

Jordan Public Schools #717



Jordan Elementary School

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

2026 - 2027

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:
<u>Jordan Public Schools Board of Education</u>	

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

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.



When a student is absent, parents/guardians are required to phone the school office at 952-492-4444, or email at jesattendance@isd717.org, and report the absence. For student safety, the district 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/guardians 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](#) and [JPS Attendance Info Flyer](#), [JES Attendance Info Flyer](#)). 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 families have vacation plans when school is in session, it is necessary to get pre-approval from administration. **Parents/Guardians need to submit a Vacation Approval Form** that is available 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 of an excused absence for 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 not approved as an excused absence, 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.

ATTENDANCE REPORTING



1. Teachers will report attendance AND submit lunch hot lunch count into Infinite Campus on a daily basis **no earlier than 8:30 each day due to students eating breakfast**. If a student arrives after 8:30 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/guardians 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. Specific detailed information on attendance can be found in [JPS Policy 503 Student Attendance](#), on our district website.

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.

TARDIES

School starts at 8:15 AM. A student will be considered tardy if they arrive after the start of the school day, unless a communication has been shared by the main office with staff, excusing the tardiness. Exceptions will be made as transportation issues are adjusted and modified, for students eating breakfast, as well as on a case-by-case basis. **Three unexcused tardies will result in an unexcused absence.**



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 provide the details of the injury.
- 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 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
- Director of Special Services
- Early Learning Services Director
- 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.

ARRIVAL



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 enter the school through the main entrance via the traffic circle on the north side of the building for dropping off and picking up students. **All students being dropped off should enter the building through the main entrance.**

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.

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.

BRANDING AND MARKETING

Jordan Public Schools has a very specific marketing and branding plan to follow as shared on the District website via the "[Staff Links](#)" page. Specifically, any communications, apparel design and ordering, publications, advertisements, etc. must use the proper branding tools. Please note that our branding plan calls for the use of Century Gothic font, as well as the use of school letterhead (request a copy from elementary office or District Communication Specialist) when sending formal communications home to families.

BULLYING



(A full version of the policy can be found on the District website at isd717.org)

"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 standard [Tier I classroom practices](#) that relate to our school-wide Jordan PRIDE/PBIS framework of being respectful, responsible and safe, as well as honoring our CRP/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, families should receive information in a newsletter explaining the teacher's process for creating classroom Collaboration Contracts and establishing classroom behavior expectations, along with the procedures used for acknowledging positive and negative behaviors.

CONFERENCES

Conferences will be held three times a year. The first scheduled Back to School conference should focus on classroom and building expectations, information about curriculum, and an opportunity for you to share your philosophy of teaching and dialogue with parents/guardians 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 on the [Staff Links](#) of the JPS website(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 3:00 to the North Commons Area, where supervisors will then supervise them in the front 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 bus riders to the nearest exit door to the back of the building for dismissal **by leaving their classrooms at:**

- Kindergarten- 3:10
- 1st Grade- 3:10
- 2nd Grade- 3:12
- 3rd Grade- 3:13
- 4th Grade- 3:14

Students in grades K-1 riding Tier II buses will walk with a Paraprofessional **at 3:10** to the South Commons for Tier II busing supervision. Students in grades 2-4 who are riding buses in Tier II will be dismissed from the classroom **at the same dismissal times listed above** to walk to the South Commons, where they will be supervised until buses return for Tier II routes (between 3:15-3:25).

Walkers/Bike Riders/Kids' Co.

K-4 students are dismissed from classrooms **at 3:00** to the Commons, with walkers and bikers exiting the building from the front main entrance. Those students should continue walking/biking to the yellow crosswalk near the loading dock and roundabouts on the North side of the building. Kids' Co. students should leave at the times listed above, and walk to the Kids' Co. Classroom to check in with supervisors.

EMERGENCY DRILLS



Please refer to the JPS Emergency Action Plan in Google Drive in the JES Staff 2026-2027 folder, along with the **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 drills related to the "I Love U Guys" 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 Frontline Education via the JPS Staff Links page, or to request an absence by phone call, 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. **All certified staff must consult with building administration in the event they need to be absent at any time during the school day, especially if classroom coverage is being done internally. Only building administration will determine internal coverage needed in the classroom.** 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, along with one accompanied guest. 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 Community Education at x6211 to make reservations.

If staff members need access to the building in the late evenings or on weekends, they must enter through the Behavior Suite door # 24, located on the NW side of the building. The key card will not work at any other door. Each building will have a tutorial video in the future accessed via a QR code, 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.

Live alarm hours for ALL BUILDINGS: Monday – Friday: 12PM - 6AM, Saturday – Sunday: 24 hours Holidays: 24 hours Special Note: *You must be out of the buildings by 12:00AM as the system automatically rearms.*

Door location for entrance/exit during alarm hours (must use these doors): JES: Behavior Suite Door #24; 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.

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.

F. Teachers should notify the office if a family does not wish to attend the field trip. The principal and teacher will work together to communicate to the family one of two options for the day:

1. The family can choose to keep the student home, and will have an excused absence for the day.
2. The family may send the child to school and an age-appropriate, alternate classroom/learning environment will be determined for placement of the student. **This needs to be organized with the building principal at least one week prior to the 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 that are aligned to grade level standards. **All grades will be input into Infinite Campus throughout the year.** 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. 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. **Students missing extra classroom/grade level recess for uncompleted homework, is NOT a logical consequence.** Teachers should work with families to determine the best option for students to complete unfinished homework or work not completed during the school day.



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 second Tuesday of every month starting at 6:00PM in Rm. 209. Teachers may be asked to be representatives at meetings from time to time 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 an up-to-date class list/roster, lesson plans, an outline of the daily schedule, passcode for access to voicemail/computer, student support and/or behavior/crisis management plan specific to their classroom needs, and be kept in a visible location for any staff member to access. 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.



For the 2026-2027 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 at www.isd717.org/services/nutritional-services. Staff breakfast cost is \$3.10 and staff lunch cost is \$5.50.

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.

JPS participates in the Scott County Solid Waste Management Program, where students learn how to recycle, reduce and reuse. Students sort food and other solid wastes to be recycled or composted. They also are provided a Share Cart to access during lunch, which gives 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.

The Jordan Public Schools Nutritional Services Department uses *My School Menus*, an interactive, online menu tool to share daily breakfast and lunch menus with district families. This interactive menu allows families to view school meals, nutritional information, ingredients, and allergens all in one place. **Do not print off menus ahead of time to send home to families and/or print to display in the classroom due to the likelihood of menus changing throughout the course of the month.**

To view the school menu, simply click the "Menu" button on the Jordan Public Schools website or the Jordan Public Schools app. From there, viewers will be prompted to select their school and which menu they would like to view (breakfast or lunch). With questions, please contact the Nutritional Services Director, Kelly Raser, at kraser@isd717.org.

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 a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. MTSS 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. In addition, it engages an anti-bias and socially-just approach to examining policies and practices and ensuring equitable distribution of resources and opportunity (MnMTSS). **Below is the district's MTSS 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 district-sponsored newspaper and social media. Teachers are encouraged to publicize activities in their classroom or in any organizations they advise. If you'd like to share information about an event, please contact your building administration or Elise Pickle, Communications, Marketing and Events Director, at the District Office. The district newspaper is the Henderson Independent.

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 JES north lot of the elementary school. DO NOT park in front of ELS, as that is reserved for ELS families. **The small back parking area will be designated as an Early Learning Services lot for staff.**

There will be a new drop-off and pick-up lot route/procedure in front of the school due after the completion of the construction project. Click [here](#) for revised procedures and map.

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.

Jordan Elementary School recognizes the use of non exclusionary discipline and following the letter of the law regarding the Pupil Fair Dismissal Act, when it comes to the dismissal of a PreK-3 student. "Dismissal" means the denial of the current educational program to any student, including exclusion, expulsion and suspension. Dismissal does not include removal from class.

The idea of incorporating a "Structured Day" as a non exclusionary discipline strategy at the Elementary School, would only apply to a dismissal from school for less than one school day, and would require the student to remain in school, but in an alternative setting rather than the classroom environment. It also aligns to Board Policy 506, Disciplinary Action Options, "In-school monitoring or revised class schedule." The criteria for a student participating in a "Structured Day" would be as follows:

1. The student is presently being serviced through the building MTSS process. The teacher is working with staff and/or family members in developing interventions to implement and monitor progress in the classroom and/or school, in order for the students to follow school-wide expectations.
2. Other non exclusionary discipline strategies have been implemented and found to be ineffective in changing the negative behavior of the student, causing a significant disruption to the education of other students, or the ability of school personnel to perform their duties
3. The behavior does not endanger the student or other students, or surrounding persons, including school district employees, or property of the school.

CONSIDERATIONS:

Through the MTSS process, it should be noted that the teacher should participate in a discussion with the Behavior Team which includes a self-reflection of personal biases, preferences, pet peeves; evaluation of Tier I SEL practices and Tier II strategies/ interventions implemented; restorative practices and culturally responsive teaching strategies implemented; consideration of home environment; multiple perspective seeking; and communication with home and involvement of the family in partnering with the school throughout the MTSS process.

Below are the standard practices and procedures implemented in each classroom and throughout the school:

Restorative Practices	Culturally Responsive Pedagogy
• Classroom Discipline Reflection Sheet • Affective Statements	• Collaboration Contracts • Responsiveness

• Circles • Restorative Questions	○ Attention Signals ○ Response Protocols ○ Movement Protocols • Discussion Protocols • Competency • Relevance
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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
- Structured School Day

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, structured school day, 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(s)

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(s) 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(s) in the WIN room(s) 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 (including during field trips). 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. Students on each school bus may gather together for a 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 Jordan PRIDE efforts already in place. Bus drivers may 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 Tennesen 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)

School-Wide Expectations

- Walk
- Be aware of hallway space

Classroom

- Check voice level
- Be polite
- Do your best

Hallway

- Use voice levels 0 or 1
- Hands at your side
- Face forward

Lunchroom

- Use voice levels 0,1,2
- Use good manners
- Keep area clean
- Focus on eating

- For soap and paper towels, use what you need
- Keep Clean
- Report Problems

Playground

- Use kind words
- Play safe and fair
- Listen and line up
- Keep hands and feet to yourself

Voice Levels

- 0- Off
- 1- Whisper
- 2- Inside Voice
- 3- Playground Voice
- 4- Emergency

Bathroom

- Use voice level 0,1,2
- Do your job

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 will receive a planner at the beginning of the school year 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
- Teach how to use as an organizational/learning tool, not as a consequence for student behavior related to unfinished homework or missing signature of family

member

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



Students will be discouraged from using school telephones except in emergency cases. Students are prohibited from using cell phones, pagers, and other personal electronic communication devices (which may include SMARTwatches, fitness trackers and Meta Glasses) 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 personal electronic 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.

Staff are not permitted to use personal electronic devices during instructional time or while assigned to work with students, unless there is an unexpected need or emergency that arises. This includes making calls, texting, browsing, or using apps for non-work-related purposes. Additionally, posting to personal social media accounts during the instructional day is strictly prohibited. All personal device use should be limited to designated break times and non-student supervision times, and should not be used in open flex areas where students, staff and visitors have access.

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 via the district's online PD site, Vector. 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.

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 Non School-Sponsored Materials on School Premises by Students and Employees
- **506:** Student Discipline
- **509:** Religion
- **514:** Bullying Prohibition Policy
- **520:** Student Surveys
- **524:** Internet, Technology and Cell Phone Acceptable Use 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*)
- School District Security Policy (*see Emergency Action Plan*)
- Pesticide Application Notice (*See Health and Safety Policy*)
- 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*)
- 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 Evenson as the District Human Rights and 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. 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.

READ ACT

Minnesota **R**eadng 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. Access and read the full legislation under [MN Session Law Chapter 55, Article 3, READ ACT](#) (p. 132)

MDE has compiled the most frequently asked questions on the [READ Act FAQ](#)



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.

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 refrigerators 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

February – 2nd grade staff

October – Office staff

March – 3rd grade staff

November – Paraprofessionals

April – 4th grade staff

December – Kindergarten staff

May/June - Special Ed staff

January – 1st grade staff

STAFF MEETING SCHEDULE



(AM Meetings, 7:30-8:00)

Tuesday Team/Committee Meetings

- Building Advisory
 - 1st Tuesday (AM)
- Instructional Leadership
 - 2nd Tuesday (AM)
- School Culture/PBIS
 - 3rd Tuesday (AM)
- Family Partnership/Special Events/Wellness
 - 3rd Tuesday (AM)
- MTSS Teams
 - 4th Tuesday (AM)

Wednesday Staff Meeting

- 2nd Wednesday of the month (AM): **“Nuts and Bolts” and/or Professional Development-** sharing and discussion of building/district information and/or reflection of teaching and learning. Facilitated by Admin and/or Building Advisory, Instructional Leadership, or School Culture Teams

Wellness Wednesdays

- 1st, 3rd, 4th Wednesdays of the month **(AM)**: Wellness activities (yoga, walking, Grub & Gab, etc.)

Thursday PLC Meetings

- Meet every Thursday (AM)
- Grade Level/Dept. Teams (other staff members invited as needed)
- Periodic informal/formal meetings with Melissa/Chad
- Meet every Thursday of the month (AM)
 - SPED:
 - 1st & 3rd Thursday of month-Child Study w/ Eric, Jenna , Shannon
 - 2nd Thursday of month-PLCs (Melissa)
 - 4th Thursday of month meeting w/Chad
 - Discussion Topics:
 - Data discussions about students
 - Sharing effective instructional strategies
 - Discussions & reflections on building/district goals

STAFF LEARNING RESOURCES

Please use the following link to access important teaching and learning resources 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/Guardians 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/guardian 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 and also encourage families to submit a copy of a birth certificate.**

SUPERVISION BEFORE, DURING 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 during, before or after the student day, and will be expected to create 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). Staff supervising students being picked up by parents in the front lot should report for duty by 3:00. 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 final dismissal at 3:25, students should leave the school grounds immediately unless they have to stay for school related business.

SUPPLIES



General supplies are located in the workrooms 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. **Staff will consult with the building principal to request additional office supplies needed for teaching and learning, prior to submitting a request to PTO.**

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. All staff will also 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:

2026-2027	2027-2028	2028-2029
Meghan Erickson- Year 2	Non-Tenured	Non-Tenured
Emily Lenarz- Year 1	Emma Bauer	Leah Aamlid
Mitchell Martin- Year 1	Maddie Chromy	Shannon Aukes
Katelyn Neururer- Year 3	Olivia Flesner	Mike Coddington
Kimberly Robran- Year 3	Jason Geisel	Greg Dietel
Audrey Tietz- Year 1	Macayla Heitkamp	Nicole Dietz
Jeff Anderson- Year 1	Trisha Hentges	Katie Fisher
Alex Lake- Year 2	Sarah Houdek	Mindy Foyer

Gina Goehring-Anderson	Ariane Jensen	Holly Johnson
Katie Angel	Amanda McMahon	Lindsay Johnson
Molly Bares	Renae Milawski	Kristin Kilgren
Lauren Boeckmann	Kimberly Pettinelli	Adam Larson
Katie Dailey	Kelly Pongratz	Molly Nefstead
Rachel DuPont	Chania Ruehling	Stacey Hess-Norskog
Julie Holzwarth	Kevin Sayers	Kiirsten Rakers
Julie Johnson	Gwen Schultz	Meghan Schultz
Tony King	Jody Seurer	Paige Specken
Steph Olstad	Drew Sinke	Megan Storlie
Matt Phillips	Leah Weber	Laura Theis
Allie Piper		
Meghan Reinholt		
Michael Roiger		

TEACHER HOURS



Teachers are contracted for an eight hour workday based on building needs (7:30-3:30), and have the ability to flex their start and end times related to professional duties. Teachers should be available for AM meetings to start promptly at 7:30 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.

VISITORS



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/Visitor Badges

Upon entering the building, visitors must sign in to the electronic Visitor Management System by using a government-issued identification card to receive a visitor badge. Visitors must wear badges at all times while they are in the building, and are required to sign out in the office when leaving the building. Students are **NOT** allowed to bring visitors/guests with them to attend classes. We need to know who is in the building and where to locate visitors in case of an emergency, and appreciate these procedures being adhered to for the safety of everyone at JES.

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 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

WELLNESS ROOM



Jordan Elementary School has a wellness room available for nursing mothers. This is located in the ELS wing of the building in between Kids Company and the student restrooms. Available within the dedicated space is a comfortable place to sit and a refrigerator. Staff members wishing to utilize this space can request a key from the ELS Office and should return the key when they are finished using the space.

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.

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 *Siemens* (formerly *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.