY (IAQ) ANNUAL NOTIFICATION

Jordan Public School ISD #717, in coordination with the Minnesota Department of Education (MDE) and the Environmental Protection Agency (EPA), has developed an indoor air quality management plan. A factor of the IAQ management plan is the following yearly correspondence to all district residents on the status of IAQ issues within the district.

Formal approval of the IAQ Management Plan by the ISD #717 School Board has been conducted. The plan is reviewed annually. Since that time IAQ related activities specified in the management plan including walkthroughs, ventilation inspections and staff surveys have been conducted annually in order to monitor and manage indoor conditions within our facilities.

Throughout the upcoming year, ISD #717 will continue to respond to IAQ concerns in a proactive manner to ensure the health and safety of students, staff and building visitors. If you have questions relating to IAQ or would like to review the District IAQ management plan, please feel free to contact Ms. Ranae Case Evenson at (952) 492-6200.

INTEGRATED PEST MANAGEMENT (IPM) NOTIFICATION

Notice Concerning Use of Pesticides

All Minnesota schools are required to inform parents/guardians and school employees that they may request to be notified prior to pesticide applications on school property. Pesticides include chemicals which are used to control insects, weeds, rodents or other pests as defined by the law. (M.S. 123B.575, Subd.9)

Pests have the potential to sting, bite, contaminate, cause property damage, spread disease, cause asthma and/or trigger an allergic reaction. Therefore, we attempt to minimize their impact on students, staff and other building visitors. Our district utilizes the service of a licensed, professional pest control firm for the prevention and control of pests in and around district buildings and grounds. All pest control materials are chosen and applied according to Federal law.

Because long-term health effects on children from the application of such pesticides or the class of chemicals to which they belong may not be fully understood, the district requires the least amount and least toxic pesticides available be used.

An estimated schedule of interior pest control inspections and possible treatments is available for review or copying at the district office. A similar estimated schedule is available for applications to school grounds of herbicides and other materials. Parents may receive, at their expense, notification of pesticide application prior to their use should they be deemed necessary on unscheduled days if specifically requested.

The district's IPM program was reviewed by a representative from the Minnesota Department of Agriculture in February 2011. During this review, the district received additional technical expertise for IPM program improvements related to chemical storage and handling/disposal.

Any questions you may have regarding the ISD #717 Integrated Pest Management (IPM) program or practices should be directed to Mr. Dan Lehman – Jordan Public Schools Facilities Manager at (952) 492- 6200.

PETS IN SCHOOL

Due to health and indoor air quality concerns, dogs, cats, rodents, rabbits, reptiles, fish birds or exotic animals are not allowed on school property, unless pre-arranged with the principal. Certified therapy dogs will be permitted with proper paperwork. Science curriculum approved by the principal may

bring in the above listed animals. Organizations that may be approved for presentations may include, but are not limited to Critters & Co, Raptor Center, and Humane Society. Animals brought in for “show and tell” should be scheduled for fall or spring, thus permitting the viewing of these animals in an outside location of the school. A copy of the school district's policy [825 Animals on School Property](#), is available on the district website.

PART V- SCHOOL DISTRICT POLICIES/LINKS

A full list of school board policies can be found on the [Jordan Public Schools](#) website.

<u>Policy Name</u>	<u>Policy Number</u>
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Distribution of Non School Sponsored Materials	505
Harassment and Violence	413
Hazing Prohibition	526
Immunizations and Birth Certificates	530
Internet Acceptable Use	524
Protection and Privacy of Pupil Records	515
School Weapons	501
Search of Student Lockers, Desks, Personal Possessions and Student's Person	502
Student Attendance	503
Student Discipline	506
Student Surveys	520
Tobacco Free Environment	419
Unpaid Meal Charges	534
Wellness Policy	533

The complete Jordan Elementary Family/Student Handbook is available on the school website, www.jordan.k12.mn.us, or in the school and/or district office.

Board Approved: August 2023

Executive Summary: Jordan Middle School updates and edits for the Student/Parent Handbook for the 2023-2024 school year.

Ben Bakeberg, Jordan Middle School Principal

This summary provides an overview of the changes to the JMS Student/Parent Handbook for the 2023-2024 school year. Overall, thirty-seven changes have been made to the handbook. Twenty-four of the changes are formatting/editing and the remaining thirteen are outlined below.

Updates:

- Revised and added new language clarifying recess per legislation.
- Updated language that students will be carrying backpacks.
- Clarified language around access to course syllabus.
- Clarified language around student pickup at the CERC and families calling the office to pickup students.
- Updated conferences dates and times.
- Updated weather closure guidelines.
- Added language for school meals per legislation.
- Updated language for AI technology under cheating and plagiarism.
- Added “Students opting out count as a Does Not Meet for the school” to state standardized tests section.
- Added malicious/sadistic conduct per legislation.
- Added non-exclusionary discipline language per legislation.
- Added below under Drug-Free School and Workplace
 - “A violation of this policy does not occur when an adult lights tobacco on school district property as a part of a traditional American Indian spiritual or cultural ceremony. An American Indian student may carry a pouch containing loose tobacco intended as observance of traditional spiritual or cultural practices.”
- Added policy 609 Religion to policies listed.

Recommendation:

It is my recommendation that the 2023-2024 JMS Student/Parent Handbook be approved by the Jordan School Board.

Jordan Middle School



JORDAN
PUBLIC SCHOOLS

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

2023 - 2024

PARENT / STUDENT HANDBOOK

INDEPENDENT SCHOOL DISTRICT #717

Ben Bakeberg
Middle School Principal

Jordan Middle School Grades 5-8
500 Sunset Drive
Jordan, MN 55352
(952) 492-2332 -- Office
(952) 492-4450 -- Fax

Welcome to Jordan Middle School

Dear Students and Families,

Welcome to Jordan Middle School! We currently serve approximately 550 students in our grades 5-8 middle school. Our highly trained and dedicated staff is committed to meeting the varied academic, social, and emotional needs of our students. Thank you for the pleasure of working with your family. The staff and I consider it an honor to serve you and your family during these transitional years of middle school.

JMS offers a rigorous standards-based curriculum, infused with 21st century skills. Students leave our school with the ability needed to not only contribute but to lead in generations to come. Instructional staff plan and deliver curriculum resulting in learning opportunities where students will critically and creatively problem solve while developing strong collaboration and communication skills. Through the use of technology, along with the award winning middle school design, students are prepared to not only contribute but lead in the 21st century.

At JMS, we pride ourselves on working as a team. We continually plan and work together to develop and improve the school culture, academic programming, and opportunities for all our students. As a Positive Behavioral Intervention and Supports (PBIS) school, we focus on J-Town PRIDE by being respectful, responsible, and safe. We offer strong elective options for students in and out of the instructional day. There are numerous ways for students to be involved at school including athletics, choir, band, student council, technology, before and after school programs and the list goes on! We are very committed to the growth of each and every student at our school.

If you have questions about items found in this handbook please contact the office at 952-492-2332 or view it online at www.jordan.k12.mn.us.

If you have questions at any point, please do not hesitate to contact your child's teacher or the Jordan Middle School office. Office hours are 7:00 AM – 4:00 PM Monday through Friday during the regular school year. Have a great school year!

Respectfully,

Ben Bakeberg

Principal
Jordan Middle School

Directory

<u>Board of Education</u>	Current Board of Education members and information can be found at link below:
Jordan Public Schools Board of Education	

<u>Jordan Schools Policies</u>	Current policy information can be found at link below:
Jordan Public Schools Board Policies	

<u>Jordan Middle School Staff</u>	Current Jordan Middle School instructional and support staff can be found at link below:
Jordan Public Schools Staff Directory	

***If you would like to request a print version of this handbook or are unable to access any information, for any reason, please contact the JMS office for assistance. Managerial items are subject to change based on educational needs of Jordan Middle School.

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PART I – INFORMATION

Equal Education and Employment Opportunity Policy

The educational program of Jordan Public Schools #717 has sought to provide equal educational opportunities for all.

Jordan Public Schools #717 is in compliance with current state and federal statutes and regulations. In recognition of its obligation to provide equal opportunity for education and employment for all persons within its jurisdiction, it will not discriminate on the basis of sex, race, color, religion, creed, national origin, status in regard to public assistance, marital status, parental status, or disability in the following areas: access to course offerings, curricular materials, counseling practices, extracurricular activities, use of school facilities, or employment practices.

This policy supports the district's good faith efforts to comply with Title IX of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972.

Inquiries regarding compliance with this policy may be directed to the superintendent at Jordan Public Schools #717, 500 Sunset Drive, Jordan, MN 55352, telephone number (952) 492-6200, or to the Director of the Office for Civil Rights, Department of Health, Education and Welfare, Washington, D.C.

Any student that feels discriminated against on the basis of sex by the school district or its employee, may file a formal complaint to the Principal. The forms for this complaint may be obtained in the District office.

SCHOOL HOURS

The school day begins at 8:00 AM with dismissal at 3:00 PM. The safe arrival and dismissal of our students is extremely important to the faculty and staff, as we know it is for parents. In the interest of safety and security, the following procedures are in place. Your cooperation is greatly appreciated. Recess is part of the lunch period designated on the bell schedule. Recess does NOT include WIN time or any other times throughout the school day.

ATTENDANCE

Absent: If your child is absent, please notify the middle school office by 8:30 AM (952-492-4477). If a call has not been received by that time, you will be contacted at home or work. This will be done to ensure the safety of your child. If you know your child/children will be absent, please notify the school in advance. All absences are unexcused unless cleared by the principal or designee. A parent contact will be made after 7 excused or 3 unexcused absences. If a child is absent for 3 or more days, the parent/guardian will be contacted by the school nurse to determine if medical intervention is necessary.

If a student arrives after the start of the school day, they must check-in at the office to receive a tardy pass prior to going to their class.

Vacations: Vacations during the school year are not recommended due to the volume of class and academics missed. **Parents/Guardians need to sign a Vacation Approval Form**, available in the office, and the student is to have the request signed by all

teachers a **minimum of FIVE days prior to a vacation**. The principal will consider the following in the approval or rejection of a vacation request:

- Student shows satisfactory progress in academic standards
- Student exhibits appropriate behavior in school
- Student adheres to school attendance policy

After review by the principal, if the vacation is denied, the parent/guardian will be notified. If approval is granted, make-up work that can be completed before or during vacation will be assigned. Vacations that do not go through the process may be unexcused. Make-up work is required. ***Following the student's return, they will have two days to make up the 1st day's work, and one day on subsequent days missed.***

Excused Absences May Include:

- Illness (doctor's verification may be required by administration)
- Death of a family member
- Required court appearance
- Religious release
- Preplanned absences such as school related activities, dental/medical appointments that are not able to be scheduled outside of the school day, vacations, etc. (verification may be required)
 - **Vacations require a vacation approval form** to be completed prior to the dates of absence (the form must be signed by the principal and teachers - see vacation requests section)
- **Students must stop in the office whenever they leave school for any reason**

Unexcused Absences Include:

- Oversleeping/babysitting
- Missing the bus
- Skipping class
- Leaving building without permission
- Personal reasons (if the absence is necessary but too sensitive to discuss, a phone call should be made to the social worker or principal)
- **A note or call from the parent/guardian is required but does not necessarily excuse the absence**

Excessive School Absences May Result In the Following:

- Parent phone call/written note/conference with administration
- Detention/In school suspension
- Required doctor's note or school nurse verification of any absence due to illness
- Referral to school social worker
- Referral to Scott County for truancy in accordance with Minnesota Statutes

Truancy

If a student is frequently absent without lawful excuse, they may be considered truant according to state law. Habitual truancy concerns can be referred to the Scott County Attorney's Office.

Homework/Make-Up Work

Teaching staff enter their assignments on Google Classroom. We ask that you refer to Google Classroom for homework assignments when able. If unable to access the Google Classroom page, you may call the office to request homework if the student's absence is longer than two days. **Requests for homework must be received prior to 9:00 AM** in order to be gathered and ready by that day's end. **Parents may pick up the work in the office by 3:00 PM.** For the first day of absence, students will have two days to make up class-work. Following the first day, students will have one additional day for each day absent.

Please note: Late work/homework policies are grade level specific. Refer to the class syllabus that was shared at the start of year/semester and is posted in Google Classroom.

Tardy Procedures

Students are expected to get to their designated classes before the bell rings each hour. If students arrive after the bell without an excused pass, they are considered tardy. Unexcused tardies will result in detention. After continued tardiness, a parent/principal conference may be held. A referral to the social worker and or the Scott County Attorney's Office may be made.

ARRIVAL TO SCHOOL

Morning Procedures

- Morning supervision begins at 7:20 AM each morning. All students must remain in the Commons until the pod doors open at 7:45 AM unless the student has a pass to see a teacher. Once pod doors open students put items in their lockers and report to the Advisory.

Breakfast

- Students eating breakfast will be supervised in the Commons starting at 7:20 and remain in the commons until the POD doors open at 7:45.

Homework Help

- Homework help is available each morning by scheduling ahead of time with the teacher.

Academic Intervention

- Students needing additional support in a class will have the option of scheduling a time to meet with their teacher before or after school. Some students will be scheduled into an intervention time based on student need.

BACKPACKS

Students are not allowed to carry their personal backpack with them during the school. Backpacks, cell phones, hats and jackets should be kept in students' lockers. Cell phone policy applies as outlined in this handbook.

DROPPING OFF AND PICKING UP STUDENTS

Morning Drop Off:

- The routine for dropping students off at the start of the day is designed for the student's safety. Please use the following procedure:
 - Have students be prepared to exit the car.
 - Follow the drop off line.
 - Please continually pull forward following in line.
 - Drop them off next to the curb on the parking lot side.

Afternoon Pick Up:

- The routine for picking up students at the end of the day is designed for the student's safety. Please use the following procedure:
 - Follow the pick up line.
 - Please continually pull forward following in line.
 - No parking along the side of the school building.
 - No parking in the driving lanes between the parking spaces.
 - Park only in the designated parking lot spaces. Meet your child at the pick up spot and walk them to your car for their safety.
 - Please follow the signs for exiting.
- Please do not pick students up in the CERC lot after school.

If you have any questions, please contact the building principal at 952-492-2332.

DISMISSAL

Instruction continues until dismissal time each day. When picking up a student, rather than texting/calling your student, please call the office so office staff can notify the student at a time that does not interrupt instruction. When you arrive to pick up your child, please report to the office to sign your child out. The school secretary will then call the classroom, and your child will come to the office to meet you.

We ask parents and family members picking up students from school to wait in the office area for your child. PLEASE DO NOT GO INTO THE GRADE LEVEL PODS. This can be very distracting and disruptive to both the students and the teachers.

EMPLOYMENT BACKGROUND CHECKS

The school district will seek criminal history background checks for all applicants who receive an offer of employment with the school district. The school district will also seek criminal history background checks for all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of

whether compensation is paid. These positions include, but are not limited to, all athletic coaches, extracurricular academic coaches, assistants, and advisors. The school district may elect to seek criminal history background checks for other volunteers, independent contractors, and student employees.

FEES

Materials that are part of the basic educational program are provided with state, federal, and local funds at no charge to a student. Students are expected to provide their own pencils, paper, erasers, and notebooks. Students may be required to pay certain fees or deposits, including (not an inclusive list):

- Cost for materials for a class project that exceeds minimum requirements and is kept by the student.
- Security deposits for the return of materials, supplies, or equipment.
- Field trips considered supplementary to the district's educational program.
- Admission fees or costs to attend or participate in optional extracurricular activities and programs.
- Voluntarily purchased student health and accident insurance.
- Use of musical instruments owned or rented by the school district.
- A school-district-sponsored driver or motorcycle education training course.
- Transportation to and from school for students living within two miles of school.
- Transportation of students to and from optional extracurricular activities or post-secondary instruction conducted at locations other than school.

Students will be charged for technology devices, textbooks, workbooks, and library books that are lost or destroyed. The school district may waive a required fee or deposit if the student and parent/guardian are unable to pay. For more information, contact the building principal.

CLASSROOM TREATS / BIRTHDAY POLICY

Students are allowed to bring store-bought treats with permission of the Advisory teacher. Treats must be in the original wrapper and consumed within that class period. ***Parties are permissible only during the Advisory period and not during regular classes or the lunch period.*** Please refer to the district Wellness Policy for further guidelines.

Students may bring a snack if they so choose. Please be sure the snack is a healthy snack. No candy or beverages high in sugar should be sent to school as a snack.

Birthday celebrations can be a very sensitive experience for your child. With this in mind, we ask the following:

- Please deliver party invitations outside of the school environment.
- Please have balloons, flowers, etc. delivered at home. Items sent to school will be kept in the office until the end of the school day.

During lunch, snack time, or Advisory parties, students must finish eating their food inside the school building. Food is not allowed outside of the building.

SCHOOL MEALS

For the 2023-2024 school year, Jordan Public Schools is participating in the Free School Meals program. One reimbursable breakfast and lunch will be free for all students in Preschool - Grade 12. Costs for Snack Cart, additional entrees, milk-only purchases and more, can be found on our website www.jordan.k12.mn.us/nutritionalservices.

All families are encouraged to fill out the Application for Educational Benefits. This application qualifies families for benefits including discounted college application and academic testing fees, discounted participation fees on district athletic programs, and some Community Education and Recreation courses. **Students who were approved for benefits last year will still need to turn in a new application this school year.** Questions about lunch accounts should be referred to the Nutritional Services Director at 952-492-4417.

PROCEDURES FOR NOTIFYING FAMILY OF LUNCH ACCOUNT STATUS

Please reference Jordan Public Schools Policy *534 Unpaid Meal Charges* for procedures regarding lunch account balances.

MESSAGES TO STUDENTS

Office telephones are not for students' personal use. Students will not be called out of class to receive phone messages, except in the event of an emergency. The office will post a student's name on the monitors if students have a message in the office. When picking up a student, rather than texting/calling your student, please call the office so office staff can notify the student at a time that does not interrupt instruction.

NONDISCRIMINATION

The school district is committed to inclusive education and providing an equal educational opportunity for all students. The school district does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, or age in its programs and activities. The school board has designated the Interim Superintendent, Ranae Case Evenson, 500 Sunset Drive, Jordan, MN 55352, 952-492-6200, as the district's human rights officer to handle inquiries regarding nondiscrimination.

NOTICE OF VIOLENT BEHAVIOR BY STUDENTS

The school district will give notice to teachers and other appropriate school district staff before any student with a history of violent behavior is placed in their classrooms. Prior to giving this notice, district officials will inform the student's parent or guardian the notice will be given. The student's parents/guardians have the right to review and challenge their child's records, including the data documenting the history of violent behavior.

PARENTAL CUSTODY

The school will assume, unless informed differently, the parents listed on the family data sheet have legal and physical custody rights of a child. Legal custody allows the parent access to all educational data and involvement in school meetings for the child. Parents who have physical custody rights can make decisions regarding who can pick up or drop off the child, and may volunteer or visit the child at school. If parental custody of a child is changed or restricted, the school office must be given legal written notification from the court indicating the restrictions. No child will be released to anyone without permission from the custodial parent with physical custody rights. Any questions on custody issues must be clarified by the court and presented to the school.

PARENT – TEACHER INVOLVEMENT

Parent-Teacher Organization (PTO):

All parents are welcome and encouraged to be involved in their child's education by joining the [JMS PTO](#). PTO meetings are open to all parents and are held on a monthly basis. The function of the PTO is to:

- Help improve middle school programs.
- Discuss the strengths and needs of Jordan Middle School.
- Promote good home/school communication.
- Help with school/community projects.

VOLUNTEERS

Parents/Guardians are welcome in the schools and are encouraged to volunteer in their children's classrooms. To volunteer in the school building or classroom, parents/guardians should contact the building principal or office to receive the necessary forms to complete. Parents/Guardians who visit the school should sign in at the middle school office before entering a classroom. All volunteers will be required to complete a BCA (Bureau of Criminal Apprehension) criminal background check prior to working with students. The school district will pay for the BCA criminal background check for volunteers working with students in the classroom setting. Volunteers will pay for the BCA criminal background check when supervising students outside of school, such as on a field trip or school related event. All background checks will be good for one year.

PLEDGE OF ALLEGIANCE

Students at JMS will recite the pledge of allegiance to the flag of the United States of America each day. The recitation shall be conducted during Advisory.

Any student or teacher may decline to participate in recitation of the pledge of allegiance to the flag. Students must respect the choice to not recite the pledge. Students will be instructed in the proper etiquette toward, correct display of, and respect for the flag and in patriotic exercises.

SEARCHES

In the interest of student safety and to ensure schools are drug free, district authorities may conduct searches. Students violate school policy when they carry contraband on

their person or in their personal possessions or store contraband in their desks, lockers, or vehicles parked on school property. "Contraband" means any unauthorized item, the possession of which is prohibited by school district policy and/or law. If a search yields contraband, school officials will seize the item(s) and, where appropriate, give the item(s) to legal officials for ultimate disposition. Students found to be in violation of this policy are subject to discipline in accordance with the school district's "Student Discipline" policy, which may include suspension, exclusion, expulsion, and when appropriate, the student may be referred to legal officials.

LOCKERS AND PERSONAL POSSESSIONS WITHIN A LOCKER

According to state law, school lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. School officials may inspect the interior of lockers for any reason, at any time, without notice, without student consent, and without a search warrant.

Student's personal possessions within a school locker may be searched only when school officials have a reasonable suspicion the search will uncover evidence of a violation of law or school rules. After the search of a student's personal possessions, the school officials will provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.

PERSONAL POSSESSIONS AND STUDENT'S PERSON

The personal possessions of a student and/or a student's person may be searched when school officials have a reasonable suspicion the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.

WEATHER CLOSURE GUIDELINES

The District will cancel school if it is determined that it is unsafe for students and staff to travel to school. The Superintendent will make a decision to close schools using guidance from the [National Weather Service](#) in Chanhassen. The decision will be made in collaboration with our partners at Benjamin Bus Company. Reasons for closure may include excessive snow, dangerously low temperatures combined with wind chill, unsafe road conditions, especially as they relate to bus travel, or if it is determined that buses will not operate dependably. The decision will typically be made prior to 5:45 am in order to provide adequate notification for commuting families and our students who ride buses. Students should not report to school.

Decisions to close schools or alter schedules for students are made to insure the safety of students based on information available. It is important to remind students, staff, parents/guardians, and District residents of the school closing procedures and communications to ensure student safety and a safe winter for all.

We will focus on the safety of our students, and more specifically, on the safety of children who are waiting at bus stops or walking to school during the decision making

process. If parents/guardians disagree with the District's decision to have school, they may always keep their children home, and it would be marked as an excused absence.

Factors used for deciding on closing school for severely cold weather are based on the National Weather Service's wind chill forecast and their corresponding **frostbite guideline chart (see below)**. Consideration to delay the start of school or cancel school will be triggered if the National Weather Service projects a 6:30am wind chill temperature of -35°F to -40°F, or greater, with a corresponding frostbite stage in the 5-10 minute range. The decision will also be made if there is a combination of dangerous road conditions and a wind chill that is very cold, but may not be in the above noted threshold.

Late Start

Should it be determined to start school late, the District will use the same notification system and timelines as those used for a school closure. Buses will operate on a schedule to deliver students in time for a late start and dismissal will be at the regular time. Families that live on rural roads may receive an alternate pick up location from our partners at Benjamin Bus Company for late start days when rural routes are undriveable for buses. Families that are impacted by alternate pick up locations will be notified as soon as possible by Benjamin Bus Company on late start days.

Athletics/Activities

If school is canceled all day, it is at the discretion of the Activities Director and Superintendent to hold varsity practices and contests. Information about cancellations will be shared on the [district's website](#), [Activities Twitter account](#), or through our email/phone notification system. If school is canceled during the day, all activities hosted by the District will likely be canceled for that afternoon/evening.

Community Education (to include Preschool and Kids' Company)

If schools are closed for the day, all daytime and after school Community Education activities (including Kids' Company and Early Explorers Preschool) are canceled. A decision about Community Education evening activities will be made by mid-afternoon and communicated via the [district's website](#) or [Community Education Webpage](#).

- **Early Explorers Preschool:** In the case of a late start, all morning ONLY classes will be canceled. All day classes will follow the 2-hour late start schedule. If schools are closed for the day, all preschool programs are canceled.
- **Kids' Company:** In the case of a late start, Kids' Company also follows the late start schedule (for example, if there is a 2 hour late start, Kids' Company will open at 8:00am). If school closes early due to inclement weather, parents/guardians will be asked to pick up their child within one hour of the adjusted school closing time. If school is canceled for the day, Kids' Company will also be closed.
- **Jordan Community Education and Recreation Center(CERC):** In school district weather closures, the Jordan Community Education and

Recreation Center (CERC) will maintain posted business hours unless extreme weather conditions call for a closure due to safety. In this case, it will be noted on the [district website](#) and social media channels.

Notification

The District will notify families directly using the [District Website](#), our Blackboard Notification system (email/phone call), [Facebook](#), and [Twitter](#). Parents/guardians should make sure phone numbers and email addresses are accurately entered into their Infinite Campus Parent Portal to ensure phone calls and messages will be delivered correctly. If you don't receive notifications, please contact an appropriate building secretary or the District Office. Announcements will also be made on WCCO-TV, KSTP-TV, KARE 11, FOX 9 TV, KCHK Radio, and WCCO 830 AM Radio. The [District's Website](#) and social media accounts are updated to reflect school closing information as soon as possible after the announcements are made. We ask that, except in an emergency, families please not call the school office because phone lines are needed for administrative use. An exception is if there is an emergency that the District should be made aware of immediately.

SKATEBOARDS, IN-LINE SKATES, & SHOES WITH SKATES

These items are not allowed in school and are prohibited on school property. Items will be taken away from students who do not follow the rules or who participate in unsafe use of their skateboard / skates. If you bring a skateboard to school, please store it in the office. Do not ride your skateboard until off school property.

STUDENT PUBLICATIONS AND MATERIALS

The policy of the school district is to protect students' free speech rights while at the same time, preserving the district's obligation to provide a learning environment free of disruption. All school publications are under the supervision of the building principal and/or sponsor. Non-school-sponsored publications may not be distributed without prior approval.

DISTRIBUTION OF NON-SCHOOL SPONSORED MATERIALS ON SCHOOL PREMISES

The school district recognizes students and employees have the right to express themselves on school property. This protection includes distributing non-school sponsored material, subject to school district regulations and procedures, at a reasonable time and place and in a reasonable manner. For detailed information, see the complete "Distribution of Non-school-Sponsored Materials on School Premises by Students and Employees" policy found on the [Jordan Schools Policies](#) page.

STUDENT RECORDS

Student records are classified as public, private, or confidential. State and federal laws protect student records from unauthorized inspection or use and provide parents/guardians and eligible students with certain rights. For the purposes of student records, an "eligible" student is one who is 18 or older or who is enrolled in an institution

of post-secondary education. For more complete information on the rights of parents/guardians and eligible students regarding student records, see the found on the [Jordan Schools Policies](#) page.

STUDENT SURVEYS

Occasionally, the school district utilizes surveys to obtain student opinions and information about students. Please reference Jordan Public Schools Policy *520 Student Surveys* for complete procedures regarding student surveys.

TRANSPORTATION OF PUBLIC SCHOOL STUDENTS

The school district will provide transportation for all resident students who live one mile or more from the school. Transportation will be provided on all regularly scheduled school days or make-up days. Transportation will not be provided during the summer school break, except in certain circumstances such as designated areas for summer school. The school district will not provide transportation for students whose transportation privileges have been revoked or have been voluntarily surrendered by the student's parent or guardian.

VIDEO AND AUDIO TAPING

School Buses

All school buses used by the school district may be equipped for the placement and operation of a video camera. The school district will post a notice in a conspicuous location informing students that their conversations or actions may be recorded. The school district may use a videotape of the actions of student passengers as evidence in any disciplinary action arising from the student's misconduct on the bus.

Places Other Than Buses

Jordan Middle School is equipped with video cameras – inside and outside. Video surveillance may occur in any school district building or on any school district property.

VISITORS IN DISTRICT BUILDINGS

Parents/Guardians and community members are welcome to visit Jordan Middle School. To ensure the safety of those in the school and to avoid disruption to the learning environment, all visitors must report directly to the office upon entering the building, with the exception of events open to the public. All visitors will be required to sign in at the office and to wear a “visitor badge” while in the building during the school day. Visitors wanting to enter the classroom during instructional time must make arrangements with school staff in advance. An individual or group may be denied permission to visit a school or school property, or such permission may be revoked, if the visitor does not comply with school district procedures or if the visit is not in the best interests of the students, employees, or the school district. Students are not allowed to bring visitors to school without prior permission from the principal.

PART II — ACADEMICS

ALTERNATIVE EDUCATIONAL OPPORTUNITIES

Some students may be at risk of not completing their educational programs. The school district provides alternative learning options for students who are at risk of not succeeding in school. Alternative educational opportunities may include special tutoring, modified curriculum and instruction, instruction through electronic media, special education services, homebound instruction, and enrollment in an alternative learning center, among others. A list of the alternative learning options is available in the district office. Students and parents/guardians with questions about these programs should contact the principal of their child's school.

CHEATING AND PLAGIARISM

The acts of plagiarism and cheating interfere with the learning process. They keep one student from learning and others from having the uniqueness of their work recognized. Academic integrity is important for all students. Cheating will lead to gaps in learning and lack of preparation for post-secondary opportunities. The following are the most common types of plagiarism that occur in student work:

1. Blatant plagiarism or direct copying of another's material (this includes current and former students) without acknowledging that source.
2. Plagiarizing material or using an original idea of someone else without crediting the source of the material or idea.
3. Sharing documents with another person for any reason other than in a group project.
4. Taking a picture of a test, homework, or other assignment to give the answers or get the answers from another.
5. Using AI technology to generate content, including content in the final form and content used as a framework from which to create content.

To cheat is to mislead an instructor in some way so as to receive a grade for work that the student did not originate, or work performed with unauthorized aid and assistance. Providing work to another student who then claims it as his/her own is considered cheating for both students involved. Teachers will have the authority to determine what constitutes cheating on a case-by-case basis.

EXTENDED SCHOOL YEAR OPPORTUNITIES

The school district provides extended school year opportunities to a student who is the subject of an Individualized Education Program (IEP) if the student's IEP team determines the services are necessary during a break in instruction in order to provide a free and appropriate public education. For more information on extended school year opportunities for students with an IEP, contact the building principal.

STUDENT OF THE MONTH

Once a month (November – May, please see school calendar), four students from each grade are nominated by the staff to be a Student of the Month. Students being nominated have displayed the following criteria:

- Displays acceptable behavior
- Displays a positive attitude
- Does his/her best work
- Displays J-Town P.R.I.D.E. at all times
- Has shown growth or improvement over time

All students assemble for an award presentation. Family members of the Students of the Month are invited to attend the presentation. Please check into the office upon arrival at school and pick up a visitor badge.

ACTIVITY NIGHTS

Activity nights will be offered and divided by 5th/6th grade and 7th/8th grade. Appropriate dress and behavior is expected, and all school rules and regulations will be enforced. Only students enrolled at the Jordan Middle School are allowed to attend these activities. Students who are absent on the day of the activity night, will not be allowed into the activity night. Poor school performance or behavior may also result in no admittance to activity nights.

PHYSICAL EDUCATION UNIFORM AND RULES

6th through 8th grade students are expected to be dressed in an appropriate uniform for Phy. Ed. class which includes shorts or sweatpants. Students are also asked to purchase a shirt (during fall open house) to be worn in class. After the third warning, a disciplinary action may be taken with students who do not dress appropriately for class.

ACTIVITIES

All students are encouraged to participate in the activities available at Jordan Middle School. They include Athletics, Band, Choir, School Plays, Student Council, Knowledge Bowl, Math Masters, and After School Program. Activities make Jordan Middle School both more enjoyable and more meaningful. All school activities, whether associated with the high school league or not, will follow the rules for eligibility set down by the league. All activities will also follow the rules for academic eligibility as set by the school. These rules are included below.

Extracurricular Student Eligibility Standards (Grades 7 – 8)

Any student who chooses to participate in an extracurricular activity at Jordan Middle School (including all interscholastic activities) is required to:

- Abide by all rules as mandated by the High School League
- Maintain passing grades in all classes (no failures)
- Maintain a GPA average of 1.67 (C-)
- Maintain acceptable standards of conduct in the classroom. If behavior is unsatisfactory, the student must attend a parent-teacher conference
- Special Education students must be making progress on IEP goals (IEP is in place at the beginning of the season) unless a student has been referred by staff to the Special Education Team for additional help.

- **JMS also runs its own requirements; they will be given out at the beginning of each sport season.**

Academic Support for Student Eligibility

Students participating in activities who fail a course will be placed on Academic Support for the remainder of the current semester with the goal of helping the student gain academic progress. Students on Academic Support are required to meet with his/her instructors to assure they are making progress during this semester. The student must be attending all classes, turning in assigned work, and making an effort to improve their academic performance. An **unexcused absence** at any time during the semester of Academic Support may result in a loss of participation for the remainder of the current semester.

The Academic Support form must be signed by each instructor, for all classes the student is currently enrolled. It must be signed and returned to the Middle School Activities Director for verification on the dates listed. Failure to return the form by the dates listed will result in loss of participation for the next week. If the student fails to return this form, or if one instructor fails to support the student's participation, the student will not be allowed to participate for the next week, starting the Monday after the signature sheet is due.

Information meetings will be held for students to explain the High School League Rules related to violations resulting in suspension of participation:

- 1st violation – 2 events or 2 weeks
- 2nd violation – 6 events or 3 weeks
- 3rd violation – 12 events or 4 weeks (whichever is greater)

FIELD TRIPS

Field trips may be offered to supplement student learning. Field trips may be optional and, if so, students who participate may be charged. Students will not be required to pay for instructional trips that take place during the school day, relate directly to a course of study, and require student participation.

GRADES AND CONFERENCES

Student progress will be reported to parents by the use of a report card each semester and through Infinite Campus. In addition, parent/teacher conferences will be held twice during the school year. Conferences provide an opportunity for parents and teachers to share information about a student's progress and needs.

Conferences will go from 3:30 to 7:30 PM during two days each semester. Below are open house and conference information for the 2023-2024 school year.

- August 30th - Family Resource Night (Open House)
- October 2nd - Curriculum Night
- October 23rd - Invitation Conferences (Digital Learning Day for JMS)
- November 16th - Open House Conferences

- February 20th - Invitation Conferences (Digital Learning Day for JMS)
- March 14th - Open House Conferences

CAMPUS PORTAL PARENT ACCESS

Parents can purchase lunches and any other school items such as t-shirts, registration materials, etc. on their Campus Portal account. We encourage all families to get familiar with this account and use it instead of cash or checks.

HOMEWORK GUIDELINES

It is important for young students to develop good study skills at this time in their educational career. This includes the development of good home study habits. Homework may include reading assignments from textbooks and/or completing assigned work and projects. The amount of time spent on homework will vary, according to the needs and abilities of each student. *Ten minutes per night per grade level has been a common practice for assigned homework (i.e. a 5th grade student could have 50 minutes of homework each night: 5 x 10 minutes = 50 minutes).* Please set aside a time and place where quality work may be completed each evening. Make this a positive experience in your family.

ACADEMIC PERFORMANCE

All students are expected to achieve an acceptable level of proficiency. JMS has a variety of services to help students succeed in middle school. Some of these programs include, Extra Reading, Mathematics courses, Targeted Service Programs, REACH, etc. Students who achieve at an acceptable level will be promoted to the next grade level at the completion of the school year.

PROMOTION/RETENTION PROCEDURE

If retention of a student is to be considered, a discussion involving professional staff and parents/guardians will take place during the last semester of school. After the discussion and review of district policy, the building principal, educational team and parents/guardians will further evaluate and decide what is in the best interest of the student. After consultation with the district superintendent, a final decision will be made.

PLANNERS

The staff, students, and parents of JMS agree that the planner is an excellent tool for communication between home and school. Parents are asked to pay for planners at the beginning of the school year. Planners are most effective when expectations of all three members of the partnership are fulfilled. Those expectations are listed below:

Staff is expected to:

- Write all assignments on the board or post in Google Classroom.
- Write notes to parents when needed.

Students are expected to:

- Take their planner to and from school every day.
- Copy assignments from board to planner or Google Classroom.

- Designate a certain time nightly to do homework, discuss planner, and have a parent sign the planner.

Parents are expected to:

- Look at the planner every evening.
- Communicate with the teacher when needed.

SUMMER SCHOOL

The school district will provide summer school learning opportunities. Letters to those eligible will be sent out well before the summer classes begin. Our summer school will take place during the month of July for most students. For more information, contact the office or Principal.

TARGETED SERVICE PROGRAM

The school district offers students a learning program that provides instruction throughout the year on an extended calendar, extended school day, or both. A student’s participation in the program is optional. Students participating in the After School Program will need parental permission to participate. Parents or guardians are responsible for transporting the students home after each session.

STATE STANDARDIZED TESTS

Parents/guardians have a right to not have their student participate in state-required standardized assessments. Minnesota statute requires districts provide information about statewide assessments to parents/guardians and include a form to complete if they refuse to have their student participate. Students opting out count as a “Does Not Meet” for the school. The form is available on the Jordan Public Schools website in English and Spanish. [JPS Teaching and Learning-Testing.](#)

PARENT RIGHT TO KNOW

If a parent requests, the school district will provide information regarding the professional qualifications of his/her child’s classroom teachers, including, at a minimum, the following:

- whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- whether the teacher is teaching under emergency or other provisional licensing status through which state qualification or licensing criteria have been waived;
- the baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree;
- whether the student is provided services by paraprofessionals and, if so, their qualifications.

In addition, the school district will provide parents with information as to the level of achievement of their child in each of the state academic assessments. The school

district will also provide notice to parents if, for four or more consecutive weeks, their child has been assigned to or taught by a teacher who is not highly qualified.

WIN (What I Need) Time

WIN time is a daily (25 minutes opposite lunch) opportunity for students to receive support and/or enrichment opportunities from staff. Students will be assigned a WIN teacher but have the option to to complete the following:

- “Locked in” Options:
 - 8th Grade Band and Choir
 - Band and Choir teachers will work together to allow students to be in both band and choir.
 - Having 8th grade band and choir during WIN (12:08-12:33) allows students to be in band and/or choir **and** other elective classes during the 8th grade elective hour (2:14-3:00).
 - Specific Interventions assigned through the MTSS team.
 - Students missing work and/or failing classes.
 - Students needing to take/retake a test or lab.
- Student Selected Enrichment Options
 - Students may sign up for a teacher’s specific offering.
 - Students may sign up for a specific content area for extra support or enrichment.
 - Students may sign up to work on an assignment or homework.

REACH

REACH is an elective class designed to assist students academically, socially, and/or emotionally during the school day. REACH staff work closely with other professionals, students, and families to not only assist students academically but equip students with skills for future success. The REACH program follows a set schedule each week to support students. Below are the items followed on the schedule.

- Weekly Check-in/Goals Group
- Character Building Exercises
- Academic Days

What does REACH stand for?

- **Relationships** - A safe place for students to belong, connect, and be supported.
- **Education** - Create positive learning opportunities through academic support and individual assignment modification.
- **Accountability** - A support network with staff committed to help students succeed that nurtures student accountability with parent support.
- **Character** - Skill building activities that encourage positive academic and personal growth.
- **Hard Work** - Students that rise to the level of expectations

PART III — RULES AND DISCIPLINE

ATTENDANCE

Regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability. For detailed information, see the “Student Attendance” policy in this handbook and/or on the school district website.

BULLYING PROHIBITION

The school district is committed to providing a safe and respectful learning environment for all students. Acts of bullying, in any form, by either an individual student or a group of students, is prohibited on school district property or at school-related functions. For detailed information regarding the school district’s “Bullying Prohibition” policy, refer to this handbook and/or the school district website.

BUSES—CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

Riding the school bus is a privilege, not a right. The school district’s general student behavior rules are in effect for all students on school buses, including non-public and charter school students. The school district will not provide transportation for students whose transportation privileges have been revoked. All bus riders are under the authority of the bus driver and must obey rules as imposed by them to provide for the safe operation of their vehicle. In order to maintain a safe and healthy situation in and around a school bus, specific guidelines have been developed. The following acts are prohibited and may result in loss of bus privileges:

- Use or possession of alcohol, drugs, or tobacco on the bus.
- General disruptiveness such as fighting or throwing things.
- Unauthorized movement around the bus. Riders should stay seated when the bus is moving.
- Transportation of unauthorized passengers. Non-regular riders must receive official permission before being transported.
- Loud, obscene, or abusive language of any kind.
- Vandalism on the bus. (This may result in civil action.)
- Insubordination toward or failure to follow driver’s orders.
- Fighting or provoking a fight. (This may result in suspension from school and/or criminal charges being filed.)
- Using or carrying dangerous items on the bus such as guns, knives, lighters, etc. (Criminal charges may be filed.)
- Placing any part of the body out of the bus or throwing objects from the bus. (Criminal charges may be filed.)

Students must avoid playing or loitering on the highway when waiting for the bus. When crossing the highway before boarding or after leaving the bus, students should be careful to check for approaching vehicles, as well as bus movement.

In the case of a discipline problem, the following procedures will be used:

1. The driver will take appropriate measures to maintain order and/or protect the health and safety of all students.
2. If the bus driver cannot correct a student's misbehavior by talking to the student and/or the student's parents, the driver shall report the problem to the Middle School Principal and Benjamin Bus Company.
3. Should another incident occur, the driver will complete an "Incident Report" before leaving their bus and drop it off with the bus supervisor at Benjamin Bus Company. The "Incident Report" will be mailed immediately to the student's parents/guardian, with a copy delivered to the appropriate school principal. Each subsequent incident will be handled in accordance with the aforementioned procedure through the third (3rd) offense, after which the student will not be allowed to ride the bus until a conference, which includes the contractor, appropriate principal, driver, and parent/guardian, has been held.
4. Suspensions for offenses one (1) through three (3) may be for a period of time from one (1) to ten (10) days.
5. In cases of serious or hazardous conduct, Benjamin Bus Company, with district approval, or the school district may skip the preliminary notices or warnings and immediately suspend the student's riding privileges for an indefinite period of time.

CELL PHONE AND OTHER ELECTRONIC COMMUNICATION DEVICES

Students are prohibited from using cell phones, pagers, SMART watches and other SMART devices, and other electronic communication devices during the instructional day, except as stated below and/or when a teacher allows students to bring an electronic mobile device to class for educational purposes (i.e. use a graphing calculator app in an upper level math course). Students are also prohibited from using a cell phone or other electronic communication device to engage in conduct prohibited by school district policies including, but not limited to, cheating, bullying, harassment, malicious/sadistic conduct, etc. No student will take or share a picture or video of another person during the instructional day without their permission. School district policies on Internet Acceptable Use and Safety and Student Discipline may be applied to this action.

No student is allowed to take pictures or videotape another person without their permission. Cell phones or other electronic devices are not allowed in the bathroom or locker room.

If the school district has a reasonable suspicion a student has violated a school rule or law by use of a cell phone or other electronic device, the school district may search the device. The search of the device will be reasonably related in scope to the circumstances justifying the search.

Students who use an electronic device during the school day and/or in violation of school district policies may be subject to disciplinary action pursuant to the school

district's discipline policy. In addition, a student's cell phone or electronic device may be confiscated by the school district and, if applicable, provided to law enforcement. Cell phones or other electronic devices that are confiscated and retained by the school district will be returned in accordance with school building procedures.

CELL PHONE/ELECTRONIC DEVICES

Cell phone/electronic devices must be kept in student's lockers during school hours (8:00 AM - 3:00 PM). If a cell phone is in a student's possession, or goes off during the school day, it will be taken by staff of the school and given to a building principal or designee.

- **1st offense:** The phone/electronic device will be kept by the principal/designee for the rest of the school day. At the end of the day, the student will be able to get the phone back from the principal.
- **2nd and subsequent offenses:** The phone/electronic device will be kept by the principal/designee and will only be given back to the parent or guardian.

NON EXCLUSIONARY DISCIPLINE

The following guidelines have been established in order to help students, parents, and teachers better understand the behavioral expectations for students. The consequences are aimed at assisting students in meeting expectations. They are not, however, absolute. Each disciplinary situation that arises will be handled with the best interests of the student involved and the school as a whole in mind. Therefore, professional judgment may be used when determining what, if any, consequences are enforced in a given disciplinary situation. The principal or designee may impose or recommend longer suspensions, expulsion, or any other discipline as appropriate on a case by case basis.

Students, who do not comply with the rules and regulations as set by the Board of Education, will face appropriate consequences for their behavior. These consequences may range from a simple reminder to expulsion or exclusion. Naturally, the severity of the consequence will depend upon the degree and frequency of the student's inappropriate behavior. Inappropriate behaviors/disruptions within the learning environment may result in more severe consequences due to the negative effect on learning. Students must provide accurate information when discussing disciplinary incidents. Students will have the opportunity to complete all school work while suspended. Work can be accessed via Google Classroom.

Jordan School staff is trained in non exclusionary discipline practices such as School-Wide Positive Behavior Interventions and Supports. PBIS has a common purpose and approach to discipline that includes:

- A clear set of positive expectations and behaviors
- Procedures for teaching expected behavior
- Continuum of procedures for encouraging expected behavior
- Continuum of procedures for discouraging inappropriate behavior

At JPS a team of school representatives composed of administrators, classroom and special education teachers and non-certified staff meet on a regular basis to support staff, students and families with following our school rules: Be Respectful, Responsible, and Safe, as well as the District's strategic plan of *Grow your Jordan PRIDE: Preparedness. Respect. Integrity. Dependability. Excellence.* Jordan Public Schools uses **non exclusionary discipline and practices, restorative practices/conversations**, and the language of **Recognize, Acknowledge, and Connect** as a framework for working with students. All students will be taught PBIS processes and procedures during the first weeks of school and revisited throughout the school year.

Non Exclusionary discipline and practices is defined as policies and practices that are alternatives to dismissing a student from school, including but not limited to evidence-based positive behavior interventions and supports (**PBIS**), social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services.

Restorative Practices	Culturally Responsive Pedagogy
<ul style="list-style-type: none"> ● Classroom Discipline Reflection Sheet ● Affective Statements ● Circles ● Restorative Questions 	<ul style="list-style-type: none"> ● Collaboration Contracts ● Responsiveness <ul style="list-style-type: none"> ○ Attention Signals ○ Response Protocols ○ Movement Protocols ● Discussion Protocols ● Competency ● Relevance

When negative behavior occurs, staff will also teach how those behaviors impact others. The steps for teaching hurtful behaviors will most often start with a conversation. The conversation is the teaching time. At times it is a pull aside conversation. At other times it might need to be more firm. If the behavior continues after the conversation, then teachers will implement a consequence. Once again the consequences are designed to teach that a behavior is hurtful. If the negative behavior continues after consequences or if the behavior is abusive to self or others in nature, staff will use a punishment for a teaching tool. A punishment should be one and done. Consequences and punishments are tools we use to show the student how much we care about them. It is important to note that if behaviors ever require a punishment, parents will be brought into the process. The teacher, Behavior Specialist or Administration will contact the parent to decide on what is needed for learning to occur.

- Connect students to the group
 - Does the student need a conversation, consequence or punishment in order to learn the expected behaviors?

- If students struggle with following the school rules, they might receive a verbal warning, redirection or have a **conversation** about the incident.
- For repeated behaviors or more serious offenses, students may receive a **consequence** such as a phone call home to the child's family or a "Just Stop and Think" slip from the classroom teacher naming the inappropriate behavior and what school rule the student needs to improve on.
- More severe consequences might necessitate a **punishment** such as an office referral and/or suspension that will require the implementation of **non exclusionary discipline and practices**, and may require the attention of building administration. Either of these slips will go home for families to be informed about their child's behavior and will need to be signed and returned to school. It may also be determined that a more in depth communication/meeting should be scheduled to determine an action plan for future student success (see policy 506 *Student Discipline* on the [Jordan Public Schools](#) website for more detailed information).

Students, parents and other guardians, and school staff may file a complaint and seek corrective action when the requirements of the Minnesota Pupil Fair Dismissal Act, including the implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied. If you have a complaint, please complete this [form](#).

Misbehavior by one student can disrupt the learning process for many other students. In addition, students must learn to practice good safety habits, value academic honesty, respect the rights of others, and obey the law. For detailed information on the Student Code of Conduct and consequences for violations, see the complete "Student Discipline" policy in this handbook and/or on the school district website.

Students, who do not comply with the rules and regulations as set by the Board of Education, will face appropriate consequences for their behavior. These consequences may range from a simple reminder to expulsion or exclusion. Naturally, the severity of the consequence will depend upon the degree and frequency of the student's inappropriate behavior. Inappropriate behaviors/disruptions within the learning environment may result in more severe consequences due to the negative effect on learning. Students must provide accurate information when discussing disciplinary incidents. Students will have the opportunity to complete all school work while suspended. Work can be accessed via Google Classroom.

WIN ROOM

At JMS, we believe all students can learn from their mistakes by processing and fixing the results of their behavioral choices in a safe environment that allows all to learn and

grow. The purpose of the WIN room is for students to take responsibility for and develop a plan to correct behavior. In collaboration with the adult in the WIN room and behavior interventionist teacher, the student and eventually the adult will reflect and repair the relationship. We believe that all behavior is learned and purposefully chosen to meet a person's needs. Our goal is to assist our students in choosing behaviors that are fulfilling, without disrupting others' needs.

DRESS AND APPEARANCE

Students are expected to be clean, neat, and dressed appropriately for the school day. Articles of clothing must not be disruptive to school property, offensive, nor interfere with the educational process and must comply with requirements for health and safety.

District #717 is committed to its schools being free from tobacco, drugs, and violence. Therefore, words or symbols on clothing or personal property that advertise products or actions which are illegal or harmful for children will not be permitted. Examples of unacceptable clothing/appearance include, but are not limited to the following:

- Obscene and/or profane language, slogans, emblems, or pictures
- Advertisements for alcohol or tobacco products
- Gang symbols or emblems on clothing worn in a manner to identify gang membership
- Chains, pins, studs, rings, and other potentially hazardous items
- Headgear, including hats or head coverings, is not to be worn in the building except with the approval of the building principal (i.e. student undergoing chemotherapy, medical situations, student religious/cultural practice or belief).
- Immodest or sexually provocative clothing, words, or symbols such as the following:
 - Shirts must cover the entire midsection of the body
 - Sleeveless tops must have straps
 - Undergarments must not be showing
 - Pants must be at a length so the student will not trip on them
 - Shorts and skirts must be of a length at the fingertip or beyond when the student is standing with arms at their sides

DRUG-FREE SCHOOL AND WORKPLACE

The possession and use of alcohol, controlled substances, and toxic substances are prohibited at school or in any other school location before, during, or after school hours. Paraphernalia associated with controlled substances is also prohibited. The school district will discipline or take appropriate action against anyone who violates this policy. District policy is not violated when a person brings a controlled substance which has a currently accepted medical treatment into a school location for personal use if the person has a physician's prescription for the substance, except marijuana is not allowed on school property even if prescribed. Students who have prescriptions must comply with the school district's "Student Medication" policy. The school district will provide an instructional program in every elementary and secondary school on chemical abuse and the prevention of chemical dependency.

A violation of this policy does not occur when an adult lights tobacco on school district property as a part of a traditional American Indian spiritual or cultural ceremony. An American Indian student may carry a pouch containing loose tobacco intended as observance of traditional spiritual or cultural practices.

HARASSMENT AND VIOLENCE PROHIBITION

The school district strives to maintain a learning and working environment that is free from religious, racial, or sexual harassment and violence. The school district prohibits any form of religious, racial, or sexual harassment and violence. For detailed information on the school district's "Harassment and Violence Prohibition" policy, refer to the back of this handbook and/or on the school district website.

HAZING PROHIBITION

Hazing is prohibited. No student will plan, direct, encourage, aid, or engage in hazing. Students who violate this rule will be subject to disciplinary action pursuant to the school district's "Student Discipline" policy. For detailed information on the school district's "Hazing Prohibition" policy, refer to the back of this handbook and/or on the school district website.

INTERNET ACCEPTABLE USE

All school district students have conditional access to the school district's computer system, including Internet access, for limited educational purposes, including use of the system for classroom activities, educational research, and professional and career development. **Use of the school district's system is a privilege, not a right.** Unacceptable use of the school district's computer system or the Internet may result in one or more of the following consequences:

- suspension or cancellation of use or access privileges
- payments for damages and repairs
- discipline under other appropriate school district policies, including, but not limited to, suspension, expulsion, or exclusion; or civil or criminal liability under other applicable laws.

A copy of the school district's "Internet Acceptable Use" policy is available in the district office.

TOBACCO-FREE SCHOOLS

School district students and staff have the right to learn and work in a tobacco-free environment. School policy is violated by any individual's use of tobacco or tobacco-related devices in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. This policy includes E-Cigarettes. Any student who violates this policy is subject to school district discipline. For detailed information on the school district's "Tobacco-Free Environment" policy, contact the district office. Contact the building principal or the superintendent if you have questions or wish to report violations.

WEAPONS PROHIBITION

No person will possess, use, or distribute a weapon when in a school location except as provided in school district policy. A “weapon” means any object, device, or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded, air guns, pellet guns, BB guns, all knives, blades, clubs, metal knuckles, nunchucks, throwing stars, explosives, fireworks, mace and other propellants, stun guns, ammunition, poisons, chains, arrows, and objects that have been modified to serve as a weapon. A weapon also includes look-alike weapons. Appropriate discipline and action will be taken against any person who violates this policy. The school district takes a “zero tolerance” position in regard to the possession, use, or distribution of weapons by students. Discipline of students will include, at a minimum: immediate out-of-school suspension, confiscation of the weapon, immediate notification of police, parent or guardian notification, and recommendation to the superintendent of dismissal for a period of time not to exceed one year. A student who brings a firearm to school will be expelled for at least one year, subject to school district discretion on a case-by-case basis. For a copy of the “School Weapons” policy see the back of this handbook and/or the school district website.

PART IV — HEALTH AND SAFETY

ACCIDENTS

All student injuries that occur at school or school-sponsored activities should be reported to the school nurse. Parents/guardians of an injured student will be notified as soon as possible. If the student requires immediate medical attention, the principal or other district leader will call 911 or seek emergency medical treatment and then contact the parent(s).

INTEGRATED PEST MANAGEMENT (IPM) NOTIFICATION

Notice Concerning Use of Pesticides

All Minnesota schools are required to inform parents/guardians and school employees they may request to be notified prior to pesticide applications on school property. Pesticides include chemicals which are used to control insects, weeds, rodents, or other pests as defined by the law. (M.S. 123B.575, Subd.9)

Pests have the potential to sting, bite, contaminate, cause property damage, spread disease, cause asthma, and/or trigger an allergic reaction. Therefore, we attempt to minimize their impact on students, staff, and building visitors. Our district utilizes the service of a licensed, professional pest control firm for the prevention and control of pests in and around district buildings and grounds. All pest control materials are chosen and applied according to federal law.

Because long-term health effects on children from the application of such pesticides or the class of chemicals to which they belong may not be fully understood, the district requires the least amount and least toxic pesticides available be used.

An estimated schedule of interior pest control inspections and possible treatments are available for review or copying at the district office. A similar estimated schedule is available for applications to school grounds of herbicides and other materials. Parents may receive, at their expense, notification of pesticide application prior to their use should they be deemed necessary on unscheduled days if specifically requested.

The district's IPM program was reviewed by a representative from the Minnesota Department of Agriculture in February 2011. During this review, the district received additional technical expertise for IPM program improvements related to chemical storage and handling/disposal.

Any questions you may have regarding the ISD #717 Integrated Pest Management (IPM) program or practices should be directed to Mr. Tim Bisek – Jordan Public Schools Facilities Manager at (952) 492- 2336.

INDOOR AIR QUALITY (IAQ) ANNUAL NOTIFICATION

Jordan Public School ISD #717, in coordination with the Minnesota Department of Education (MDE) and the Environmental Protection Agency (EPA), have developed an indoor air quality management plan. A factor of the IAQ management plan is the following yearly correspondence to all district residents on the status of IAQ issues within the district.

Formal approval of the IAQ Management Plan by the ISD #717 School Board has been conducted. The plan is reviewed annually. Since that time, IAQ related activities specified in the management plan including walkthroughs, ventilation inspections, and staff surveys have been conducted annually in order to monitor and manage indoor conditions within our facilities.

Throughout the upcoming year, ISD #717 will continue to respond to IAQ concerns in a proactive manner to ensure the health and safety of students, staff, and building visitors. If you have questions relating to IAQ or would like to review the District IAQ management plan, please feel free to contact Ranae Case Evenson at (952)492-6200.

CRISIS MANAGEMENT

The school district has developed a "Crisis Management" policy. Each school building has its own building-specific crisis management plan. Students and parents will be provided with information as to district and school-specific plans.

The "Crisis Management" policy addresses a range of potential crisis situations that need mock drills scheduled in the school district and includes general crisis procedures for securing buildings, classroom evacuation, campus evacuation, sheltering, and

communication procedures. The school district will conduct lockdown drills, fire drills, and a tornado drill yearly. Complete building plans, including classroom and building evacuation procedures, and can be found in the school office.

PETS IN SCHOOL

Due to health and air quality concerns, dogs, cats, rodents, rabbits, reptiles, fish, birds or exotic animals are not allowed on school property, unless pre-arranged with the principal. Certified therapy dogs will be permitted. Science curriculum approved by the principal may bring in the above listed animals. Organizations that may be approved for presentations may include, but are not limited to Critters & Co., The Raptor Center, and The Humane Society. Animals brought in for “show and tell” should be scheduled for fall or spring, thus permitting the viewing of these animals in an outside location of the school.

SCHOOL NURSE

JMS employs the services of a school nurse on site. The school nurse attends to the needs of ill or injured students, maintains student medical records, and monitors the immunization records of students. The nurse is also in charge of vision and hearing.

Parents of students new to the system or parents having questions about medical or immunization records may reach the nurse at 952-492-4232.

Immunization Requirements

All students entering 7th grade or new to the district must show proof of current immunization status to be enrolled in public schools.

The immunizations required are as follows:

- ◆ DTaP - 5 shot series with Tdap booster on or after their 11th birthday
- ◆ Meningococcal on or after their 11th birthday (initial immunization)
- ◆ Polio - 4 shots series
- ◆ MMR (Measles, Mumps, and Rubella) - 2 shot series
- ◆ Hepatitis B - 3 shots series
- ◆ Varicella (Chicken Pox) - 2 shot series or date of disease (month / year)
- ◆

The only exemptions to Minnesota Immunization requirements are:

- ◆ Medical exemption - requires a physician note
- ◆ Exemption due to conscientiously held beliefs against immunization - this requires a notarized signature.

All immunization dates must show month, day, and year received. The requirements for 5th and 6th graders are unchanged from their Kindergarten requirements. Immunizations for 7th grade students must be completed and the records turned into the middle school office by the second week of August. If immunization records are not received by the due date, there will be one reminder letter sent. If no records are received by the second week of school, students will not be able to attend school.

Medication Policies

All prescription or nonprescription medications to be taken by a student during school hours **MUST** be kept in the office and administered by appropriate school personnel for primary school students. Secondary students may self carry medication with written authorization from parents/guardians. Parents/Guardian or physicians must notify the office when medication is required to be taken at school and must provide the following:

1. A signed "Authorization to Administer Medications at School" form. A new form must be completed at the beginning of each new school year.
2. Non-prescription FDA approved medications must come in the original labeled container, with a signed permission form.
3. Prescription medication must come to school in the original prescription container appropriately labeled by a pharmacy. The container will be labeled with the student's name, name of the medication, dosage, directions for administration, the name of the person licensed to prescribe, name of manufacturer of the drug, and the date of the original issue or renewal.
4. Students are not allowed to have any medications, unless there is a written agreement between the school district, the parent and/or the prescriber (i.e. inhalers). Controlled substances are never to be carried by a student or self-administered.
5. **The school will not keep *any stock medication* for student use.**

Health Policies

Children should be kept at home if they have any of the following symptoms:

- ◆ Vomiting (return 24 hours after the last incident of vomiting)
- ◆ Illness when they are unable to participate in routine activities
- ◆ Temperature of 100.4 degrees or more (must be fever free for 24 hours without fever reducing medication before returning to school)
- ◆ Diarrhea (return 24 hours after the last incident of diarrhea)
- ◆ Rash until medical exam indicates it is not a communicable disease
- ◆ Mouth sores with drooling
- ◆ Unusual color of skin, eyes, stool or urine

If any of these occur, keep the child at home until recovered, call a family doctor for an accurate diagnosis and proper care.

If you have any health issues/concerns and/or questions regarding immunizations, medication or health policies please contact the school nurse at 952-492-4232.

School District Policies

A full list of school board policies can be found on the Jordan Public Schools website.

Policy Name	Policy Number
Student Discipline	506
School Weapons	501
Harassment and Violence	413
Tobacco Free Environment	419
Search of Student Lockers, Desks, Personal Possessions and Student's Person	502
Bullying Prohibition	514
Hazing Prohibition	526
Student Surveys	520
Student Attendance	503
Distribution of Non School Sponsored Materials	505
Unpaid Meal Charges	534
Wellness Policy	533
Protection and Privacy of Pupil Records	515
Religion	609



Jordan High School Handbook Changes for 2023-2024

Parent-Student Handbook Changes

Pages 3-5--Cleaned up table of contents

Page 6--Changed Activities director name, added new bell schedule to reflect earlier start time.

Page 8 – Under credit make up added a sentence to clarify the full expectation to earn credits through our credit recovery program.

Page 8 – Added an item to address students wanting to wear culturally significant items at commencement.

Page 11--Bolded and highlighted the deadline for PSEO applications. This application is to be completed before May 30th and is for the full year. Students who do not apply before the deadline will not be considered for PSEO for that full school year. This was changed last year, but we will continue to bold this.

Page 11 – Added this line to encourage families to reach out to teachers with questions “It is encouraged that families with concerns about a student’s grades reach out to the teacher via email.”

Page 11--Added information about the new SURGE program.

Page 13--Adjusted coach and advisor names for the 2023-2024 school year.

Page 15--Added a detail about time of detention. This is to clarify the time when students would be expected to stay after school.

Page 18--Added this line “Please contact the high school office if you are trying to reach your child instead of calling or texting them during instructional class time.” We continue to have students come to the office and say they have to leave the building per their parents, but there has not been any contact with our main office staff. I am leaving this highlighted for another year. We would like to continue to ratchet down the need for parents to communicate with students via cell phone during the school day.

Page 19--Changes to the lunch information. Per the new legislative mandates, each student will be provided one breakfast and one lunch daily, when school is in session.

Page 20 – Added a line to senior privileges to assist students in understanding that if they have work to complete or make up, they are expected to do that instead of leaving campus.

Page 21 – Added a line about attendance at events when absent to clarify the importance of attendance and how that relates to after school activities.

Page 26-27--adjusted the wording for detentions for unexcused tardiness. Increased the consequences for above five tardies.

Page 31 – Added MSBA bullet points for inappropriate clothing and added a sentence about proper clothing for physical education classes.

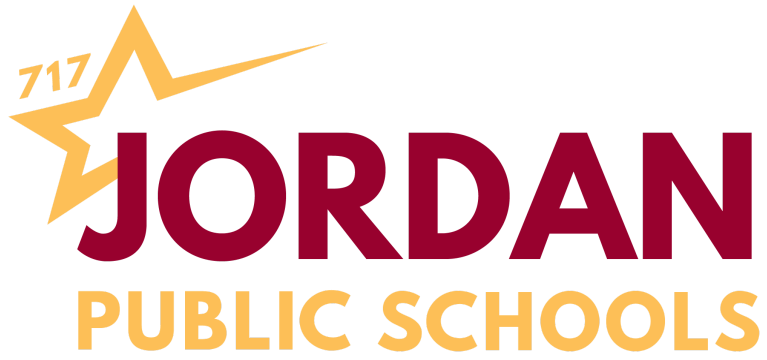
Page 32 – Added the following (*this includes current and former students*) to our policy on plagiarism. Students sharing their work and using other students' work is not acceptable. Also added a sentence on the use of Artificial Intelligence (AI).

Page 32 – Added MN state legislative update about sacred tobacco will be allowed as part of a religious or cultural practices.

Page 33 – Added this sentence to our vulgar language statement: "This includes language that is derogatory and hurtful to others. "

Page 34 – Added language for non exclusionary discipline as required by new state legislation.

Page 34 – Added the new policy on religion (policy 609) to our reference policies.



**JORDAN HIGH SCHOOL
2023-2024 PARENT STUDENT HANDBOOK**



The mission of the Jordan School District is to ***inspire a caring community to ignite learning, innovation, and success for all.***

The Jordan School District's vision is to:

- Help students attain high academic achievement
- Provide a safe, collaborative, and innovative culture and environment in which to learn and work
- Be fiscally responsible and maintain quality facilities
- Engage with all stakeholders in an intentional and effective manner

Directory of Information

<u>Board of Education</u>	Current Board of Education members and information can be found at link below:
Jordan Public Schools Board of Education	

<u>Jordan Schools Policies</u>	Current policy information can be found at link below:
Jordan Public Schools Board Policies	

<u>Jordan High School Staff</u>	Current Jordan High School instructional and support staff can be found at link below:
Jordan Public Schools Staff Directory	

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PURPOSE OF HANDBOOK

This handbook is intended to serve as a guide for Jordan High School students and their families. The handbook provides information for parents and students regarding academic opportunities, student life information, the attendance policy, and behavioral expectations. Education is a cooperative venture between parents, teachers, and administrators working toward the goal of the betterment of young people and the community.

***If you would like to request a print version of this handbook or are unable to access any information, for any reason, please contact the JHS office for assistance.

CONTACT INFORMATION

Principal, Jeff Vizenor.....	492-4401
School Counselor, Robin Whiteside.....	492-4403
School Social Worker, Rachel Rydberg.....	492-4471
Dean of Students, Jeff Christ.....	492-4404
Activities Director, John Buteyn.....	492-4399

SCHEDULES

Schedule 1: Schedule with Advisory

First Hour:	8:00 – 8:48 (48 minutes)
Second Hour:	8:52 – 9:40 (48 minutes)
Third Hour (Advisory):	9:44 – 10:11 (27 minutes)
Fourth Hour:	10:15 – 11:03 (48 minutes)
Fifth Hour:	11:03 – 12:17 (48 minutes)
	First Lunch: 11:03 – 11:29 (26 minutes)
	Second Lunch: 11:29 – 11:55 (26 minutes)
	Third Lunch: 11:55 – 12:21 (26 minutes)
Sixth Hour:	12:25 – 1:13 (48 minutes)
Seventh Hour:	1:17 – 2:05 (48 minutes)
Eighth Hour:	2:09 – 3:00 (51 minutes)

Schedule 2: Early Release

First Hour:	8:00 – 8:34
Second Hour:	8:38 – 9:12
Fourth Hour:	9:16 – 9:50
Sixth Hour:	9:54 – 10:28
Seventh Hour:	10:34 – 11:08
Fifth Hour:	11:12 – 12:26
First Lunch:	11:08 – 11:34
Second Lunch:	11:34 – 12:00
Third Lunch:	12:00 – 12:26
Eighth Hour:	12:30 – 1:00

Schedule 3: Late Start

First Hour:	10:00 – 10:34
Second Hour:	10:38 – 11:12
Fifth Hour:	11:16 – 12:30
First Lunch:	11:12 – 11:38
Second Lunch:	11:38 – 12:04
Third Lunch:	12:04 – 12:30
Fourth Hour:	12:34 – 1:08
Sixth Hour:	1:12 – 1:45
Seventh Hour:	1:49 – 2:22
Eighth Hour:	2:26 – 3:00

ACADEMIC PROCEDURES

ACADEMIC AWARDS:

High-achieving students will be recognized at an awards ceremony in the spring. Students in grade nine, ten, and eleven who maintain a grade point average of 4.0 or higher will earn a Pacesetter Award. Students who perform in the top five percent of their class in each subject area will be recognized. See Honor Graduates for senior awards on page 9 of the handbook.

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. 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:

- College in the Schools Introduction to Literature
- College in the Schools College Algebra through Modeling
- College in the Schools Calculus
- College in the Schools Human Physiology
- Advanced Placement Chemistry
- Concurrent Enrollment US History
- Concurrent Enrollment World History
- Concurrent Enrollment Health Care Core
- Concurrent Enrollment Introduction to Composition
- Concurrent Enrollment Introduction to Education
- Concurrent Enrollment Public Speaking
- Concurrent Enrollment Spanish IV and Spanish V
- Concurrent Enrollment Musicology

Advanced Placement, Concurrent Enrollment, and College in the Schools courses have weighted grades.

ADVISOR GROUP:

Students will attend an advisory period daily. Monday will be a quiet study hall atmosphere for students to check in with their advisor and plan for the week. On Tuesdays, school staff will present a social-emotional learning curriculum. On the other days of the week, students will be allowed to make up tests and quizzes, access additional help from teachers, or simply study. Student groups (i.e. SADD, Student Council, etc.) will meet during this time as well.

CREDIT REQUIREMENTS FOR GRADUATION:

Students are responsible for keeping track of their credits and monitoring their status for graduation. Students must enroll in a minimum of five credit-bearing classes to be considered a student at Jordan High School.

Graduation Requirements:

- Four credits of English
 - Full year of English 9 and English 10, each
 - Four semesters to include one literature, one public speaking, one writing and one elective choice
- Four credits of Social Studies
 - Full year of Civics, American History, and World History, each
 - One semester of Economics
 - One semester elective of choice
- Three credits of Mathematics (Three full years)
- Three credits of Science

- Full year of Physical Science and Biology, each
- One full year of Chemistry or Physics
- One half credit of PE 9, one-half credit of PE 10, one-half credit of Careers (Freshman Academy), and one-half credit of Health 10
- One credit of an art elective
- Seven credits of electives (may choose full year or semester courses)

CREDIT MAKEUP:

Students can make up credits by attending summer school through the Southwest Metro Educational Cooperative or at Jordan High School. Students must provide their own transportation. Students may also participate in extended day services where they earn credits at the high school after school hours once a week. Credits will be made up using an online program where they must complete all work at a grade of 70% or higher. Students are also required to have 60 hours of seat time for the credit recovery program. Students should see Ms. Whiteside or Ms. Rydberg for help when determining the best way to make up credits.

COMMENCEMENT PROCEDURE:

To participate in graduation ceremonies, seniors must have completed all graduation requirements. Jordan High School students must have earned 24 credits (each semester course equals one-half credit and each year long course equals one credit) and completed the requirements outlined by the State of Minnesota regarding graduation tests. All students participating in the graduation ceremony must wear the graduation attire selected by the class and school. Students wanting to wear culturally significant items at commencement need to get prior approval of the High School principal. Students do not need to participate in the graduation ceremony to receive a diploma. Seniors who do not qualify for participation in commencement may attend the all-night party.

FEES:

Public Education in Minnesota is free to all students who are residents. However, fees may be charged to you under the following circumstances:

1. A minimal fee will be charged for class projects in classes such as FACS, Industrial Arts, Art, etc. Students opting to do a different project other than the one chosen for the class will pay for all supplies. In either case, the project is the student's to keep.
2. Cost of school equipment or material destroyed or broken or unduly damaged through carelessness or failure to follow the instructions in the amount necessary to restore the item involved to service.
3. Costs of field trips which are made available from time to time but are not required as part of a course should the students elect to participate in the field trip.
4. Cost of the school paper, yearbook, graduation announcements, or class rings, should the student elect to order any of these items.
5. Admission fees for plays, athletic events and other programs or activities which the student may attend at their option.
6. Students are required to furnish their own paper, pencils, pens, notebooks, calculators, graph paper, sketch pads, gym clothing, tennis and athletic shoes, and other items of personal equipment.

Fees unpaid within 30 days of the end of the school year may be collected through action in small claims court or other appropriate means. These procedures are in accordance with and governed by the MINNESOTA PUBLIC SCHOOL FEE LAW, MSA 120.71 - 120.76.

GRADE POINTS:

Students who complete Concurrent Enrollment, Advanced Placement or College in the Schools courses will receive weighted grades. Advanced Placement, Concurrent Enrollment, and College in the Schools courses have weighted grades; students who earn credit in similar courses through PSEO will have weighted grades.

The letter grades, if transposed to numerical grades, will be as follows:

	<u>Regular</u>	<u>CIS/CE & AP</u>
A	4.0	4.40
A-	3.67	4.04
B+	3.33	3.66
B	3.0	3.30
B-	2.67	2.94
C+	2.33	2.56
C	2.0	2.20
C-	1.67	1.84
D+	1.33	1.46
D	1.0	1.10
F	0	0

GRADING SCALE:

The high school grading scale is as follows:

A	93 – 100%
A-	90 – 92%
B+	87 – 89%
B	83 – 86%
B-	80 – 82%
C+	77 – 79%
C	73 – 76%
C-	70 – 72%
D+	67 – 69%
D	63 – 66%
D-	60 – 62%
F	0 – 59%

HONOR GRADUATES:

At graduation "Highest Honors" will be awarded to those students who maintained a Grade Point Average at 4.0 and above throughout their high school career. The determination for this honor is made at the end of the first semester of the student's senior year. Highest Honors students will wear gold cords at graduation and will be recognized in the program. "High Honors" will be awarded to those students who maintained a 3.8 to 3.99 Grade Point Average throughout their high school career. High Honors students will wear silver cords at graduation and will be recognized in the program. Students with a 3.5 to 3.79 Grade Point Average will graduate as honor students. Honors students will wear white cords at graduation and will be recognized in the program. PSEO student grades will be credited in high school records and class rank. Advanced Placement, Concurrent Enrollment, and College in the Schools courses have weighted grades; students who earn credit in similar courses through PSEO will have weighted grades.

HONOR ROLL:

A letter system is used for evaluating scholastic achievement. Report cards are distributed at the end of each semester. At the end of each semester an honor roll is established which recognizes scholastic excellence. "A" honor roll is achieved with a 3.67 grade point average and above and "B" honor roll is achieved with a 3.0 to 3.66 grade point average.

INCOMPLETE GRADES:

Students generally have two weeks after the end of a semester to complete an Incomplete grade at the end of a semester or they will become an "F." Students with Incompletes are not included on the Honor Roll. Students are responsible for acquiring assignments by either checking the teachers' website/Google Classroom and/or speaking directly with teachers.

INDEPENDENT STUDY POLICY:

1. Students are generally not allowed to take a required course through Independent Study.
2. Students must complete the required paperwork within ten days of the start of a semester.
3. Students will receive Pass/Fail grades on courses taken through Independent Study. The credit will count toward graduation requirements and the student's GPA will not be affected.
4. As a general rule, students will not be allowed to substitute an Independent Study class for a course already offered.

INTERNET ACCEPTABLE USE AND SAFETY:

All students and parents must read the district Internet Acceptable Use and Safety Policy. The policy can be found on page 33 of this handbook. Students must sign the Acceptable Use and Safety Policy Agreement prior to being granted access to the district Internet. The form can be found on the high school website under student life and technology.

MN STATE TESTING:

Parents/guardians have a right to not have their student participate in state-required standardized assessments. Minnesota statute requires that districts provide information about statewide assessments to parents/guardians and include a form to complete if they refuse to have their student participate. The form is available on the Jordan Public Schools website in English and Spanish. [JPS Teaching and Learning-Testing](#)

Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments administered in high school, may be granted free admission to a public school and is available to any resident under 21 years of age.

NATIONAL HONOR SOCIETY:

National Honor Society (NHS) is a nationally recognized student recognition program. Students selected for NHS demonstrate achievement in scholarship, character, leadership and service. Juniors and seniors with a 3.67 average are scholastically eligible for the National Honor Society. In the second semester, those eligible are invited to apply. The student's GPA is not the only consideration for admission into the National Honor Society. Eligible students are rated by the Faculty Council on character, leadership and service.

PARENT-TEACHER-STUDENT CONFERENCES:

Conferences provide parents an opportunity to meet and start a dialogue with teachers. An extended discussion is not possible, as parents and teachers are asked to observe a five-minute time limit. Parents who would like an in-depth conversation should schedule an appointment with the teacher for a different date. Parents are encouraged to bring students to conferences.

POST-SECONDARY ENROLLMENT OPTIONS (PSEO):

PSEO provides eleventh and twelfth grade students, who meet the qualifications of the post-secondary school of their choice, the opportunity to take college courses for high school and college credit. The costs of attending are paid for the student, whose primary financial responsibility is transportation to and from the school. Credits count toward students' diplomas and toward their high school grade point averages.

Different post-secondary schools have different entrance requirements. At Normandale Community College high school students must be in the top one third of their class as juniors if they wish to take a single class and the top ten percent to take more than one class at a time. As seniors, they need to be in the top half to take a single course or at the top third for multiple courses. Normandale will also consider students' performance on the Preliminary Scholastic Aptitude Test (PSAT) or the ACT college entrance exam if they are not eligible by virtue of their class rank.

Students who are interested in learning more about PSEO or applying for PSEO may see the counselor. The best time to see the counselor is in the spring before planning a PSEO experience. **The deadline for applications is May 30, 2024 for the 2024-2025 school year.**

PROFICIENCY/DEFICIENCY NOTICE:

Parents will be informed when students are doing exceptionally fine work in a particular class, are failing or close to failing a class, or not doing as well as expected. Teachers who have concerns about students will contact parents via e-mail or telephone. Parents and students should monitor student progress through the Infinite Campus Parent Portal and Google Classroom. **It is encouraged that families with concerns about a student's grades reach out to the teacher via email.**

REGISTRATION AND SCHEDULE CHANGES:

Students register the previous spring for courses in the next school year. Schedule changes are discouraged and are kept to a minimum. Please see the guidance counselor if a schedule change is necessary. Once a semester begins, changes are highly discouraged unless a credit deficiency is noticed, a teacher recommends a change, a student has too many study halls, or an error was made. A course dropped after the first two weeks of each semester will result in the student receiving an "F" on their permanent record and they will be placed in a study hall.

REPORT CARDS:

Report Cards will be issued at the end of each semester. Credits are earned at the end of the first and second semesters. Cumulative Grade Point Averages are based on semester grades. Mid-term report cards and first semester report cards will be carried home by students. Second semester report cards will be mailed. Students receiving incompletes have a reasonable time (usually two weeks) to complete missing work. Students are responsible for finding out what is missing and getting it to the teacher.

SAIL (STUDENTS ADJUSTING IN LIFE):

SAIL is a program for students who struggle academically. They may have organizational issues that have resulted in failing grades or they may need help studying. Students are placed in SAIL through the Intervention Team. We also have an alternative for SAIL called REACH that supports student needs beyond academics. This program will be similar to SAIL, but with components of Social and Emotional learning and growth.

SURGE (STRIVING UPWARDS FOR GOALS IN EDUCATION):

The Jordan ALP is a school within a school. It will be housed at Jordan High School in room S508. It is an alternative program for students that wish to remain in a traditional high school setting but need smaller class size with fewer distractions. The program will have between 12-15 students enrolled at any one

time. ALP staff will focus on improving attendance, building self esteem, and developing relationships with students and families. Students in the program will be able to access multiple course work concepts:

Curriculum Delivery:

- Teacher-directed curriculum (traditional JHS class)
- Project based curriculum with advising
- Online instruction via Edmentum
- Credit recovery opportunities via PLATO online curriculum
- Possible work based learning component depending on eligibility
- Each student is required to complete a Continual Learning Plan which outlines student goals, requirements and expectations of each program.
- Behavior expectations will be the same as Jordan High School

Students will be required to take MN competency tests in reading, math, and science. They will have access to all academic and extracurricular activities offered at Jordan High School. Students will also have access to all JHS support services including, but not limited to school guidance, academic counseling, health services, career counseling, and transportation to Jordan High School.

GOOGLE CLASSROOM:

The use of electronics has become an important part of the school experience for students as we prepare them for what awaits them beyond high school. Teachers will use Google Classroom, a learning management system, to keep parents and students informed about assignments. Parents will see folders organized by courses when they open Google Classroom. In the course folders, teachers will list individual units that may include presentations, links, videos, assignments, and other curriculum information.

SOUTHWEST METRO INTERMEDIATE DISTRICT:

The Southwest Metro Intermediate District Center serves the Jordan, Central, New Prague, Prior Lake, Shakopee, Waconia, Watertown-Mayer, Tri-City United, Belle Plaine and Eastern Carver County school districts. It is designed to provide courses and programs districts might not be able to provide individually. Seniors may register for vocational courses offered at the Southwest Metro Intermediate District. Students are subject to the same academic, behavioral, and attendance expectations at the Coop that they are expected of at Jordan High School.

STUDENT AIDES:

Students will be allowed to receive one-fourth (1/4) credit per semester for serving as a student aide for a maximum of two semesters during their 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. The one-fourth credit will count as an elective credit.

STATE STANDARDIZED TESTS:

As a parent/guardian you have the right to choose for your child on their participation on standardized tests. That information can be found at this [link](#).

TRANSCRIPTS:

Transcripts can be requested from Renee Hentges, Registrar, at the high school office, 492-4480 or rhentges@isd717.org. The fax number is 492-4425.

PARENT VOLUNTEERS:

Parents/guardians are welcome in the schools and are encouraged to volunteer in their child's classrooms. To volunteer in the school or for an event, parents/guardians should contact the building principal or school office to receive the necessary forms to complete. Parents/guardians who visit the school should sign in at the office before entering a classroom. All volunteers will be required to complete a criminal background check by the BCA (Bureau of Criminal Apprehension) prior to working with students. The school district will pay for the BCA background check for volunteers who will be working with students in the classroom setting. Volunteers will pay for the BCA criminal background check that will supervise students outside of school, such as for a field trip or school-related event. All background checks are good for one year.

WORK RELEASE POLICY:

Jordan High School will allow seniors to leave school one hour early if they choose the work release option. Seniors on the work release option during the second semester may leave two hours early if their schedule allows and they qualify for senior privileges. Students in the work release option will need parent permission and a form filed with the school from the student's workplace. Students will also need to adhere to the following criteria:

1. Carry a minimum of five classes each semester, which does not include student aide positions
2. Maintain passing grades in all classes
3. Submit signed work slips from parent and work supervisor every two weeks

Jordan High School recognizes the unique circumstances of all students. Questions or comments need to go through the building principal and counselor.

STUDENT LIFE

ACTIVITIES:

Students are encouraged to participate in the many activities available at Jordan High School. They include athletics, band, vocal, clubs, drama, yearbook, speech, and Knowledge Bowl. Many times these activities are referred to as the other half of a well rounded education. All activities whether associated with the Minnesota State High School League or not will follow the rules for eligibility set down by the League. All activities will also follow academic eligibility rules as set down by the school (see Extracurricular Student Eligibility Standards.) A separate policy handbook pertaining to extracurricular rules, philosophy, and responsibilities is available through the Activities Director.

FULL YEAR ACTIVITIES

Instrumental Music	Director Burnside
Knowledge Bowl	Ms. Rydberg
National Honor Society	TBD
Spanish Club	Ms. Peters
Student Council	Mr. Rydberg and Ms. Trembl
Vocal Music	Stacie Lehman

FALL ACTIVITIES

Boys Soccer	Coach Wareham
Cheerleading	Coach Ruehling
Fall Play	Director Amundson
Football	Coach Sand
Girls & Boys Cross Country	Coach Nylander

Girls Soccer
Girls Tennis
Volleyball
Weight Room

Coach Steele
Coach Bailey
Coach Attig
Varies by Season

WINTER ACTIVITIES

Boys Basketball
Girls Basketball
One Act Play
Robotics
Speech
Weight Room
Wrestling

Coach Urbanek
Coach Johnson
TBD
Mr. McClellan
Coach Peters
Varies by Season
Coach Stauffacher

SPRING ACTIVITIES

Baseball
Girls & Boys Golf
Girls & Boys Track
Softball
Speech
Spring Play
Trap Shoot (Club)
Weight Room

Coach Arnold
Coach Sand/Coach Hennen
Coach Walerius/ Coach Nylander
TBD
Coach Peters
Director Amundson
Coach Radick
Varies by Season

ACTIVITY FEES:

The school board shall adopt student user fees to help offset the cost of supplies, equipment, and apparel. For more details reference the activities website at <https://jordanactivities.org/fees-passes/>

ATHLETIC EVENTS SCHEDULES:

For the most up-to-date listing of grades 7-12 athletic events, log on to the schedule website www.wcconference.org (jordan.k12.mn.us) and choose Calendars on the home page.

CLOSED CAMPUS:

Jordan High School is a closed campus. Students must stay in school from the time they arrive until the time they are dismissed or until they are picked up by the bus. Students serving as aides in the elementary or middle school or who attend Industrial Technology classes at the middle school **are not to drive to the school.** Any student leaving the school building must check out through the main office. Approval from the principal or dean of students is needed to leave for personal or emergency situations.

DANCES:

The following rules will apply to all dances:

1. Any dance held at Jordan High School and sponsored by a class or organization of the high school shall be for students of Jordan High School and guests when permitted.
2. Dances will generally begin at 8:00 and conclude at 11:00.
3. A student of JHS may invite a guest to the dance.
 - a. The guest must be at least a freshman in high school and not older than 21 years of age. Freshmen are not permitted to attend Prom.
 - b. The guest must be registered in the office prior to the dance by completing a Dance

Guest Registration Form.

4. Starting times for dances will be advertised and all dances will end no later than 11:30.
5. Once doors are locked, students will not be admitted. Students cannot leave the dance and re-enter.
6. Students not dressed appropriately will be refused admittance.
7. Students with detentions older than 48 hours will not be allowed to attend dances. Students that are suspended during the time frame of the dance are not allowed to attend.
8. Chemical, alcohol, or tobacco use must be reported at once to the advisor in charge. This person will inform the principal of the details. Students under the influence of mood altering chemicals or alcohol will be detained and the parents/guardians and police will be called.

DETENTION:

Detention is a study time assigned to students as a consequence for violating school rules before, during, or after school or lunch time. Only the principal or dean may assign a student to the detention room, although teachers may submit detention for specific classroom reasons. The time assigned will be 24 hours after the student has received the detention notice so as to allow arrangements to be made with parents for transportation home. The school district assumes no responsibility for the welfare or transportation of students following detention. **Detention is held Wednesdays from 3:15 pm - 4:00 pm (or as arranged by teacher or administration).** A referral form will be sent home or a phone call will be made to inform parents of the detention. Seniors who have not attended detention will lose Senior Privileges. Students who do not serve detentions will be subjected to increased penalties.

EMERGENCY PROCEDURES:

Posted in each room is a notice related to evacuation and shelter in the event of an emergency. FOLLOW THESE DIRECTIONS unless an emergency causes other directions to be given. When exiting the building, move promptly, but without running. Keep orderly lines. All students and all school employees are to leave the building and are not to return until the all clear is given. Those leaving the building first are to go 300 feet away from the building. In the case of a tornado drill or warning, teachers will direct students to follow the signs posted in each room.

It may become necessary to evacuate or lockdown the building because of an emergency. Students will be notified of such an emergency over the intercom or by classroom teachers. All students are expected to follow the emergency directions given by adult supervisors. Emergency evacuation and lockdown procedures will be practiced.

EMERGENCY SCHOOL CLOSINGS:

The District will notify families directly using the District Website (www.jordan.k12.mn.us), our Blackboard Notification system (email/phone call), Facebook (<https://www.facebook.com/ISD717>), and Twitter (<https://twitter.com/ISD717>). Parents/guardians should make sure phone numbers and email addresses are accurately entered into their Infinite Campus Parent Portal to insure phone calls and messages will be delivered correctly. If you don't receive notifications, please contact an appropriate building secretary or the District Office. Announcements will also be made on WCCO-TV, KSTP-TV, KARE 11, FOX 9 TV, KCHK Radio, and WCCO 830 AM Radio. The District's Website (www.jordan.k12.mn.us) and social media accounts are updated to reflect school closing information as soon as possible after the announcements are made. We ask that, except in an emergency, families please not call the school office because phone lines are needed for administrative use. An exception is if there is an emergency that the District should be made aware of immediately. Parents can become aware of weather related closings in three convenient ways:

EXTRA-CURRICULAR STUDENT ELIGIBILITY STANDARDS:

Academic Achievement and co-curricular activity participation go hand in hand to promote the

educational growth of each student. For this reason and to encourage achievement in both curricular and co-curricular areas, the following academic standards and eligibility guidelines have been established. In order to be eligible for all co-curricular events, students must have all school work current and up to a passing level. Please see the Activities Handbook for more details about academic eligibility standards.

Minnesota State High School League rules mandate students with chemical use/abuse violations will be excluded from competition per the following time frames:

- First violation: Two events or two weeks, whichever is greater
- Second violation: Six events or three weeks, whichever is greater
- Third violation: Twelve events or four weeks, whichever is greater

As soon as practical at the beginning of each season, informational meetings will be held for students to explain the Minnesota State High School League Rules.

FAMILY ACTIVITY NIGHT:

Wednesday evening shall be designated as Family Night in Jordan. Efforts will be made to avoid school activities for students this evening. All practices scheduled on that day will end at 6:15. This will allow families to plan family activities for their children.

SCHOOL NURSE

JHS employs the services of a school nurse on site. The school nurse attends to the needs of ill or injured students, maintains student medical records, and monitors the immunization records of students. The nurse is also in charge of vision and hearing.

Parents of students new to the system or parents having questions about medical or immunization records may reach the nurse at 952-492-4410.

Immunization Requirements

All students entering 9th grade or new to the district must show proof of current immunization status to be enrolled in public schools.

The immunizations required are as follows:

- DTaP - 5 shot series with Tdap booster on or after their 11th birthday
- Meningococcal on or after their 11th birthday (initial immunization), 2nd dose on or after their 16th birthday
- Polio - 4 shots series
- MMR (Measles, Mumps, and Rubella) - 2 shot series
- Hepatitis B - 3 shots series
- Varicella (Chicken Pox) - 2 shot series or date of disease (month / year)

The only exemptions to Minnesota Immunization requirements are:

- Medical exemption - requires a physician note
- Exemption due to conscientiously held beliefs against immunization - this requires a notarized signature.

All immunization dates must show month, day, and year received. Immunizations for 9th and 12th grade students must be completed and the records turned into the high school office by the second week of August. If immunization records are not received by the due date, there will be one reminder letter

sent. If no records are received by the second week of school, students will not be able to attend school.

Medication Policies

All prescription or nonprescription medications to be taken by a student during school hours **MUST** be kept in the office and administered by appropriate school personnel for primary school students. Secondary students may self-carry medication with written authorization from parents/guardians. Parents/Guardian or physicians must notify the office when medication is required to be taken at school and must provide the following:

1. A signed "Authorization to Administer Medications at School" form. A new form must be completed at the beginning of each new school year.
2. Non-prescription FDA approved medications must come in the original labeled container, with a signed permission form.
3. Prescription medication must come to school in the original prescription container appropriately labeled by a pharmacy. The container will be labeled with the student's name, name of the medication, dosage, directions for administration, the name of the person licensed to prescribe, name of manufacturer of the drug, and the date of the original issue or renewal.
4. Students are not allowed to have any medications, unless there is a written agreement between the school district, the parent and/or the prescriber (i.e. inhalers). Controlled substances are never to be carried by a student or self-administered.
5. **The school will not keep any stock medication for student use.**

Health Policies

Children should be kept at home if they have any of the following symptoms:

- Vomiting (return 24 hours after the last incident of vomiting)
- Illness when they are unable to participate in routine activities
- Temperature of 100.4 degrees or more (must be fever free for 24 hours without fever reducing medication before returning to school)
- Diarrhea (return 24 hours after the last incident of diarrhea)
- Rash until medical exam indicates it is not a communicable disease
- Mouth sores with drooling
- Unusual color of skin, eyes, stool or urine

If any of these occur, keep the child at home until recovered, call a family doctor for an accurate diagnosis and proper care.

If you have any health issues/concerns and/or questions regarding immunizations, medication or health policies please contact the school nurse at 952-492-4410.

LOCKERS AND TEXTBOOKS:

Lockers, locks, Chromebooks, and textbooks will be issued to students at the beginning of the year. They are the property of the school, and students are responsible for their care. Damages caused by misuse or carelessness will be charged to the student responsible. Any locker malfunction should be reported to the office. Students are cautioned not to keep money or other valuables in their lockers. The school is not responsible for lost or stolen items. Students are not to give their locker combinations to others. Under state law, lockers may be examined at any time by school officials. 9th grade students will be assigned a locker and lock. Students in grades 10-12 may request one. **All athletic and PE lockers will be assigned and school issued locks will be used in the locker room.**

MESSAGES:

In emergency situations, students will be called to the office. All other messages will be posted on monitors in the hallways by the office staff. The office telephone is for school business only. Cell phones are not to be used in the classroom and must be on silent. Students who have special circumstances should get permission from the office staff to have their phones on in the classroom. A student phone is available in the Commons for students to use before and after school as well as between classes.

Please contact the high school office if you are trying to reach your child instead of calling or texting them during instructional class time. Messages to students during class time is a disruption to your child and other students.

PARKING:

All students are encouraged to ride district buses to Jordan High School. Students who must drive to school should keep in mind the following restrictions.

1. Student parking is provided in the west parking lot with the purchase of a \$100 annual permit (display in lower corner of front windshield). **Cost for a parking permit will increase after JHS Open House night to \$125.**
2. Permits may not be given or sold to another student.
3. Motorized vehicles must display the proper parking permit.
4. Cars parked illegally will be ticketed or towed away at the owner's expense.
5. Students are not allowed to go to their car during school hours without the permission of the principal, office, or dean of students.
6. Students driving vehicles to school for one day should pick up a visitor's permit from the office. A visitor's permit will be good for one day.
7. Unsafe drivers will lose their parking privileges.
8. **The area in front of the school is reserved for visitors.** Violators will be ticketed and/or towed. Students who park in the visitor lot will lose their permit (cost of \$10 to get it back). Tickets will start in late September.

The interiors of motor vehicles of students in school district locations, including glove or trunk compartments, may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule. The search will be reasonable in its scope and intrusiveness. Such searches may be conducted without notice, without consent, and without a search warrant. A student will be subject to withdrawal of parking privileges and to discipline if the student refuses to open a locked motor vehicle under the student's control or its compartments upon the request of a school official. Students who ride bicycles should park them in bike racks.

PLEDGE OF ALLEGIANCE:

The Pledge of Allegiance will be recited on the first day of the week in the morning. Any student or staff member may decline for personal reasons to participate in the recitation of the pledge, and students and staff must respect their right to make that choice.

SALES:

Students may not sell food or candy to the student body without the permission of the principal. All fundraising activities must be cleared through the principal. Board approval is needed for group fundraising.

SCHOOL BUS PRIVILEGES:

ISD #717 contracts with Benjamin Bus Company to provide safe and efficient transportation for students. Rider misbehavior sidetracks from achieving this goal. Riding the school bus is a privilege, not a right. Students should be at the designated bus stop on time (about 5 minutes before the scheduled pickup time). Students crossing the road after getting off the bus must cross in front of the bus. The driver is fully

in charge at all times and students must obey and respect the driver. Video cameras may be placed in buses to help enforce conduct and aid in student safety. Following are expectations for students:

- No objects should be thrown on or off the bus
- Ride assigned bus only and leave only at designated bus stop
- No offensive language or obscene gestures
- No animals on the bus
- Follow directions of the bus driver
- Keep body inside windows
- No tobacco, alcohol, and chemicals are allowed on the bus
- No vandalism; restitution is required before the student will be allowed back on the bus
- No use or possession of nuisance devices (matches, lighters, smoke bombs, firecrackers, squirt guns, etc.)
- No tampering with emergency door
- No fighting (striking other students)
- No food or pop consumed on the bus (other than allowed by drivers for field trips, etc.)

Students who violate bus rules for the first time are warned and parents are called. A second violation results in loss of bus riding privileges for one week. Students who violate the rules a third time will lose bus riding privileges for the remainder of the year. More severe penalties may be imposed that reflect the increased risks, costs, and/or legal nature of any infractions. Any acts which may be construed as criminal shall be referred to law enforcement.

SCHOOL MEALS:

For the 2023-2024 school year, Jordan Public Schools is participating in the Free School Meals program. Reimbursable breakfasts and lunches will be free for all students in Preschool - Grade 12. Costs for Snack Cart, additional entrees, milk-only purchases and more, can be found on our website www.jordan.k12.mn.us/nutritionalservices.

All families are encouraged to fill out the Application for Educational Benefits. This application qualifies families for benefits including discounted college application and academic testing fees, discounted participation fees on district athletic programs, and some Community Education and Recreation courses. **Students who were approved for benefits last year will still need to turn in a new application this school year.** Questions about lunch accounts should be referred to the Nutritional Services Director at 952-492-4417. Students will eat in one of three lunch periods. Except for seniors, students will wait to be dismissed to get in line by table.

SCHOOL SONG:

Jordan High School hats off to thee
To our colors true we shall ever be
Firm and strong, united are we
Rah, Rah, Rah, for JHS
Rah, Rah, Rah, Rah,
Rah for Maroon and Gold

SEARCH AND SEIZURE:

Jordan High School strives to maintain a safe environment for students, one that is free of drugs and weapons. To accomplish this goal staff may, when given cause, search students, backpacks, purses, lockers, and vehicles on the school grounds. School officials may conduct the search or the school may use drug sniffing dogs to conduct the search. **Students are advised that cameras provide video surveillance in the building and the parking lot.**

School lockers remain the property of the school and may be inspected at any time. Personal

possessions within the locker may be searched only when school officials have a suspicion that the search will uncover evidence of a violation of law or a school rule. Students will be notified of a search of their personal possessions as soon as possible following a search. In most cases, contraband will be turned over to the police.

The interiors of motor vehicles of students in school district locations, including glove or trunk compartments, may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule. The search will be reasonable in its scope and intrusiveness. Such searches may be conducted without notice, without consent, and without a search warrant. A student will be subject to withdrawal of parking privileges and to discipline if the student refuses to open a locked motor vehicle under the student's control or its compartments upon the request of a school official. The student who drove the vehicle to school will be held responsible for the contraband and face school disciplinary action. In most cases, contraband will be turned over to the police.

When a student's locker or vehicle is searched, at least one administrator or designee and one other adult employee of the school district will be present. Under the threat of immediate danger, locker(s) and other areas will be searched immediately.

The full School District Policy 502 Search of Student Lockers, Desks, Personal Possessions, and Student's Person can be found in the Appendix to the 2015-16 Parent Student Handbook.

SENIOR PRIVILEGES:

Senior Privileges is a program for seniors who are on track for graduation. Students must have attained a minimum of 18 credits at the beginning of their senior year and 21 at the beginning of the second semester of their senior year. Students must demonstrate responsibility by maintaining appropriate grades, being positive role models, and sustaining a good attendance record. Seniors who qualify are released from school during their study hall. **Senior Privileges will be removed for disciplinary, academic, and/or attendance issues.** Students will be expected to attend during their "Privs" hour in order to complete missing work due to absence or neglect. Students will not be allowed to have Senior Privileges if they have more than one study hall unless they have an advanced class (as defined on page 7) that is worth more than one-half credit. Senior Privileges are available to seniors after Homecoming. Seniors who qualify for Senior Privileges must complete the application form, have their parent or guardian sign it, and submit it. Seniors will be informed by the principal when they have been approved.

SPORTSMANSHIP:

School District 717 students will demonstrate good sportsmanship at all activities. Student participants in co-curricular activities represent the school in a very public manner, and thus student conduct is under close scrutiny. Because of their visibility and status as a role model for other students, it is extremely important that all of our students demonstrate proper conduct and abide by school rules, Minnesota State High School League rules, local and state laws.

Student athletes, coaches, and fans representing Jordan High School are expected to conduct themselves in a manner that would not cause the school, parents, or community any embarrassment. This applies whenever the student or coach is part of any activity, either athletic or non-athletic; before or after a contest/performance or practice, in transit to and from activities, or at any function associated with the activity.

Any acts of misconduct may result in disciplinary action whether or not this misconduct is directly involved with a school event or activity. The Minnesota State High School League's Code of

Responsibility allows school authorities to discipline students for violation of League, State, Federal, and/or school rules.

In addition, coaches/advisors may establish their own additional specific rules. These rules should be presented to players and parents at the beginning of the season and are subject to the approval of the Activities Director.

SPECTATOR EXPECTATIONS AT CO-CURRICULAR EVENTS:

- **If a student has been absent from school due to illness or suspension they will not be allowed to attend sporting events that evening.**
- We welcome enthusiastic fans that come to watch the game/performance and encourage our team/performers. Good sportsmanship is our goal.
- Please arrive at an appropriate time prior to the beginning of an auditorium event. If this is not possible, please enter quietly at an appropriate time, such as a scene change or after the first musical selection.
- Running, throwing objects, or horseplay, such as grabbing hats or playing catch in crowded areas is both annoying and dangerous. Spectators that endanger themselves or others by their behavior will be removed from the event.
- Alcohol, tobacco and tobacco products are not allowed on any of the school grounds. (This includes outdoor venues like football, baseball, softball, and track)
- We expect spectators to address volunteers, supervisors and each other respectfully. Offensive language has no place at Jordan activities.
- Signs should be designed to promote our Jordan teams and give positive enthusiastic support.
- Firecrackers, smoke bombs or weapons of any kind are strictly prohibited at any District 717 activity. Violators may be subject to state and/or federal law.
- **Use of noisemakers, horns, whistles, or other artificial attention-getters is not permitted at any MSHSL sponsored event.**
- We thank the fans for patronizing our concession stand. Remember that rude behavior such as cutting in line or speaking rudely to those working there is not acceptable.

VISITORS:

Visitors are not allowed unless planned through a specific school organization. This policy also includes recent graduates. Parents and other visitors should check in at the office.

ATTENDANCE AND TARDY POLICY

Regular attendance and promptness are expected in all classes and are essential for success in school. Learning to participate in group discussions, developing an appreciation for the views and abilities of other students, and forming habits of regular attendance are legitimate objectives for any course, and learning that is lost due to absences can never be adequately replaced. Every absence stops the educational process for that day, and the information and interaction missed can never be made up. This is a well-established principle of education that underlies and gives purpose to the requirements of compulsory education in Minnesota. The Jordan High School attendance policy will prepare students to be productive employees and citizens.

The school board believes that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability important to the future of the student. The purpose of this policy is to encourage regular school attendance. It is intended to be positive and not punitive.

This policy also recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher, and administrators. This policy will assist students in attending class.

RESPONSIBILITIES:

Student's Responsibility: It is the student's right to be in school. It is also the student's responsibility to attend all assigned classes and study halls every day that school is in session and to be aware of and follow the correct procedures when absent from an assigned class or study hall. Finally, it is the student's responsibility to request any missed assignments due to an absence.

Parent or Guardian's Responsibility: It is the responsibility of the student's parent or guardian to ensure the student is attending school, to inform the school in the event of a student absence, and to work cooperatively with the school and the student to solve any attendance problems that may arise. Research shows that student attendance is a primary factor in student success in school. Please encourage good attendance for your child.

Teacher's Responsibility: It is the teacher's responsibility to take daily attendance and to maintain accurate attendance records in each assigned class and study hall. It is also the teacher's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly. It is also the teacher's responsibility to provide any student who has been absent with any missed assignments upon request. Finally, it is the teacher's responsibility to work cooperatively with the student's parent or guardian and the student to solve any attendance problems that may arise.

Administrator's Responsibility: It is the administrator's responsibility to require students to attend all assigned classes and study halls. It is also the administrator's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly to all students, to maintain accurate records on student attendance, and to prepare a list of the previous day's absences stating the status of each. Finally, it is the administrator's responsibility to inform the student's parent or guardian of the student's attendance and to work cooperatively with them and the student to solve attendance problems.

In accordance with the Minnesota Compulsory Instruction Law, Minn. Stat. § 120A.22, the students of the school district are REQUIRED to attend all assigned classes and/or study halls every day school is in session, unless the student has been excused by the school board from attendance because the student has already completed state and school district standards required to graduate from high school, has withdrawn, or has a valid excuse for absence.

ATTENDANCE REPORTING PROCEDURES:

Reporting an Absence: Parents or guardians should call **492-4488 by 8:15am** to report an absence. Messages may be left on voicemail if the call cannot be made during school hours. If a call is not possible, the parent or guardian must send a note with their children when they return to school. This note is only required if the student's parents or guardians did not call. A student will be classified as truant if a parental note, doctor's note or phone call is not received within **two (2)** days of their return. Parents will receive an automated phone call when a student has been marked absent without an excuse.

Appointments: Any scheduled appointments for dentist, doctor, court, etc. should be cleared prior to the appointment by sending a note with the student or calling the attendance line. In general, parents are encouraged to make appointments after school hours or during study hall. The student will then be issued a pass excusing him/her from school. When possible, students should find out what they will miss prior to the absence so they are prepared upon returning to class.

Leaving the Building: Students who leave the building must be issued a pass from the high school office. All students must report to the high school office upon their return and obtain an admit slip for admittance to their classes.

Extended Family Trips: Parents or guardians are encouraged to schedule vacations around the school calendar breaks. However, the school recognizes this may not always be possible and that educational benefits can be gained for students when they are on vacation with their parents. The school will allow up to a maximum of five days for students to participate in a vacation with the parents if the following procedures have been completed.

- Written application for approval of vacation days must be submitted to the principal by a parent or guardian prior to the start of the vacation.
- After approval is granted, any homework that can be completed before or during the vacation will be assigned. Students should check teacher websites/Google Classroom and speak with teachers directly.

ABSENCES AND ACTIVITY MEMBERSHIP: Students may not be dismissed from a squad for absences that the school has excused. Playing time is a separate issue and is up to the discretion of the coach/director.

PARTICIPATION IN AND ATTENDANCE AT EXTRACURRICULAR ACTIVITIES AND SCHOOL-SPONSORED ON THE JOB TRAINING PROGRAMS:

This policy applies to all students involved in any extracurricular activity scheduled either during or outside the school day and any school-sponsored on-the-job training programs.

- School-initiated absences will be accepted and participation permitted.
- A student may not participate in any activity or program if he or she has an unexcused absence from any class (including lunch or study hall) during the day.
- If a student is suspended from any class, they may not participate in any activity or program that day.
- Students who arrive after the second period on the day of an activity or practice will not be allowed to participate in that activity unless approval has been obtained from the principal or activities director.

ABSENCES DEFINED:

A student is considered absent whenever he/she is not present in class after the first ten minutes of class. All attendance information is kept by class. It is conceivable that a student could be in violation of the policy for all classes or for only one class.

EXCUSED ABSENCES:

To be considered an excused absence, the student's parent or legal guardian may be asked to verify, in writing, the reason for the student's absence from school. A note from a physician or a licensed mental health professional stating that the student cannot attend school is a valid excuse.

The following reasons shall be sufficient to constitute excused absences:

- Illness.
- Serious illness in the student's immediate family.
- A death or funeral in the student's immediate family or of a close friend or relative.
- Medical, dental, or orthodontic treatment, or a counseling appointment.
- Court appearances occasioned by family or personal action.
- Religious instruction not to exceed three hours in any week.
- Physical emergency conditions such as fire, flood, storm, etc.

- Official school field trip or other school-sponsored outing.
- Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences and students will be permitted to complete make-up work.
- Family emergencies.
- Active duty in any military branch of the United States.
- A student's condition that requires ongoing treatment for a mental health diagnosis.

CONSEQUENCES FOR EXCUSED ABSENCES:

Students whose absences are excused are required to make up all assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher.

For the first day of an absence, a student will have two days to make up work. Students will have one day to make up work for each subsequent day of absences. Any work not completed within a reasonable amount of time may result in a score reduction. However, the building principal or the classroom teacher may extend the time allowed for completion of make-up work in the case of an extended illness or other extenuating circumstances.

Students who will be absent because of an appointment or participation in an activity should contact their teachers before or after school prior to that absence so they can be prepared when they return to school.

UNEXCUSED ABSENCES:

An absence will be considered unexcused if the student is not in the class and the absence is not excused. Parents can access automated email notification through Infinite Campus resulting in an e-mail being sent if a student is marked absent without an excuse. Students may not be permitted to make up class work.

The following are examples of absences which will not be excused:

- Truancy. An absence by a student which was not approved by the parent and/or the school district.
- Any absence in which the student failed to comply with any reporting requirements of the school district's attendance procedures.
- Work at home.
- Work at a business, except under a school-sponsored work release program.
- Vacations with family, unless approved by the principal or designee.
- Personal trips to schools or colleges, unless approved by the principal or designee.
- Any other absence not included under the attendance procedures set out in this policy.

CONSEQUENCES FOR UNEXCUSED ABSENCES IN GRADES FIVE THROUGH TWELVE:

- Absences resulting from official suspension will be handled in accordance with the Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.
- Days during which a student is suspended from school shall not be counted in a student's total accumulated unexcused absences.
- In cases of recurring unexcused absences, the administration may also request the county attorney to file a petition with the juvenile court, pursuant to Minnesota statutes.
- Students in grades 5 through 12 with unexcused absences shall be subject to discipline in the following manner:
 - Parents will be notified when students are absent from school without an excuse.
 - Students will be expected to complete assignments but may receive reduced or no credit.

EXCESSIVE ABSENCES:

Students may have a maximum of ten absences in a semester at the middle and high school level.

High school students may lose class credit on the eleventh total absence. Students with excessive absences may lose privileges like attending field trips. The following absences will not count toward the maximum absence rule:

- Official school field trip or other school-sponsored outing.
- Removal of a student pursuant to a suspension.
- Suspensions are to be handled as excused absences and students will be permitted to complete make-up work.
- A death or funeral in the student's immediate family or of a close friend or relative.
- Family vacations.
- College visits.

Parents will be notified when students reach the seventh and eleventh total absence in a class at the middle school and high schools. Students may be required to submit a doctor's note or receive clearance from the school nurse in order for an absence to be excused. If the result of a grade reduction or loss of credit has the effect of an expulsion, the school district will follow the procedures set forth in the Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.

PARENT NOTIFICATION:

1. When a student is in violation of the attendance policy, a conference may be held with the administration, appropriate staff, parents or guardians, and student. Appropriate consequences may occur, which could include loss of credit. Additionally, a contract may be established outlining expectations for the remainder of the semester.
2. Special consideration will be given to students with a long-term illness if the student submits verification from a doctor.
3. If the result of a grade reduction or loss of credit has the effect of an expulsion, the school district will follow the procedures set forth in the Pupil Fair Dismissal Act.

TRUANCY:

Continuing Truant: Minn. Stat. § 260A.02 provides that a continuing truant is a student who is subject to the compulsory instruction requirements of Minn. Stat. § 120A.22 and is absent from instruction in a school, as defined in Minn. Stat. § 120A.05, without valid excuse within a single school year for three or more class periods on three days if the child is in middle school or high school.

Reporting Responsibility:

When a student is initially classified as a continuing truant, Minn. Stat. § 260A.03 provides that the school attendance officer or other designated school official shall notify the student's parent or legal guardian, by first class mail or other reasonable means, of the following:

- That the child is truant;
- That the parent or guardian should notify the school if there is a valid excuse for the child's absences;
- That the parent or guardian is obligated to compel the attendance of the child at school pursuant to Minn. Stat. § 120A.22 and parents or guardians who fail to meet this obligation may be subject to prosecution under Minn. Stat. § 120A.34;
- That this notification serves as the notification required by Minn. Stat. § 120A.34;
- That alternative educational programs and services may be available in the child's enrolling or resident district;
- That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the child's truancy;
- That if the child continues to be truant, the parent and child may be subject to juvenile court proceedings under Minn. Stat. Ch. 260;

- That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child's driving privilege pursuant to Minn. Stat. § 260C.201; and
- It is recommended that the parent or guardian accompany the child to school and attend classes with the child for one day.

Habitual Truant:

A habitual truant is a child under the age of 17 years who is absent from attendance at school without lawful excuse for one or more class periods on seven school days per school year if the child is in middle school or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days per school year and who has not lawfully withdrawn from school.

A school district attendance officer shall refer a habitual truant child and the child's parent or legal guardian to appropriate services and procedures, under Minn. Stat. Ch. 260A.

CONSEQUENCES:

Students who are truant will not be allowed to receive credit for assignments missed on the day they were truant. Additionally, the following consequences will apply:

1. For the **first** truancy per semester, the student will be assigned one detention for each assigned period missed. The parent or guardian is to be advised of the detention assigned. The parent or guardian is responsible for transportation.
2. For the **second** truancy per semester, the student may be assigned two detentions for every assigned period missed. The parent or guardian will be advised of the detention assigned. The parent or guardian will be responsible for transportation.
3. For the **third** truancy, per semester, the student may be assigned In-School Suspension. **A parent conference may be required.**
4. The **fourth** truancy per semester from school or from class(es) may result in one or more of the following:
 - a. Detention.
 - b. In-School Suspension.
 - c. Loss of credit.
 - d. Suspension from school.

TARDY PROCEDURES:

Students are expected to be in their assigned area at designated times. Failure to do so constitutes tardiness.

Procedures for Reporting Tardiness

- Students tardy at the start of school must report to the school office for an admission slip.
- Tardiness between periods will be handled by the teacher.

Excused Tardiness

Valid excuses for tardiness are:

- Illness.
- Serious illness in the student's immediate family.
- A death or funeral in the student's immediate family or of a close friend or relative.
- Medical, dental, orthodontic, or mental health treatment.
- Court appearances occasioned by family or personal action.
- Physical emergency conditions such as fire, flood, storm, etc.
- Any tardiness for which the student has been excused in writing by an administrator or faculty member.

Unexcused Tardiness

An unexcused tardiness is failing to be in an assigned area at the designated time class period

commences without a valid excuse. Consequences of tardiness in grades 5 through 12 may include detention;

Students are expected to be in their scheduled room at the beginning of each assigned period. Failure to do so constitutes tardiness which will result in the following:

1. First thru fourth tardy per assigned period in a semester: Warning.
2. Students will receive one (1) After School detention for every 5 tardies. Excessive tardies may result in a parent conference and/or In- School Suspension.

CITIZENSHIP

BEHAVIORS DEFINED AND CONSEQUENCES:

The following guidelines have been established in order to help students, parents, and teachers better understand the behavioral expectations for students. The consequences are aimed at assisting students in meeting expectations. They are not, however, absolute. Each disciplinary situation that arises will be handled with the best interests of the student involved and the school as a whole in mind. Therefore, professional judgment may be used when determining what, if any, consequences are enforced in a given disciplinary situation. The principal or designee may impose or recommend longer suspensions, expulsion, or any other discipline as appropriate on a case by case basis. For more information on Non-Exclusionary discipline procedures refer to Appendix A.

Violation	First Offense	Second Offense	Subsequent Offenses
Abuse of Technology	Varies depending on offense: Warning to possible recommendation for expulsion		
Assault/Staff or Student	Suspension and possible recommendation for expulsion; parent conference; contact law enforcement	Possible recommendation for expulsion	
Bullying	Varies depending on offense: Warning, suspension, or recommendation for expulsion; parent contact	Varies depending on offense: Warning, suspension, or recommendation for expulsion; parent contact	
Bus Misbehavior	Warning and parent contact	Loss of riding privileges for one week and parent contact	Loss of riding privileges for the remainder of the school year and parent contact
Cafeteria Misconduct	Warning or suspension from the cafeteria for various amounts of time	Warning or suspension from the cafeteria for various amounts of time;	Possible permanent suspension from cafeteria; parent

		parent contact	contact
Cyberbullying	Varies depending on offense: Warning to possible recommendation for expulsion	Varies depending on offense: Warning, suspension, or recommendation for expulsion; parent contact	
Disorderly Conduct	Varies depending on offense		
Disruptive Conduct (Classroom)	Removal from class for one day; parent contact	Removal from class for three days; parent contact	See Classroom Removal Policy
Electronic Devices	Confiscation; return at end of day	Confiscation; parents must retrieve	Confiscation; parents must retrieve; potential alternative plans to prevent future disruptions
Fighting	1 - 3 day suspension; parent conference; contact law enforcement	3 - 5 day suspension; parent conference; contact law enforcement	5 day suspension and possible recommendation for expulsion; parent conference; contact law enforcement
Harassment/Threats	Varies depending on offense: Warning to possible recommendation for expulsion	Varies depending on offense: Warning to possible recommendation for expulsion	
Hazing	Varies depending on offense: Warning to possible recommendation for expulsion	Varies depending on offense: Warning to possible recommendation for expulsion	
Improper Dress	Change into other clothes	Change into other clothes; detention	Considered Insubordinate
Insubordination	1 -3 days suspension; parent contact	1 - 3 days suspension; parent conference	Suspension and possible recommendation for expulsion; contact parents
Leaving the building without a pass	Detention	Increased hours of detention	Suspension
Nuisance Objects	1 – 3 day suspension; parent conference;	1 – 3 day suspension; parent conference;	Suspension; possible recommendation for

	possible law enforcement contact	possible law enforcement contact	expulsion
Plagiarism/cheating (including sharing work with others)	Parent contact, detention, and must re-do the work	Parent conference, detention, and possible failing grade	Parent meeting- failing grade and possible suspension
Theft, buying or receiving stolen goods	Return/replace; 1 - 5 day suspension; contact parents and law enforcement	Return/replace; 1 - 5 day suspension; contact parents and law enforcement	Suspension and possible recommendation for expulsion; contact parents and law enforcement
Unnecessary use of physical force	Warning to suspension depending on the offense		
Use or possession of tobacco, matches or lighter	1-2 day suspension; confiscation; contact parents and law enforcement	3 day suspension; confiscation; contact parents and law enforcement	Up to 5 days suspension; confiscation; contact parents and law enforcement
Use/possession of chemicals, alcohol or items intended to be used as mood altering	5 days suspension; contact parents and law enforcement	5 days suspension; contact parents and law enforcement; possible recommendation for expulsion	
Vandalism	Restitution; 1 - 3 day suspension; contact parent and law enforcement	Restitution; 1 -3 day suspension; contact parent and law enforcement	Restitution; suspension and possible recommendation for expulsion; contact parent and law enforcement
Vulgar Language	Detention	Detention or ISS	Suspension
Weapons, Possession and distribution	Suspension; contact parent and law enforcement; recommendation for expulsion		

ABUSE OF TECHNOLOGY:

Technology is available to students in many areas. Its use can enhance student learning and offer opportunities for student creativity. Specific guidelines are outlined in the Acceptable Use Policy. The use of the school district system and access to use of the Internet is a privilege, not a right.

ASSAULT: Staff or Student

Assault is committing acts of verbal and/or non verbal coercion through intimidation or threat of force.

Assault and battery is committing a physical attack upon another person with the intent of causing bodily harm.

BULLYING:

See School District Policy 514 Bullying Prohibition at the end of the Jordan High School Parent/Student Handbook.

BUS BEHAVIOR:

Safety is of prime concern for the school bus driver. A student is in violation of this rule when he/she interferes with the safe and efficient transportation of students to and from school and/or fails to accept and carry out reasonable instructions given by the bus driver. Students must remember that riding the school bus is a privilege, not a right.

CAFETERIA MISCONDUCT:

Jordan High School has a closed campus and students are expected to stay in school for lunch. Students are expected to behave appropriately. If food is taken out of the commons, it should be disposed of properly and areas are picked up. Abusing lunchroom privileges will result in suspension from the lunchroom for various periods of time or other disciplinary actions.

CYBERBULLYING:

Cyberbullying is the act of using technology, such as the Internet or cellular phones, to bully or intimidate. Cyberbullying most often occurs outside of school; however, when the behavior causes a disruption at school and has a direct effect on school safety, students are subject to discipline. Cyberbullying includes messages intended for both students and staff members. Students who engage in cyberbullying will suffer consequences ranging from a warning to expulsion. **No student will take or share a picture or video of another person during the instructional day without their permission.** School district policies on Internet Acceptable Use and Safety and Student Discipline may be applied to this action.

DISORDERLY CONDUCT:

This is defined as engaging in obscene or abusive language or in boisterous and noisy conduct tending to arouse alarm or resentment in others (i.e. poor sportsmanship at athletic events, inappropriate cheers.) False fire alarms will result in an automatic five-day suspension and notification of police.

DISRUPTIVE CONDUCT (CLASSROOM):

Students who are disruptive in the classroom stop their own learning process and the learning of other students.

ELECTRONIC DEVICES:

Electronic devices are generally a distraction to the educational process. Additionally, they can disrupt classrooms. These items should not be brought to school. If students choose to carry a cellular phone, the device should be put away during instructional time and it must be muted so it does not disrupt class. **Please contact the high school office if you are trying to reach your child instead of calling or texting them during instructional class time. Messages to students during class time is a disruption to your child and other students.** Students are also not allowed to wear headphones in class, unless instructed otherwise by a teacher. Lost or stolen items are often not retrieved and the school will not be responsible for them. No student will take or share a picture or video of another person during the instructional day without their permission. School district policies on Internet Acceptable Use and Safety and Student Discipline may be applied to this action.

FIGHTING:

Fighting is mutual combat in which both parties have contributed to the situation by verbal and/or physical action. Students are expected to avoid fights and to seek other non-violent means of resolving conflicts. To that end, they are expected to walk away from situations in which they are provoked if at all possible.

HARASSMENT: Religious, racial, and sexual harassment:

See District 717 Policy Against Religious, Racial and Sexual Harassment and Violence at the end of the Jordan High School Parent/Student Handbook.

HAZING:

See School District Policy 526 Hazing Prohibition at the end of the Jordan High School Parent/Student Handbook.

Athletes who violate this rule are subject to the same High School League consequences as those who violate High School League rules concerning chemical use and harassment. Participants in hazing or initiation may also be subject to criminal and/or civil action.

IMPROPER STUDENT DRESS:

Student dress is recognized as a matter of personal taste. However, no student will be allowed to attend school or school-sponsored activities while wearing clothing which could cause disruption of the orderly academic process. Inappropriate clothing is defined as clothing or grooming styles which constitute a health and safety hazard, clothes that advertise alcohol or tobacco products, or any clothing which contributes to a hostile environment. Torn or too revealing clothing as well as clothing expressing sexual innuendo are not accepted as appropriate attire. Wearing sunglasses in the building is not allowed. Shoes must be worn. Appropriate dress helps establish the tone of the school, this includes wearing proper clothing for physical education classes, as defined by the teacher.

The dean of students, counselors, or principal will make the final determination of inappropriate dress to determine if a student needs to change clothes.

Inappropriate clothing includes, but is not limited to, the following:

- keeping with community standards.
- Clothing bearing a message that is lewd, vulgar, or obscene.
- Apparel promoting products or activities that are illegal for use by minors.
- Objectionable emblems, badges, symbols, signs, words, objects, or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, or approves, advances, or provokes any form of religious, racial, or sexual harassment and/or violence against other individuals as defined in school district policy.
- Any apparel or footwear that would damage school property.

INSUBORDINATION:

Each person, regardless of position or role at Jordan High School, has the right to be treated with respect. The deliberate refusal to follow and obey the reasonable request or order of a school staff member or employee will be considered insubordination. For example, any student who refuses to give the proper name to a district employee or go to the office when directed to do so will be considered insubordinate.

Insubordination is also involved when students directly attack a staff member or employee, either

physically or with words or manner including but not limited to swearing or obscene language or gestures.

LEAVING THE BUILDING WITHOUT A PASS:

Students are not allowed to leave the building during the day without a pass from the office. This includes going out to the parking lot to retrieve books or supplies from cars. If students need to leave the building, they need to stop in the office to receive a pass. Teachers do not have authority to give students passes to leave the building.

NUISANCE OBJECTS:

Nuisance devices detract from the learning environment and can be potentially dangerous. Nuisance items include but are not limited to firecrackers, water pistols, water balloons, and smoke bombs. Students cannot be in possession of these items on school grounds, at school events, or on school buses. Depending on the seriousness of the item, police may be called.

PLAGIARISM/CHEATING:

The acts of plagiarism and cheating interfere with the learning process. They keep one student from learning and others from having the uniqueness of their work recognized. Academic integrity is important for all students. Cheating will lead to gaps in learning and lack of preparation for post-secondary opportunities. The following are the most common types of plagiarism that occur in student work:

1. Blatant plagiarism or direct copying of another's material (this includes current and former students) without acknowledging that source.
2. Plagiarizing material or using an original idea of someone else without crediting the source of the material or idea.
3. Sharing documents with another person for any reason other than in a group project.
4. Taking a picture of a test, homework, or other assignment to give the answers or get the answers from another.
5. Using AI technology to generate content, including content in the final form and content used as a framework from which to create content.

To cheat is to mislead an instructor in some way so as to receive a grade for work that the student did not originate, or work performed with unauthorized aid and assistance. Providing work to another student who then claims it as his/her own is considered cheating for both students involved. Teachers will have the authority to determine what constitutes cheating on a case-by-case basis.

THEFT/BUYING OR RECEIVING STOLEN GOODS:

Students should not bring large amounts of money or valuable property to school. Theft is the unauthorized taking of the property of another. A student knowingly in possession of stolen items is in violation of this policy.

UNNECESSARY USE OF PHYSICAL FORCE OR ROUGHNESS:

This is defined as irresponsible/inappropriate behavior that presents either the potential for or is the cause of physical injury to self or others.

USE OR POSSESSION OF TOBACCO, MATCHES, OR LIGHTER:

Use and possession of tobacco is forbidden by state law to anyone under the age of 21. Even if a person is over the age of 21, possession of tobacco products on school grounds is prohibited. This includes e-cigarettes or vapes. Smoking and/or possession of tobacco products is prohibited in school, on school grounds, in the parking lot, and at school-sponsored events. This no-tobacco use/possession policy is in effect both before and after school hours. See School District Policy 419 Tobacco-Free

Environment at the end of the Jordan High School Parent/Student Handbook. *Sacred tobacco is allowed as part of religious or cultural practices.

USE/POSSESSION OF CHEMICALS, ALCOHOL, ITEMS INTENDED TO BE USED AS MOOD ALTERING, PARAPHERNALIA:

The possession or use of controlled chemical substances by students is harmful and illegal. Possession of controlled substances includes illegal drugs, alcohol, or substances intended to be used as mood altering chemicals. Possession and use of narcotics without a prescription is illegal at any age. The school district will help the student and family find resources when appropriate to help maintain the proper atmosphere for learning. Students in violation of this policy during end of year activities will not be allowed to participate in any final week activities including graduation.

VANDALISM:

All members of the school community want to be proud of their school. Vandalism is the willful destruction and/or defacement of property or the destruction and/or defacement through negligence.

VULGAR LANGUAGE:

An effective learning and work environment is free of inappropriate language. Students should refrain from swearing while at school. This includes language that is derogatory and hurtful to others. This includes before school, during class, between classes and at lunch, after school, and at school sponsored events.

WEAPONS:

Items included in this policy:

1. Any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, a firearm, whether loaded or unloaded; air guns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; numchucks; throwing stars; explosives; fireworks; mace and other propellants; stun guns; ammunition; poisons; chains, arrows; and objects that have been modified to serve as a weapon
2. Additionally, items treated like weapons which includes, but is not limited to, weapons listed above which are broken or non-functional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.
3. Articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.), to inflict bodily harm and/or intimidate.

A student who finds a weapon on the way to school or in a school location, or a student who discovers that he or she accidentally has a weapon in her or her possession, and takes the weapon immediately to the principal's office shall not be considered to possess a weapon. The superintendent may use discretion in determining whether, under the circumstances, a course of action other than the minimum consequences specified is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline.

CLASSROOM REMOVAL POLICY:

To maintain a proper learning environment, students will sometimes need to be removed from the classroom. Disruptive, uncooperative, or inappropriate behavior that affects the learning environment is subject to Jordan High School's classroom removal policy.

A first reference removal is one day (class period) out of class. Upon removal, the student reports to the dean of students. Parents are notified of the removal from the particular class. Students will continue working on the material from class.

A second reference removal is three days out of class. The student reports to the dean's office and

continues to work on material from the class. Parents are notified of the removal from the particular class.

A third reference removal in the semester may result in the student being removed from that particular class for the remainder of the term. The student reports to the dean's office where he/she is assigned a study hall in place of the class. Parents are notified of the removal. Students are then allowed to see the teacher in the mornings before school begins to receive assignments, ask for teacher assistance, and take tests.

Students who consistently fail to see the teacher before school risk failing the class and having to repeat the course.

USE OF REASONABLE FORCE:

"A teacher, a school employee, school bus driver or other agent of a district may use reasonable force in compliance with Minnesota Statutes § 121A.582 and other laws."

TENNESSEN WARNING:

The Minnesota Government Data Practices Act (Minn. Stat. 13.01 et seq.) provides that an individual asked to supply private or confidential data concerning the individual has the right to be informed of the following:

1. The purpose and intended use of the requested data;
2. Whether the individual may refuse or is legally required to supply the requested data;
3. Any known consequence of supplying or refusing to supply private or confidential data; and
4. The identity of persons or entities authorized by state or federal law to receive the data (Minn. Stat. 13.04, subd. 2).

Non-Exclusionary Discipline

The following guidelines have been established in order to help students, parents, and teachers better understand the behavioral expectations for students. The consequences are aimed at assisting students in meeting expectations. They are not, however, absolute. Each disciplinary situation that arises will be handled with the best interests of the student involved and the school as a whole in mind. Therefore, professional judgment may be used when determining what, if any, consequences are enforced in a given disciplinary situation. The principal or designee may impose or recommend longer suspensions, expulsion, or any other discipline as appropriate on a case by case basis.

Students, who do not comply with the rules and regulations as set by the Board of Education, will face appropriate consequences for their behavior. These consequences may range from a simple reminder to expulsion or exclusion. Naturally, the severity of the consequence will depend upon the degree and frequency of the student's inappropriate behavior. Inappropriate behaviors/disruptions within the learning environment may result in more severe consequences due to the negative effect on learning. Students must provide accurate information when discussing disciplinary incidents. Students will have the opportunity to complete all school work while suspended. Work can be accessed via Google Classroom.

Jordan School staff is trained in non exclusionary discipline practices such as School-Wide Positive Behavior Interventions and Supports. PBIS has a common purpose and approach to discipline that includes:

- A clear set of positive expectations and behaviors
- Procedures for teaching expected behavior
- Continuum of procedures for encouraging expected behavior
- Continuum of procedures for discouraging inappropriate behavior

At JPS a team of school representatives composed of administrators, classroom and special education teachers and non-certified staff meet on a regular basis to support staff, students and families with following our school rules: Be Respectful, Responsible, and Safe, as well as the District's strategic plan of *Grow your Jordan PRIDE: Preparedness. Respect. Integrity. Dependability. Excellence.* Jordan Public Schools uses **non exclusionary discipline and practices, restorative practices/conversations**, and the language of **Recognize, Acknowledge, and Connect** as a framework for working with students. All students will be taught PBIS processes and procedures during the first weeks of school and revisited throughout the school year.

Non Exclusionary discipline and practices is defined as policies and practices that are alternatives to dismissing a student from school, including but not limited to evidence-based positive behavior interventions and supports (**PBIS**), social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services.

Restorative Practices	Culturally Responsive Pedagogy
<ul style="list-style-type: none"> ● Classroom Discipline Reflection Sheet ● Affective Statements ● Circles ● Restorative Questions 	<ul style="list-style-type: none"> ● Collaboration Contracts ● Responsiveness <ul style="list-style-type: none"> ○ Attention Signals ○ Response Protocols ○ Movement Protocols ● Discussion Protocols ● Competency ● Relevance

When negative behavior occurs, staff will also teach how those behaviors impact others. The steps for teaching hurtful behaviors will most often start with a conversation. The conversation is the teaching time. At times it is a pull aside conversation. At other times it might need to be more firm. If the behavior continues after the conversation, then teachers will implement a consequence. Once again the consequences are designed to teach that a behavior is hurtful. If the negative behavior continues after consequences or if the behavior is abusive to self or others in nature, staff will use a punishment for a teaching tool. A punishment should be one and done. Consequences and punishments are tools we use to show the student how much we care about them. It is important to note that if behaviors ever require a punishment, parents will be brought into the process. The teacher, Behavior Specialist or Administration will contact the parent to decide on what is needed for learning to occur.

- Connect students to the group
 - Does the student need a conversation, consequence or punishment in order to learn the expected behaviors?
 - If students struggle with following the school rules, they might receive a verbal warning, redirection or have a **conversation** about the incident.

- For repeated behaviors or more serious offenses, students may receive a **consequence** such as a phone call home to the child's family or a "Just Stop and Think" slip from the classroom teacher naming the inappropriate behavior and what school rule the student needs to improve on.
- More severe consequences might necessitate a **punishment** such as an office referral and/or suspension that will require the implementation of **non exclusionary discipline and practices**, and may require the attention of building administration. Either of these slips will go home for families to be informed about their child's behavior and will need to be signed and returned to school. It may also be determined that a more in depth communication/meeting should be scheduled to determine an action plan for future student success (see policy 506 *Student Discipline* on the [Jordan Public Schools](#) website for more detailed information).

Students, parents and other guardians, and school staff may file a complaint and seek corrective action when the requirements of the Minnesota Pupil Fair Dismissal Act, including the implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied. If you have a complaint, please complete this [discipline complaint form](#).

SCHOOL BOARD POLICY INFORMATION

NOTICE OF POLICIES AVAILABLE ONLINE:

The following district policies are available online:

- Alternative Educational Opportunities, 605
- Attendance, 503
- Complaints, 103
- Course Credits Required, 604
- Discipline, 506
- Drug-Free School and Workplace, 417, 418
- Employee Directory, 406
- Employment Background Checks, 404
- Extended School Year, 508
- Field Trips, 610
- Fundraising, 511
- Gifts to Employees, 421
- Graduation Requirements, 613
- Harassment and Violence Prohibited, 413
- Health Information, 420, 516, 518, 530
- Interviews of Students by Outside Agencies, 519
- Nondiscrimination, 102, 401, 521, 522, 528
- Notification of Violent Students, 529
- Parking on School District Property, 527
- Pledge of Allegiance, 531
- Religion, 609
- School Activities, 510
- School Calendar, 602
- Searches, 502, 527

Student Records, 515
 Student Surveys, 520
 Transportation of Public School Students, 707, 709, 710
 Video and Audio Recording, 711, 712
 Weapons Prohibited, 501

A full list of school board policies can be found on the Jordan Public Schools website.

Policy Name	Policy Number
Bullying Prohibition	514
Distribution of Non School Sponsored Materials	505
Harassment and Violence	413
Hazing Prohibition	526
Protection and Privacy of Pupil Records	515
School Weapons	501
Search of Student Lockers, Desks, Personal Possessions and Student's Person	502
Student Attendance	503
Student Discipline	506
Student Surveys	520
Tobacco Free Environment	419
Unpaid Meal Charges	534
Wellness Policy	533



Jordan Activities Handbook Changes for 2023-2024

[Link to Handbook](#)

Page 3 - Added "If a student has been absent from school due to illness or suspension they will not be allowed to attend sporting events that evening."

Page 8 - Added Debate with an activity fee of \$150.

Page 9 - Updated Activities Director name and contact information.

August 14, 2023 Board Report

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

Sharing Our Story

- It is a busy and fun time of the year as we prepare for our students to return this fall! Our principals have been finalizing staffing and schedules and working hard to ensure students and staff have a great start. Collectively, our leadership team has spent many hours reviewing legislative updates and aligning our procedures to the new statutory requirements. There are many!
- Our parking lots and sidewalk updates are complete and we are so happy that we have full use of them again! Big thanks to our community for their patience and flexibility during construction. Also thank you to SM Hentges and KA for their hard work to get the project completed ahead of schedule. Great job!
- Run of the Mill is quickly approaching on Saturday, September 9. This event includes both a 5K and also a Family Fun Run! The 5K course is newly certified and can be used to enter participants into larger races. We would love to increase registrations for this awesome annual event.
- The Jordan Craft & Gift Show is taking place on Saturday, October 7. Come for the day and get your holiday gift shopping done early (or shop for yourself)! Our team is also still looking to add additional crafters and vendors to this event - if you know someone who may be interested, please have them visit the website to sign up or call our Community Ed/Rec office and we can point them in the right direction!

Referendum Building Project Update

- The design team has been working with staff on some of the more specific elements of the project. The ISG and KA team, including the civil engineer, have been in communication with the City of Jordan to review planning in relation to streets and easements, and required project elements.
- We continue to remain on budget and on schedule within the design process. We are on track for the designs to be put through the public bid process with contractors this fall, likely November.
- It has been exciting to see the community and staff input and feedback come to life in the designs and will be even more exciting to see our students, staff and community benefit from this work!

Combined City-School Meeting Update

- We will again hold a joint meeting with the Jordan City Council on August 21st. We will discuss upcoming projects and developments within the City and School District and how we can continue to increase opportunities for partnership that benefit our school community. It is so great that we have strong relationships and communication!

Important Dates and Upcoming Events

- August 21- Full City School Meeting 6:30pm
- August 22- New Staff Workshop
- August 23- Third Staff Flex Workshop
- August 24- Staff Workshop Begins
- August 28- District Breakfast 7:30am
- August 28- Board Work Session 5:30pm
- August 30- JES Back to School Open House 12:00-7:30pm
- August 30- JHS/JMS Back to School Open House 3:30-7:30pm
- August 31- JES Back to School Open House 9:00am-4:30pm
- September 5 - Kick Start to Kindergarten, Jumpstart to JMS, and Freshman Focus (Grades 6-8 & 10-12 remote)
- September 6 - Kick Start to Kindergarten, First day in person for grades 6-8 & 10-12
- September 7 - First day of school grades 1-4 & Kindergarten conferences
- September 7 - Picture day for JMS and JHS
- September 11 - First day of school Kindergarten and Preschool
- September 25 - Board Workshop Session 5:30pm
- September 28 - Picture day for JES
- September 29 - Homecoming

Enrollment Update

- As of August 1, 2023: 1800 students - EC through grade 12.



**High School Board Notes
August 14, 2023**

Improve Student Achievement, Learning and Career and College Readiness

- We continue to plan for the 8th year of our Freshman Focus for our incoming 9th grade students. We are excited to add a new committee that will focus on this vital transition year for our newest students. This group will be guided by Mr. Christ. This has proven to be an excellent kick off to high school.
- Back to school workshop activities will focus on the “Grow your Jordan PRIDE” theme. We will continue to spotlight relationships with students and families in all we do at JHS and encourage staff to take risks in their instructional practices.
- There will also be a focus during our workshops to get back to basics. Meaning that we are going to use good Tier 1 instructional strategies to meet the needs of our students.
- The second session of summer school ended on July 28th. It appears that we will have over 25 students earn a credit this session. Students will have earned over 60 credits combined during the two summer school sessions.

Provide a safe and collaborative culture in which to learn and work

- Both the Parent/Student Handbook and the Staff Handbook have been updated. Teachers will review the handbook with students at the beginning of the year and students and parents will complete a google form stating they have reviewed the document.
- Mr. Christ and I have reviewed our policies and procedures to develop a cohesive plan for the year. With all of the new legislation it is important for all of us to be on the same page.
- Thank you to our custodians. Our building is almost fully cleaned and is ready for students. They have done a great job of doing the summer deep clean efficiently and effectively.

Improve Community Connection, Satisfaction, and Engagement

- Open House will occur on August 30th. The number of parents who participated increased over the past few years with the food trucks and more informal atmosphere. We look forward to seeing our students and families on this day. Due to a scheduling conflict, Zahler photography will not be here at the open house. They will be taking pictures during the school day on September 7th.
- We are excited about the speakers that we have lined up for the school year to meet with our students and families. The goal is to have at least one community speaker a month for our families. These speakers will come in one of three modes (in-person, virtual, asynchronous presentation).

- Welcome back letters will be sent out in early August to staff and students. Student schedules will go live on Infinite Campus by mid August. We are excited to get the 2023-2024 school year going!

Integrate data-informed instruction, assessment and learning as a core competency in every classroom

- Teachers have attended or will be attending the summer flex workshop day. Our first flex day was a great success. Staff were able to begin planning for the coming school year and collaborate with peers. We are looking to expand on our communication plan and syllabus creation of last school year.
- We filled the following positions over the summer: special education and choir. We will be interviewing over the next few weeks for paraprofessionals.
- Our data team and staff will meet in August to set our building goals for the upcoming school year.

**Jordan Middle School Board Report
 August 14th, 2023**

Improve Student Achievement, Learning and Career and College Readiness

- 7th and 8th grade math will have advanced math options for students. This option will provide an option for students to be challenged while being in line with JHS offering and is budget neutral.
- JMS will focus on effective Tier 1 instructional strategies and student connectedness throughout the upcoming school year.
- Participating in Minnesota Literacy Learning for Leaders cohort to support literacy across ISD 717.
- The MTSS team met to review student data and adjust accordingly.
 - Staff review progress monitoring data for reading/math/REACH and adjust student support as needed.
 - MCA and Fastbridge data is being reviewed for 2023-2024 intervention classes.

Integrate data-informed instruction, assessment, and learning as a core competency in every classroom

- Planning for the 2023-2024 school year is moving forward based on stakeholder feedback including finalizing the master schedule.
 - Student schedules will be available on August 18th.
- Updated JMS Student and Parent Handbook in preparation for upcoming school year.
- Grade level teams reviewed academic and behavioral data to support students.
- Finalized hourly start and end times for the bell schedule and met about transportation needs.

Provide a safe and collaborative culture in which to learn and work

- Continued to meet with the leadership team around strategic planning and action steps for the school year at Administrative Retreat.
- Collaborated with administrative intern and JMS staff following retreat and PBIS planning day to finalize actions steps for start of the school year.
- The PBIS committee held a planning day focused on supporting students and staff to begin the year..
- Finalizing staffing for the upcoming school year. Below are current changes:

Position	New Staff Member	Previous Experience
Behavior Intervention Teacher	Ashley Hyatt	Jordan Middle School
Special Education	Lauren Boeckmann	Jordan High School
School Nurse	TBD	TBD
8th Grade Science	TBD	TBD

Improve community connections, satisfaction, and engagement

- Summer programming is wrapping up and custodians are prepping the building for the upcoming school year.
- Reviewed JMS website for updates and edits.
- Finalized planning for the flex workshop. Held training on July 25th, August 2nd. Final flex day training will be held on August 23rd.
- Finalizing plans for back to school events. Below are details:

<p><u>School Pictures</u></p> <ul style="list-style-type: none"> ● JMS Picture Day <ul style="list-style-type: none"> ○ September 7th ○ During School ● Picture Retake Day <ul style="list-style-type: none"> ○ October 17th ○ During School 	<p><u>Device Distribution</u></p> <ul style="list-style-type: none"> ● August 30th ● 3:30 pm-7:30 pm 	<p><u>5th Grade JumpStart</u></p> <ul style="list-style-type: none"> ● September 5th ● 8:00 am-3:00 pm ● 6th-8th Grade-Digital Learning Day
<p><u>Homecoming Week</u></p> <ul style="list-style-type: none"> ● Week of September 25th ● Information on the website! 	<p><u>JMS Family Resource Night (Open House)</u></p> <ul style="list-style-type: none"> ● August 30th ● 3:30 pm-7:30 pm 	<p><u>First Day of School (6-8)</u></p> <ul style="list-style-type: none"> ● September 6th ● School starts at 8:00 am ● Dismissal at 3:00 pm
	<p><u>JMS Curriculum Night</u></p> <ul style="list-style-type: none"> ● October 2nd ● Details to come! 	<p><u>JMS Digital Learning Day</u></p> <ul style="list-style-type: none"> ● October 23rd ● 8:00 am-7:00 pm

Jordan Elementary School JES Principal Summary for August 2023

Throughout the course of the summer, our focus has been reviewing programs, processes, schedules and planning for the fall. We are very excited to see students at the end of August and to collaborate as a staff to have a successful start to a new school year. I continue to give tours and assign new students to classrooms. Supt. Evenson and I will continue to monitor Kindergarten and 2nd Grade enrollment numbers as we move through the month of August, with 110 enrolled Kindergarteners (currently seven sections) and 132 2nd graders (currently five sections).

Below is a summary of the summer work being done to address the district's strategic plan during the months of July and August:

PRIDE in Student Achievement; PRIDE in Student and Staff Support

- Finalizing student assignments/class lists to create optimal teaching and learning environments
- Working on Title grant with Amy Hafemann to determine budget allocations for salaries/benefits and programming
- Continuing to work with the JES Instructional Leadership Team to review and revise our Multi-Tiered System of Support (MTSS) process and forms and how to best serve and support students in meeting their academic and behavioral needs
- Teachers have been attending summer Flex Days to learn more about Culturally Responsive Pedagogy in an MTSS framework, and literacy as it relates to the Science of Reading
- Analyzing the effectiveness of our MTSS process at the upcoming JPS Data Retreat by using quantitative data from grade level and standardized assessments, as well as qualitative data from PLCs and committee conversations
- Working with JES Reading Intervention Specialists on their upcoming literacy presentation on evidence-based practices during workshop week

PRIDE in a Caring and Committed Culture

- Working with 3rd/4th grade teachers in finalizing staff presentation for workshop week on team building and creating a collaborative culture and fun working environment
- Collaborating with admin team to finalize workshop week training sessions and professional development needs for the school year

PRIDE in Communication, Marketing and Outreach

- Collaborated with Elise Pickle, Communications Specialist, and Heather Fry, JES Admin. Assistant, in communicating key messaging and registration timelines for families regarding Countdown to Kindergarten
- Mailed Back to School communications to staff and JES families welcoming them back to a new school year, and also share important dates and reminders for the fall
- Revised 2023-2024 JES Family/Student and Staff Handbooks and will share with the school community on website and during workshop week
- Accepting donations from community organizations and individuals to support programming, and teaching and learning at JES
- Will be connecting with new School Resource Officer, LeAnn Demko, to introduce her to staff and have her assist with safety presentations related to walking and biking to school

PRIDE in Facilities- Indoor/Outdoor Spaces

- Tree trimming and removal of branches and other grounds maintenance is being completed for the start of the school year
- Continue to meet and work with the JPS Oversight Committee and ISG on the design process for the upcoming JES building project
- Custodial staff is wrapping up cleaning and maintenance work on our building while Kids' Co. and teaching staff continue programs and are setting up classrooms for the new school year

Executive Summary
Director of Teaching and Learning
August 2023

Overarching Framework for Staff Development Goals: This year's priority continues to focus on fostering teaching strategies that support a 21st century curriculum coinciding with solid pedagogy and evidence based practices.

Framework for Professional Development	<i>GROW YOUR JORDAN PRIDE</i>	
	"Education is the single most important job of the human race." -- George Lucas	
	<i>WHY</i>	The constituents of Jordan Public Schools require innovative skills, and the education system needs to evolve in order to meet the demands of the 21st Century workplace. Jordan Public Schools will respond by creating an Inquiry focus with an emphasis on exploratory and elective based learning pathways.
	<i>WHAT</i>	A 21st Century curriculum focused on standards based instruction.
	<i>HOW</i>	Teaching strategies based on best practice with a focus on MTSS Tier One Instruction to support all learners.
<i>STRUCTURE</i>	K-12 Academy Pathways based in Experiential Learning (developing).	

OUR MISSION

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

Improve Student Achievement, Learning and Career and College Readiness

2023-2024 Professional Development Plan

- **Back to School**

- Many of the training sessions during workshop week will be in an **asynchronous** format to be completed at a time that fits personal schedules and needs. The asynchronous JWIN training sessions include mandatory sessions like Vector Trainings, general overviews of a few new programs available to teachers, and a few other offerings. The scheduled **synchronous** training sessions will focus on district level “Nuts and Bolts” along with building level specific needs. It is important to reaffirm and establish many of our norms, procedures, and what is best instructional practices to set a solid foundation before we move forward into the new year.

- **New Staff Orientation - August 22**

- Agenda Includes:
 - Welcome to Jordan!
 - **New Teacher Orientation**
 - Mentor Mentee Work Time
 - Jordan Overview: Procedures, Building Specific Work, Goals, etc.

- **Back-to-School Workshop - August 24 - August 31**

- **Learning Target** - Staff will implement teaching strategies throughout MTSS Tier One Instruction that support best practices to meet the various needs of all learners.
- [Fall Workshop Overview](#)

- **Summer Events**

- **Summer Flex Workshop Options - July 25, August 2, and August 23**
 - Teachers must attend ONE of these sessions.
 - [Flex Workshop Overview](#)
- **Data Retreat - August 21**
 - Agenda Includes: eduCLIMBER Update, Data Review, and Goal Setting aligned to World's Best Workforce

Southwest Metro's Elevate (online option) - This online option will still be available for Jordan families next year.

- Continue working with Elevate to contact families and set enrollment for the upcoming school year.

Legislative Updates - Continue future planning and implications of this year's numerous legislative updates. Many of these updates have implementation dates years ahead, but getting ahead of changes to make transitions and planning smooth is ideal.

- Specifically looking at the implications of the READ ACT and graduation requirements aligned to new courses and content.

Integrate Data-Informed Instruction, Assessment and Learning as a Core Competency in Every Classroom

Data Retreat -- The Data Retreat is scheduled for August 21, 2023.

- Data Team members from each building will attend this meeting with the purpose of understanding the district's overall data picture, create building and district goals based on this data, and set the 2023-2024 testing schedule.

Teacher and Educational Resources -- Curriculum resources are still being purchased and updated for the 23-24 school year. These purchases and updates are based on teacher requests and evidence-based best practices.

- Additional professional development will be provided for resources as needed to support teachers.

Provide a Safe and Collaborative Culture in which to Learn and Work

District Staff Development

- The first 2023-2024 District Staff Development meeting will take place during fall workshop week. The focus of this group is to be a voice for building committees at the district level.
- A goal this year is to have the district and building staff development committees take a larger role in helping to create professional development opportunities at the building and district levels. Professional development is focused on teachers to help support students, so those teachers need to have a voice in the process.
- **MTSS and District Staff Development -** As the year progresses, the district MTSS and Staff Development teams will start to meet together as we focus on meeting the needs of teachers to better support all learners.

Improve Community Connection, Satisfaction and Engagement

Curriculum and Technology Integration Advisory Council --

- Information Available on the Website - <https://www.jordan.k12.mn.us/domain/60>
- **MARK YOUR CALENDARS** - The council meetings will resume in October of the 2023-2024 School Year.

Activities Director's Board Report 8/14/23

- **Tickets & Passes** - We are set with GoFan as our electronic ticket provider. Ticket purchases can be made by credit card via swipe or QR Code using their system. We will also continue to sell tickets for events at the door using cash or credit card. We will also be selling season passes once again at \$45 for K-12 students, \$90 for adults, and \$225 for families. Seniors aged 62 and up that are residents of the district may receive a free pass by stopping into the JHS office.
- **Jordan Activities Handbook** - The Jordan Activities Handbook for 2023-24 has been updated and is ready for your review and approval. You can find the handbook linked [HERE](#).
- **Debate** - Plans are near final to get our initial season of Debate off the ground. Amy Peters has agreed to coach the team - her salary is being finalized according to Schedule C of the teacher contract. We are excited to get this program started!
- **Fall Sports** - Cheer, Boys Soccer, Girls Soccer, Girls Tennis, Boys and Girls Cross Country, Volleyball, and Football are each offered to both middle and high school students. Registration for all fall sports is currently open, and we do not anticipate any changes to the levels of teams that we are able to field in any of our sports. Note - we also have a girls swimmer participating through our co-op with Prior Lake.
- **Fall Activities** - We will also be putting on fall plays at both JMS and JHS. Both are scheduled for November. Additionally, our robotics team will begin its season during the fall.
- **Coaching Vacancies**
 - Varsity Head Softball, remainder of staff to follow
 - Asst Boys Basketball (booster funded)
 - Asst Track and Field (2)

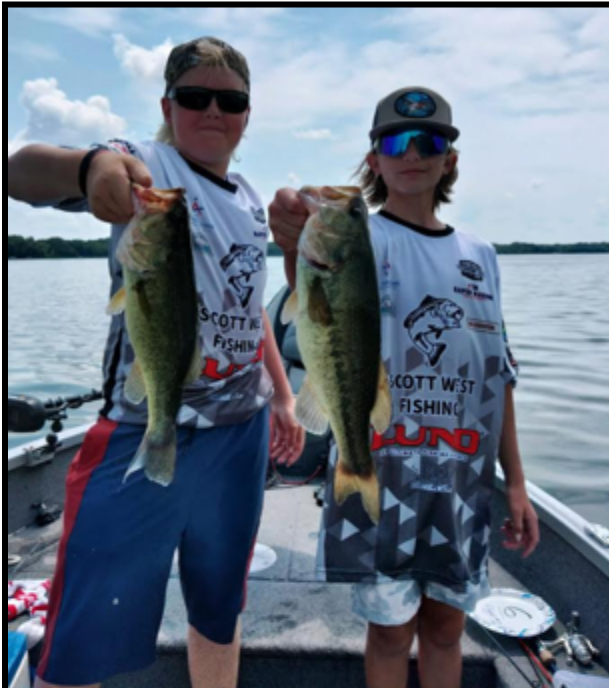
Director's Message:

- Update from Coach Cooley and the Scott West Fishing team:
 - 35 students on the 2023 fishing team, a three-fold increase over the last two years.
 - Over \$5,500 raised in sponsorship donations from the local community. Donations used to offset registration fees and purchase equipment for students (fish measuring boards, Scott West fishing logo stickers, casting practice dummies, etc).
 - Partnered with the Fish Lake Sportsmen's Club for their annual ditch cleanup as our first community service activity.
 - Team meetings covered content on fishing habitat, equipment, along with the opportunity to practice knot tying, casting techniques, and fishing at Lagoon
 - 6 students participated in one of the three live tournament junior opens and qualified for the state championship in August where they have the opportunity to compete against 40 MN junior teams.
 - 4 out of the 6 virtual tournaments completed with scott west having an average of 13 teams compete against 200+ teams across MN. Our teams were either two students or one student and an adult boat captain (parent, grandparent, etc.). Multiple students won \$50 Scheels gift cards during tournament raffles.
 - We are looking forward to wrapping up the season with 2 additional virtual tournaments, junior state championship, high school tournament opens, and our end of year banquet.

OUR MISSION

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

Scott West Fishing



Additional Information:

- Cullen and Andi met with two reps to move forward with our equipment replacement plan for the summer of 2024. The reps are in the process of sending us updated quotes. More information to come.
- Our Fall Volleyball numbers are outstanding: 25 in 5th grade (3 teams) and 18 in 6th grade (2 teams). We have set dates for coaches and parent meetings this August.
- ESports - The head coaching position has been posted as we hope to have a team this fall. We have also submitted a formal request to join the MNVL league for the 23-24 school year.
- Track Camp was a huge success! The number of participants was our largest to date and despite warm weather, campers had an absolute blast. Thanks to Kelly, Ben and their staff for a job well done!
- Wheels up Wednesday is set to begin on August 9th! Thanks to Eric and his team at Benjamin Bus to make this a reality. Also, a special thanks to representatives from Schule Haus, Oak Terrace, Brentwood Court & Brentwood Terrace for their support. Cullen met with representatives in late July to brainstorm other ways to engage our senior population in Jordan and we are excited for our future partnerships.
- Run of the Mill planning is on schedule and we are looking forward to another great race on September 9th!
- Fall brochure registration is now open!

Kids Company:

- Registration closes for the fall this week. Summer programming has gone well and we will finish up with more field trips and adventure days!

Preschool and ECFE:

- We continue to take registrations for our classes. We'll do another push as the brochures have hit homes. We've sent reminders to families to make sure they are completing their OLRs.

- We finished up our last summer preschool class this week. This week's focus was all things fairy tale. Each teacher held a class for a week during the summer.

Communications and Marketing Monthly Summary

Projects Completed / Highlights:

- Completed Jordan Community Education and Recreation Fall 2023 brochure - this was delivered to all community members and families in early August.
- Assisted with updates to staff and parent/student handbooks in relation to Weather Guidelines, Nutritional Services' Free Meals Program and Application for Educational Benefits, and Discipline Complaint forms.
- Created Crisis Hotlines stickers for grade 5-12 student planners.
- Created Activities registration help sheet. This will be added to the website in English and Spanish.
- Wrote and sent communication outlining school start/end times for the 2023-24 school year.
- Wrote and sent communication for the opening of Fall Activities registration.

Events Attended for Photography Needs:

- CE Summer Programs - Tennis Camp, Track & Field Camp
- Summer Preschool

Sharing Our Story:

- Wrote and published press release for Hollie Penney's Assistant Track Coach Award.
- Wrote and published press release for the hire of Activities Director John Buteyn.
- Wrote and published press release announcing the Class of 2023 Hall of Fame inductees and ceremony.

Projects / Events In-Progress:

- Annual website changes between school years.
- Creating Hall of Fame marketing collateral.

- Planning for Run of the Mill event on Saturday, September 9, 2023.
- Planning for Jordan Craft & Gift Show on Saturday, October 7, 2023.
- Planning for 2024-2025 academic calendar.
- Assisting with building project meetings with the ISG design team.
- Refreshing district advertising material collateral.
- Creating an intro to JMS advertising video.
- Creating an ECFE promotional video.
- Planning for athletic complex signage needs.

Ongoing (Daily/Weekly Activities):

- Meeting with district leadership to determine upcoming communication needs.
- Craft district messaging.
- Creating communications plans for activities and potential crisis communications scenarios, as needs arise.
- Draft talking points for Superintendent KCHK radio interviews on a monthly basis.
- Manage content for District [Facebook](#), [Twitter](#), [Instagram](#), and [YouTube](#).
- Continual maintenance of District [website](#) and Smartphone App.
- Maintain updated postings for lighted marquee sign.
- Updating school board policies, following policy committee work, on an as needed basis.
- Planning new school store inventory and designs on an as needed basis.

Nutritional Services Director's Report

8/7/23

July Highlights

- Over 700 lunches were served after July 1st for SEL, our first meals for the new School Meals Program!
- Next year's 6 week cycle lunch menu, and 2 week cycle breakfast menus have been created and added to our Health-e Pro menu compliance software ensuring we meet all of the guidelines.
- Staci Wenger, JES Kitchen helper, resigned from her position, but has decided to stay with us as a substitute. I have extended an offer to a new employee and she has accepted! We are just waiting for her paperwork to be filled out!
- Direct Certification file was received from MDE, and uploaded to IC. Families are in the process of being notified if they qualify for Direct Certification for Educational Benefits.

Summer projects

- NEW JPS alternate lunch will be available this fall! PRIDE packs will be available Tuesday-Friday every week as the alternate to the hot lunch of the day. We have 4 different PRIDE packs that will rotate on a weekly basis: chef salad, chicken caesar salad, brunch pack and a protein pack! The goal for the PRIDE packs is increased participation and move students through the line faster as these meals are prepacked and do not require choices. Also, having a pre packed meal will allow our labor hours to be shifted to off peak times as well!
- Workshop week planning is all coming together! As a department, we will be attending an all day workshop in Winona on 8-24, as well as conducting our own food allergy training with Nurse Kristina and also a brief financial training with Amy.

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KELLY RASER
Nutritional Services Director
kraser@isd717.org

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CHAD WILLIAMS
Director of Special Services
cwilliams@isd717.org

Board Meeting 08.14.23

Jordan School District #0717 Special Services Department Update:

Improve Student Achievement, Learning and Career and College Readiness:

- Summer programming wrapped up on Thursday, July 27, 2023. Our staff did an excellent job in providing quality services and supports this summer and everything ran as smooth as expected.
- I have been communicating with new and current staff throughout the summer. Staff have worked on student schedules, casually reviewing their caseloads, and I have seen some new teachers excited to get a “jump” into this new school year.
- I have been working hard on back to school workshop week special services updates, new regulations, etc. to ensure our staff are ready for what is expected of schools for the 2023-2024 school year.
- The Special Services Department has been purchasing updated and curricular resources for our students as they enter the 23-24 school year. We have been purchasing V-Math, Language Live, Corrective Reading and News 2 You or N2Y.
- This month Ms. Barnett and I will be working with Ms. Rachel Brisben to develop a plan and process for our two new EL teachers at JES. Ms. Brisben will support our district and new staff on the continued quality EL services our district provides.

Improve Community Connection, Satisfaction, and Engagement

- The American Indian Education Council met on Thursday, August 10, 2023 to discuss a plan to appropriately use funds allocated to the Jordan School District for our American Indian Students.
- This month I will hopefully get to meet the new Principal at St. John’s. We will discuss our non-public agreement on the proportionate share and special services for students who attend St. John’s.

Provide a safe and collaborative culture in which to learn and work

- District department and building meeting schedules have been set for this school year. Special education staff have been working hard on student schedules and preparing for the start of the school year!

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- This month I have been working on developing a plan and process for our districts responsibility to have Narcan on site.

Be Fiscally Responsible and Maintain Quality Facilities

- Amy Hafemann and I have been meeting weekly to go over our 23-24 special education budget to ensure we are utilizing our special education dollars appropriately.
- Amy, Claire and I will be meeting with Benjamin Bus Co. on our special transportation requests for the 23-24 school year. Staff from Benjamin Bus Co. will be working on setting up routes for the start of the 23-24 school year.
- Amy and I have been working on submitting our MEGS applications for CEIS funds for the 23-24 school year.
- I have been working on the 22-23 ADSIS data to meet the requirements by MDE for the ADSIS grant.



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STEPHEN DAMLO
Director of Technology
sdamlo@isd717.org

Technology Update Aug 14th

Network Equipment Upgrades

In April of this year, we purchased new equipment for our wireless and wired networks using the E-Rate grant program. The wireless access points were delivered in July, while the wired equipment is scheduled to be delivered in November. We have installed the new access points at the Elementary and High schools, while the Middle School will be installed before the start of the school year. The new network will be able to handle all of our current devices, plus the additional security upgrades the new access point and switches come with. The wired equipment will be installed during off hours(nights/weekends) once they are delivered and set up.

New Chromebook for 5th Grade

In the spring of 2021, we applied for a federal program called the emergency connectivity fund(ECF) to purchase Chromebooks. In June of this year, we got notice that we were finally approved for the money to purchase new devices. With it being so long between when we submitted the request and approval, the model of Chromebooks we requested is no longer manufactured. We have submitted a change request for a newer model and we are hopeful that it will be approved soon so we can distribute the new Chromebooks during open house night.

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DAN LEHMAN
Facilities Director
dlehman@isd717.org

FACILITIES UPDATE

Director's message to the Board:

Hello all, this has been a busy summer. With design meetings for the elementary and high school, parking lot project and summer cleaning, it's hard to believe that students and staff will soon be filling up the halls again. Our parking lot project is complete! This has been a smooth process and S.M. Hentges, Kraus Anderson, and Larson Engineering have done an amazing job. Our grounds team is getting fields ready for fall sports. With the help from John Buteyn, Brandon Arnold, Randy Breggemann and some of the Brewers we rebuilt the pitching mound on Field 2, in the next few weeks we will meet again and rebuild home plate. We got to demo a robotic field painting machine called Turf Tank. It was able to paint the practice football field in 27 minutes with half the amount of paint we would use. This machine can do any field painting and can even do logos.

August Focus:

- Gathering waste removal (trash, recycling and now organics) bids for a three year contract
- JES and JMS each awarded a \$5,000 recycling grant. Which was used to order sorting carts, and bins for the cafeteria and kitchen.
- Snow plow bids for 23/24 season, public advertising will be in the Jordan Independent paper August 3rd and 10th. Bids will be opened August 25th 9:00am
- Rebuild of home plate on field 2
- Working on quotes for our LTFM list.
- Handwashing sink has been installed for the CNA lab at the high school
- Field 5 is no longer available for use, ground's crew is working on removing the back stop and AG Lime
- Window washing of main entrances of JMS, CERC, and JHS mid August.

2023 Board Committee & Liaison Assignments

Standing Committee Assignments

Committee Name	School Board Member
Budget/Finance	Deb Pauly, Lauren Pedersen, Sara Lehnen, Molly Monyok, Rob Langheim, Jenny Kusske, Corinne Hennen
Calendar	Jenny Kusske
City/School	Deb Pauly, Lauren Pedersen, Sara Lehnen
Community Education/Recreation	Lauren Pedersen, Corinne Hennen
Curriculum & Technology Integration Committee	Deb Pauly, Jenny Kusske (Student Board representative)
Facilities	Deb Pauly, Molly Monyok
Meet and Confer/Continuing Education/Staff Development/Personnel	Deb Pauly, Sara Lehnen
Negotiations	Deb Pauly, Lauren Pedersen (Alternate - Sara Lehnen)
Policy	Deb Pauly, Sara Lehnen, Corinne Hennen

Liaison/Points of Contact and Ad-Hoc Assignments

Committee Name	School Board Member
American Indian Parent Advisory Council (AIPAC)	Rob Langheim, Deb Pauly
Booster Club	Sara Lehnen, Rob Langheim (alternate - Lauren Pedersen)
Education Foundation	Molly Monyok, Rob Langheim
Legislative	Deb Pauly
MSHSL	Deb Pauly
SCALE	Lauren Pedersen
Special Education Advisory Council (SEAC)	Molly Monyok
SW Metro Intermediate District	Deb Pauly (alternate - Rob Langheim)

The Jordan Board of Education is comprised of seven elected members who govern the Jordan School District #717. The board hires the superintendent, sets policy, collaboratively sets the strategic plan for the district, approves staff hirings, resignations, terminations and leaves of absence, sets the annual local school levy, approves expenditures, oversees the district's budget and district facilities and equipment. **Learn more about each member by clicking on their Board Member Profile page.**

School Board Meetings are the 2nd and 4th Monday of each month unless posted differently. The meeting on the second Monday is a regular business meeting. The fourth Monday meeting is a workshop meeting.