



STAFF HANDBOOK 2026-2027

MISSION STATEMENT:

Jordan High School is a community dedicated to providing a challenging and engaging education that empowers students to pursue their own excellence.

The mission of the Jordan School District is to inspire a caring community to ignite learning, innovation, and success for all.

[JPS Strategic Plan 2022-2027](#)

STAFF MEETINGS:

Faculty Meetings will occur on the first Wednesday of every month at 7:20 in the Union. The fourth Thursday of every month will be a brainstorming session on a topic that our staff development team chooses. **Other regularly scheduled committee meetings are scheduled for the second Thursday of each month at 7:20 am and the Faculty Council will meet on the third Wednesday of the month.**

COMMITTEE MEMBERSHIP:

FACULTY COUNCIL 3RD WEDNESDAY OF MONTH	STAFF DEVELOPMENT 2ND THURSDAY OF MONTH	PBIS STAFF PRIDE 2ND THURSDAY OF MONTH	PBIS STUDENTS PRIDE 2ND THURSDAY OF MONTH	MTSS/DATA TEAM 2ND THURSDAY OF MONTH	BUILDING CLIMATE COMMITTEE 2ND THURSDAY OF MONTH
UNION	E. BECKMAN ROOM	WALERIUS ROOM	MEDIA CENTER	UNION	T. RYDBERG ROOM
JEFF CHRIST KEVIN GUTZMER ANNE JANS TONY RYDBERG SARA SIEVERS MATT URBANEK ROBIN WHITESIDE	ELIZABETH BECKMAN AARON GORATH RYAN RASMUSSEN ALLISON SCHMIDT	KELLEY WALERIUS KRIS DYRHAUG BRYAN MARTIN MATT URBANEK LISA WYCKOFF	LOGAN BURNSIDE RANDY KOCH AMY PETERS ALANNA RINDAHL RACHEL RYDBERG	LISA LEARY SHANE PETERS MARGY SCHIPPER SYDNEY TREML ROBIN WHITESIDE	HEATHER BRIESE CAM MOLL CHRIS OLSON TONY RYDBERG OZZIE SAND

BARR COHORT TEAM: (CONFERENCE ROOM IN MAIN OFFICE)

BARR COHORT MEMBERS: (BARND, BECKMAN, CASTERTON, GEIB, GUTZMER, JANS, NYLANDER, PIVEC, SIEVERS, SPIES)

SUPERVISIONS:

EVENT	DATE	STAFF
HOMECOMING DANCE	OCTOBER 3, 2026	LISA LEARY, TONY RYDBERG
NHS INDUCTION	NOVEMBER 16, 2026	ANNE JANS, RANDY KOCH
WINTER CONCERT	DECEMBER 7, 2026	JESS BARND, NICK CASTERTON, BRYAN MARTIN, SARA SIEVERS
FROSTY DANCE	FEBRUARY 6, 2027	JANET GEIB, STEVE MCCLELLAN, MEGAN PIVEC
GRAND MARCH AT JHS	MAY 1, 2027	KEVIN GUTZMER
PROM DINNER AND DANCE	MAY 1, 2027	STEVEN BECKMAN, BEN NYLANDER, ALLISON SCHMIDT, OZZIE SAND
POPS CONCERT	MAY 12, 2027	AMY PETERS, RYAN RASMUSSEN, MARGY SCHIPPER, MICHELLE SPIES, LISA WYCKOFF
AWARDS NIGHT	MAY 17, 2027	RACHEL RYDBERG
GRADUATION	MAY 21, 2027	LOGAN BURNSIDE, ELIZABETH BECKMAN, HEATHER BRIESE, JEFF CHRIST, KRIS DYRHAUG, AARON GORATH, CAM MOLL, SARAH MILLER, CHRIS OLSON, SHANE PETERS, ALANNA RINDAHL, SYDNEY TREML, MATT URBANEK, KELLEY WALERIUS, ROBIN WHITESIDE

BELL SCHEDULES:

Monday/Tuesday/Thursday/Friday

First Hour:	8:00 – 8:50 (50 minutes)	
Second Hour:	8:55 – 9:55 (60 minutes) - 2nd Chance Breakfast the last 10 minutes	
Third Hour:	10:00 – 10:50 (50 minutes)	
Fourth Hour:	10:55 - 12:15 (80 minutes total) Class: 50 minutes Lunch: 30 minutes	
	<u>Early Lunch</u>	<u>Late Lunch</u>
	Lunch: 10:55-11:25	Class: 10:55-11:45
	Class: 11:25-12:15	Lunch: 11:45-12:15
Fifth Hour:	12:20 – 1:10 (50 minutes)	
Sixth Hour:	1:15 – 2:05 (50 minutes)	
Seventh Hour:	2:10 – 3:00 (50 minutes)	

Wednesday (Will start in October)

PRIDE Time	8:00 – 9:05 (65 minutes)	
First Hour:	9:10 – 9:50 (40 minutes)	
Second Hour:	9:55 – 10:45 (50 minutes) - 2nd Chance Breakfast Hour (beginning of hour based on time of day?)	
Third Hour:	10:50 – 11:30 (40 minutes)	
Fourth Hour:	11:35 - 12:45 (70 minutes total) Class: 40 minutes Lunch: 30 minutes	
	<u>Early Lunch</u>	<u>Late Lunch</u>
	Lunch: 11:35-12:05	Class: 11:35-12:15
	Class: 12:05-12:45	Lunch: 12:15-12:45
Fifth Hour:	12:50 – 1:30 (40 minutes)	
Sixth Hour:	1:35 – 2:15 (40 minutes)	
Seventh Hour:	2:20 – 3:00 (40 minutes)	

Schedule 2: Early Release

First Hour:	8:00 – 8:34
Second Hour:	8:38 – 9:12
Fourth Hour:	9:16 – 9:50
Sixth Hour:	9:54 – 10:28
Seventh Hour:	10:34 – 11:08
Fifth Hour:	11:12 – 12:26
First Lunch:	11:08 – 11:34
Second Lunch:	11:34 – 12:00
Third Lunch:	12:00 – 12:26
Eighth Hour:	12:30 – 1:00

Schedule 3: Late Start

First Hour:	10:00 – 10:34
Second Hour:	10:38 – 11:12
Fifth Hour:	11:16 – 12:30
First Lunch:	11:12 – 11:38
Second Lunch:	11:38 – 12:04
Third Lunch:	12:04 – 12:30
Fourth Hour:	12:34 – 1:08
Sixth Hour:	1:12 – 1:45
Seventh Hour:	1:49 – 2:22
Eighth Hour:	2:26 – 3:00

Academic Support for Students:

It is the classroom teachers' responsibility to know the progress or lack of it for each student. Infinite Campus must be updated weekly in order to provide communication to families of student progress.

If a student is in jeopardy of failing a class for the semester/year, teachers must communicate with families. No surprises! **If a student's progress is unsatisfactory, the following steps should be taken in the following order:**

1. Talk to the student. Work with the student to develop a plan.
 - a. Monitor the plan. If the student DOES NOT make progress, move to the next step:
2. Discuss the student at your grade level team meeting.
 - a. If you discuss a student at your grade level meeting. **Call the parent.**
 - b. Proactively develop a plan with the parent.
 - c. Monitor the plan. If the student DOES NOT make progress, move to the next step:
3. Refer the student to the MTSS team for further support.
 - a. Complete needed information for MTSS team.
 - b. MTSS team will identify a TIER 2 intervention to support the students needs.
 - c. Staff implement and monitor student progress per the plan developed.

Accommodations, Differentiation, Interventions and Modifications:

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

ACCIDENTS:

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

Staff Members: Staff members are reminded to complete worker's comp forms in the case of injury. The district has a limited time to process these forms so they must be completed as soon as possible after the injury. Forms are located online and must be completed with the principal.

ADMINISTRATION:

The chain of command in the building regarding emergencies follows:

- Principal
- Dean of Students
- Counselor/Social Worker
- Activities Director

ADVERTISING/SOLICITORS:

Nonschool persons and organizations may within the provisions of School Board policy be granted permission to distribute, at reasonable times and places and in a reasonable manner, materials and objects which are appropriate to the school setting. Requests for distribution of materials will be reviewed by the administration on a case-by-case basis. Some materials, per policy, are always prohibited.

ASSEMBLIES AND PEP FESTS:

Teachers are required to attend all programs, pep fests, and assemblies during the school day and assist monitoring students. Active supervision in the bleachers will lead to more positive behavior from students during assemblies.

ATTENDANCE:

Please take attendance for the first three hours of the day by the beginning of the third hour. A phone call goes out to parents letting them know their student has been marked absent without an excuse. The Dean of Students will do a follow-up on students who miss an hour or part of a day. Be accurate with this. All teachers must keep a personal record of the students counted absent. For that reason, the teacher record cannot consist of the daily computer print out.

Teachers have the greatest impact on regular student attendance and classroom learning.

- A. Communicate the expectation that students arrive on time, with materials. When some are late, others have to wait.
- B. Be aware of the attendance status of each student. Communicate with at-risk students and with parents if appropriate.
- C. Contact the dean of students when a student reaches three consecutive days of absence without parent verification.
- D. Students are expected to be in class for the entire class period. Students should not be allowed to line up at the door and do not permit them to leave early.
- E. Teachers should use professional judgment regarding allowing students to leave classrooms once class has begun. These should be rare occurrences and students must have a pass whenever they leave the classroom.
- F. Teachers should never leave students unsupervised.
- G. Teachers should include in their expectations the consequences for unexcused absences; teachers may give no credit on assignments due the day a student is truant from class.

BEHAVIOR REPORTS:

Teachers will be provided a Major/Minor Behavior Incidents flowchart regarding behaviors that are classroom management issues and those that need immediate referral to the office (see Appendix A). Major behavior Reports should be made through Infinite Campus. Staff members should click on the Behavior icon and complete the behavior referral form. When behavior exceeds that which is typically taken care of by teachers in the classroom, staff members should complete the form, which then automatically goes to the Dean of Students. Staff members should remember the following:

- A. When writing a report, do not include the names of other students; this will maintain data privacy.
- B. Describe specific behaviors rather than include indefinite or emotional words: "John was warned three times to remain in his lab station but he continued to walk around the room. I asked him to leave when he threw scissors across the room" instead of "John was disruptive in class" or "John was a jerk today in class." If a student uses inappropriate language in your classroom, feel free to include exactly what was said using quotation marks.
- C. When behaviors are turned over to the Dean of Students, the teacher has relinquished the decision about what to do with the student. The Dean of Students will make a decision regarding a consequence based on the student's record of behavior issues.
- D. When the Dean of Students finalizes the behavior report, parent contact will be made and the behavior will be visible to parents on Infinite Campus.
- E. The Data Team will analyze behavior information.

BLENDED LEARNING:

A blended learning class consists of a mixture of face to face (f2f) instruction and online (OL) instruction. The OL instruction can be done in the classroom or off campus as determined by the established criteria. It may also be determined by the student's or family's preference. This option may be offered in some higher level courses for students in grades 11 and 12. Expectations and procedures will be shared out from the instructor before any online instruction is implemented. All teachers that are using blended learning in their classroom will be expected to communicate with the office the students in their classes via a spreadsheet. This will assist the office in tracking students coming in and going out of the building. Students during a "flex" day are expected to be in the assigned classroom or out of the building.

CLASSROOM EXPECTATIONS:

Teachers may use varying techniques to attain their objectives. However, all teachers will use the PRIDE Classroom Expectations in their classrooms (see Appendix B). Students need to be informed about procedures. At the start of each semester, each student should know where to find the following information on a teacher's Google Classroom page:

- Grading procedures
- Policy on tardies to class
- Policy on cell phones and headphones
- Policy on make-up work and work not handed in as well as special expectations that individual teachers may have (including cell phone policy)
- A clear policy on make-up work for excused and unexcused absences

CLASSROOMS:

Teachers are responsible for the condition of their classrooms and equipment. When leaving at the end of the day, lights, projectors, and computers should be turned off and the doors locked. In general, the room should be secured. If for any reason, teachers must leave their classes, they must notify the principal. Teachers should not change the location of their classes or study hall without informing the main office.

CONFERENCES:

Conferences will be held three times a year. The first conference for the first semester will be by appointment. Teachers who are shared between buildings are not required to attend this conference. Grade Level teams will determine a list of students who would benefit from a conference. Parents and students will be invited to meet with the grade level team and establish a contract to help the student become more successful in school. General conferences will be held once each semester in the Commons and all parents are invited to visit with teachers about academic progress. All teachers are required to attend. Conferences for 2026-2027 will be October 29 (invite), November 12, and March 11.

DANCES:

The following rules will apply to all dances:

- A. Any dance held at Jordan High School and sponsored by a class or organization of the high school shall be for students of Jordan High School and guests when permitted.
- B. Dances will generally begin at 8:00 and conclude at 11:00.
- C. A student of JHS may invite a guest to the dance.
 - The guest must be at least a freshman in high school and not older than 21 years of age. However, freshmen are not permitted to attend Prom. Sophomores are allowed to attend Prom if they are invited by an upper-class person who attends Jordan High School.
 - The guest must be registered in the office prior to the dance by completing a Dance Guest Registration Form.
- D. Once doors are locked at 9:00, students will not be admitted. Students cannot leave the dance and re-enter.
- E. Students not dressed appropriately will be refused admittance.
- F. Chemical, alcohol, or tobacco use must be reported at once to the advisor in charge. This person will inform the principal of the details. Students under the influence of mood altering chemicals or alcohol will be detained and the parents/guardians and police will be called.

One adult must be near the door with the student ticket sellers. Other adults should be around the exit doors.

DEPOSIT SLIPS:

Money collected by teachers for various reasons must be turned in the day it is collected. When turning in money teachers must use one of the building deposit slips;

one is specifically for Student Activity Accounts and the other is for money that should be deposited in the General Fund. Staff members should submit two copies to the office and keep one copy. Staff members will be responsible for maintaining their own records.

DETENTION:

Detention is from 3:15 – 4:00 Wednesday in the media center (or other assigned area). Teachers should not detain students after school in their classrooms without first notifying the dean and the student's parents. Students may also be assigned detention during PRIDE time.

DISCIPLINE:

A complete listing of the student rules can be found in the student handbook.

Good discipline is not an accident. Sometimes a student should be referred to the dean of students or principal. No teachers should be hesitant in asking for help when needed. The administration is always ready and willing to give assistance when it is needed.

Five principles for decreasing disciplinary problems are:

- A. Keep everyone constructively busy. Idleness is a rich breeder of mischief.
- B. Build a school spirit so that the student is encouraged to raise the reputation of the school. (PRIDE)
- C. Administration and teachers should maintain a proper professional attitude. Expect students to treat you with respect; teach students this skill by modeling respectful behavior.
- D. Classroom rules should be few, simple, and stated in a positive manner.
- E. Develop clear, consistent procedures and routines in your classroom so students always know what is expected of them.**

In most cases, the teacher is the person who knows the student best. If a student's behavior warrants a referral, please help the dean of students and principal with some insights that you have about the student.

If the learning environment is being disrupted, the student should be sent to the dean's office and the office notified. Teachers who remove a student from class for behavior (three times in a semester results in class removal and failure) **must notify the parents personally on the second offense to explain the situation.**

DRESS CODE:

The expectation is that staff dress professionally. Unless there are special circumstances or events or if required for your position staff should avoid wearing shorts, athleisure wear, t-shirts, and ripped or torn clothes. During spirit week, teachers may dress up per the theme of the day. Staff should also wear district ID badges daily.

ELECTRONIC DEVICES:

Electronic devices (mobile phones and earbuds/headphones) are generally a distraction to the educational process. Additionally, they can disrupt classrooms. These

items should not be brought to school. If students choose to carry a cellular phone, the device should be put away in the phone holder in the classroom during instructional time and it must be muted so it does not disrupt class. If a student violates the teacher's policy, the device can be confiscated and will be returned to the student at the end of the day. If a student has multiple violations, the device will be given to building administration. Building administration will contact a parent/guardian for retrieval. Students are also not allowed to wear headphones in class, unless instructed otherwise by a teacher. The expectation for staff is that we would model and follow the same expectation that we have for students, i.e. if students are not on phones during instructional time, staff should not be on phones. Additionally, posting to personal social media accounts during the instructional day should be avoided.

EMERGENCY DRILLS:

Emergency drills will be held periodically during the course of the school year. In the case of a true emergency, staff members are expected to be prepared by understanding the procedures, remaining calm, and acting with sound professional judgment. Additionally, staff members should not speculate about what may or may not be occurring or how the event will conclude.

Fire Drills: Fire regulations of the State of Minnesota requires that schools conduct five fire drills each year. These will be held during good weather if possible. The route to leave the building during a fire must be posted in each classroom. The teacher will stand by the door as students are leaving and close the door, making certain no one is left in the room. Make sure all students are accounted for. Students should move at least 300 feet from the building. Do not allow students to return to the building until the all clear is given. Teachers should take their Red Folders with them during fire drills.

Tornado Drills: In the case of a tornado drill or warning, an announcement will be made and the tornado evacuation plan for each area should be followed. Teachers should always bring their red folders when leaving the classroom in the case of an emergency.

Emergency Actions:

In each classroom there should be a sign with the different emergency actions.

- Hold
- Secure
- Lockdown
- Evacuate
- Shelter

Please review the location of this sign and what they mean with students.

The entire Emergency Action Plan is located on google drive. **Teachers should keep updated rosters and seating charts in their Red Emergency/Substitute Teacher folders.**

END OF YEAR PROCEDURES:

At the close of the school year, all staff members will:

- Turn in a copy of student grades (electronically or on paper) for both semesters, which includes all assignments.

- Have rooms ready for summer cleaning (all posters, art work and other materials removed from bulletin boards and walls).
- Submit maintenance and technology requests online.
- Submit fines on the Google Form which will be shared with teachers close to the end of the year. If students take care of their fine, be sure to delete their names; pay attention to deadlines regarding entering seniors' names on the database.
- Turn in all keys (if necessary).

EVENT PASSES:

Complimentary admission to athletic events is provided to members of the Jordan School Staff by showing staff ID's. Consequently, staff members need to have their pictures taken. Teachers negotiated into the contract that they may have a guest accompany them. Passes are good for athletic events only and may not be used for playoff games.

FACILITY USE:

Throughout the year, activities are scheduled after school hours. The teacher in charge is responsible to schedule these activities through the Community Education office so that conflicts do not occur. A calendar of the entire district will be set up through the Community Education office. Teachers must schedule the auditorium through Community Education both during the school day and after school hours. Use the community education website to make reservations electronically.

Teachers may reserve the flex spaces during the school day electronically. To reserve the Soc or Union please contact Ms. Hentges in the office.

The building is armed between the hours of 11:00 p.m. and 6:00 a.m. and on weekends when activities are not scheduled. Staff members who want to access the building when it is armed must enter through the loading dock and disarm the system. The key card will not work at any other door when the building is armed. When staff members use the building outside of regular hours, they are absolutely prohibited from propping doors; this affects the cooling and heating systems and creates a security issue. Staff members are reminded to both sign in and out and the last person to leave the building must set the alarm.

FAILURE NOTICE TO PARENTS:

Teachers must be aware of the progress or lack of it for each student. If a student's progress is unsatisfactory, teachers are to inform the students and the parent of the situation in order that remedial action might be taken before the situation becomes so severe that the student cannot possibly pass. If a student is in real danger of failing during a marking period, teachers must contact the parents via e-mail, phone, or mail with information about what the student needs to do to be successful. **A parent should not learn about failure when the situation cannot be improved or after the grading period has ended.**

FAMILY VACATION ABSENCE SLIPS:

Students who take a family vacation must submit a Vacation Approval Form prior to their absence. Students may be absent a maximum of 5 days for a family vacation. Teachers should be clear with students the expectations for making up assignments because of the absence.

FAMILY NIGHT/SUNDAYS:

Every effort should be made to keep the school calendar clear on Wednesday nights. Please do not schedule rehearsals, practices, etc. on Wednesday evenings. All school events of any nature are to be concluded by 6:15 p.m. on Wednesdays. No school activities should be scheduled on Sunday without prior approval of the administration.

FIELD TRIPS:

Field trips must have a legitimate academic purpose that helps students meet course and state standards. Field trips cannot occur during the last ten days of each semester. Teachers should review the School Board Policy 610 for overnight and extended field trips (Appendix D).

Following are the steps that need to occur for field trips that occur during the day:

- A. Teachers should check the High School Calendar to determine the appropriateness of the timing given other events and field trips; teachers can view the calendar items but cannot add items to it.
- B. Teachers must submit a Field Trip Request Form at least two weeks prior to the field trip to the principal's administrative assistant.
- C. When a field trip is approved, the teacher must collect enough money to pay for the field trip and the bus transportation.
- D. All students who will attend the field trip should submit a Field Trip Permission Form, which teachers should take on the field trip because they include parent phone numbers.
- E. Teachers should e-mail the staff (including the kitchen staff) a list of students who will be absent at least three days in advance. Additionally, teachers should tell students who will miss classes because of a field trip that they should talk to their teachers PRIOR to missing class so they can be prepared for class when they return. This might mean they will be required to turn in assignments that are due or take a test; they do not necessarily receive the standard two days to complete missing work because of an absence.

FUNDRAISING ACTIVITIES:

Student activities may add funds to their Activity Account through fundraising. Prior to the beginning of the school year, Activity Account managers will be asked to update their fundraising activities, which will then be submitted to the superintendent. The district must present a list of fundraisers to the Board annually. The district will make attempts to keep a reasonable calendar and prevent the community from being inundated with a number of fundraisers at the same time. Fundraising activities must be related directly to school activities.

GRADING:

Reports will be processed via the computer at Infinite Campus. Teachers input grades through Infinite Campus. Teachers should adhere to the following:

- Update grades at least once a week
- Label assignments and point values clearly
- When entering grades, attach the date the assignment was due to the appropriate assignment (this helps emphasize the importance of attendance or following through with make-up work after absences)

Report cards will be issued at the end of each semester. Teachers should submit grades at the end of the school year either in the form of grades printed or digitally from Infinite Campus.

GRADING SCALE:

Students who complete Concurrent Enrollment, Advanced Placement or College in the Schools courses will receive dual credit and a grade for Jordan High School and a grade from the cooperating university. The grading scales for each may be different. See below for the grading scale for the Jordan High School Concurrent Enrollment, Advanced Placement or College in the Schools courses.

The high school grading scale is as follows:

<u>General Education Classes</u>		<u>Concurrent Enrollment/CIS/Ap Classes</u>	
A	93 – 100%	A	90 - 100%
A-	90 – 92%	A-	89 - 87%
B+	87 – 89%	B+	86 - 84%
B	83 – 86%	B	80 - 83%
B-	80 – 82%	B-	79 - 77%
C+	77 – 79%	C+	76 - 74%
C	73 – 76%	C	70 - 73%
C-	70 – 72%	C-	69 - 67%
D+	67 – 69%	D+	66 - 64%
D	63 – 66%	D	63 - 60%
D-	60 – 62%	D-	59 - 57%
F	0 – 59%	F	0 - 56%

GRADE POINTS: The letter grades, if transposed to numerical grades, will be as follows:

A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33

C	2.0
C-	1.67
D+	1.33
D	1.0
F	0

HALLWAY SUPERVISION:

Teachers are responsible for student behavior outside classrooms during class changes. Active supervision is important for a positive school climate. Teachers should step outside their doors between classes and control all running, pushing, yelling, etc. All staff members will be available for hall supervision outside their first hour class at 7:50. All teachers will sign up for 2 weeks of before or after school supervision in the commons.

HAZING PROHIBITION:

Teachers, administrators, volunteers, contractors, and other employees of the school district shall be particularly alert to possible situations, circumstances, or events which might include hazing. Any such person who receives a report of, observes, or has other knowledge or belief of conduct which may constitute hazing shall inform the building principal immediately. Teachers should yearly review the district policy 526 Hazing Prohibition (see Appendix D).

HONOR ROLLS:

Honor Rolls are determined after each semester and published in the paper. To be on the B Honor Roll, students must attain a 3.0 GPA. To be on the A Honor Roll, students must attain a 3.7 GPA.

IEPs, 504s and Parent Meetings:

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

- A minimum of one teacher per team is required to attend IEP and 504 meetings.
- If you are unable to attend you must tell the case manager in advance. The case manager must complete paperwork to excuse you from the meeting.
 - What do I do as the grade level rep at an IEP meeting?
 - Team members must provide the attending team member with current data on the student's progress for all academic areas to be shared with families (progress reports, information regarding IEP goals, updates and accommodations, etc.)
 - Roles of IEP team members
- **Accommodations, Differentiation, Interventions and Modifications**

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

INCOMPLETES:

Incompletes are to be made up as soon as is justifiable. Each teacher must decide what is fair in the particular instance. After a reasonable length of time lapses (generally two weeks) and the work is not made up, either an "F" should be issued or, with the permission of the principal, the student dropped from the course. An "I" will be figured as an "F" when GPA is tabulated.

LESSON PLANS AND "LOOK FORs":

Daily plans should have clearly displayed learning targets specifically related to the standard(s) being learned. Lesson plans should be available upon request and always available for substitute teachers. Plans should be updated weekly on Google Classroom for parents and students and also in case of emergency. Daily lessons should include:

- Greeting students at the door
- Community building (teacher-student and/or student-student)
- Objective posted on slides and also visible on board in the room
- Warm up or bell ringer
- Student interaction and movement
- Closure

LIABILITY:

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

LOCKERS:

Each student in 9th grade will be assigned a locker and a lock. Students in grades 10-12 can request a locker. Advise students not to leave money and valuables in their lockers. Students should not give their combination to other students, nor should they share their locker with friends.

MEALS: PLEASE NOTE THAT FOR 2026-2027 MEALS WILL NOT BE CHARGED FOR STUDENTS.

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 Snack Cart, additional entrees, milk-only purchases and more, can be found on our website www.jordan.k12.mn.us/nutritionalservices. Staff breakfast cost is \$3.10 and staff lunch cost is \$5.50.

All families are encouraged to fill out the Application for Educational Benefits. This application qualifies families for benefits including discounted college application and academic testing fees, discounted participation fees on district athletic programs, and some Community Education and Recreation courses. **Students who were approved for benefits last year will still need to turn in a new application this school year.** Questions about lunch accounts should be referred to the Nutritional Services Director at 952-492-4417.

NEWSPAPER PUBLICITY:

An extremely valuable source of good public relations is local news outlets and social media. Teachers are encouraged to publicize activities in their classroom or in any organizations they advise. We will be using our office staff to help publicize the great happenings at JHS via social media. Please share pictures and stories with Mr. Vizenor.

PARKING:

Staff members should park in the east parking lot. If you have children at JHS, please have them park in the student lot. Please do not park in the visitor parking lot or fire lanes. The front of the building is reserved for visitors. The Board of Education has passed a resolution regarding enforcement of all traffic regulations and parking zones in compliance with Chapter 123 of the Minnesota Statutes, which establishes the basis for speed violations. The local police have been asked to enforce these regulations.

PASSES:

Any time students are in the building during school hours and not in class, they must have a pass signed by a teacher, administrator, or secretary. Students are not allowed in the library at any time without a pass signed by a teacher stating the purpose for the visit. Teachers may not give students permission to leave the building. That must be obtained from the high school office.

PERMANENT RECORDS:

Each student who has ever attended Jordan High School has a permanent record on file. These become extremely important. Files may be inspected by teachers in the office but are never to be removed from the office. Teachers are encouraged to use Infinite Campus or Educlimber to access test information.

PHOTO (STAFF):

Staff badges are required to be updated annually. Photos will be taken by the district-approved photographer on photo day or photo retake day. Photos may be used by the District for other purposes including yearbooks and social media. Should you like to opt out of your photo being used in yearbooks and for social media, please contact your building principal.

PHYSICAL FORCE:

Corporal punishment, a violation of state law, is not to be used. Students may be restrained for the safety of the student or others. Reasonable force for the purpose of restraint or as a last resort for the protection of other people and property is the only

time physical force is used with students. Reasonable force is the necessary amount of force a reasonable person would use to stop and control a student or situation. Common sense is critical when dealing with aggressive or out of control students. Staff members must consider the totality of what is happening and what might happen if that situation is allowed to continue. It may be necessary at some point for a staff member to use some type of reasonable force to direct or control a student or students, to defuse or maintain control of an altercation or situation that may turn physical or harmful. Staff members should not use physical force for a minor infraction. If a student refuses to follow directions and is not an immediate threat to other persons, themselves, or the school, do not touch.

PLEDGE OF ALLEGIANCE:

The Pledge of Allegiance will be recited on the first day of the week. Any student or staff member may decline for personal reasons to participate in the recitation of the pledge, and students and staff must respect their right to make that choice.

PRIDE:

As a staff it is the expectation that we show our Jordan PRIDE in our interactions with students, fellow staff, and the community. This means we communicate positively to each other and about each other. Education in 2025 is difficult and if we are not pulling together for the same cause we are going to continue to struggle and fail. Jordan Strategic Plan [here](#).

PROFESSIONAL LEAVE:

A staff member may be granted professional leave during a school year without salary deduction. A written request is to be made on the Professional Leave Request form to the Staff Development Committee at least two weeks in advance when possible. Approval of such requests will be determined by the Staff Development Committee and will be based on the relevance to district, school, and/or professional goals.

PURCHASING:

Teachers are asked to budget for supplies and departments are responsible for maintaining their budgets. Teachers should only order supplies if money remains in the department budget; purchase orders should be entered and approved before supplies are purchased. Please follow the directions outlined [here](#).

The Jordan School District is a tax exempt organization. In order to exercise the tax exempt benefit, a purchase must be made with either a school credit card or an order placed with a purchase order and billed to the school district. If a purchase is made with a staff member's personal funds (cash, personal check, or personal credit card), the purchase cannot be tax exempt and the cost of the tax will be the staff member's responsibility. The school will not reimburse for tax paid.

If a staff member makes a purchase with the school credit card (which does qualify for tax exempt status) and is charged tax, it will be the staff member's responsibility to receive credit for this tax or reimburse the School District for the charged tax out of his or her personal funds.

Staff members can access the steps to creating a purchase order by going to the district website, clicking on Staff Logins, Staff Forms, District Forms, and then Purchase Orders – Steps to create a PO.

REPORTING OF MALTREATMENT OF MINORS:

ISD #717 in accordance with Minnesota Statute No. 626.556 complies with the legal responsibilities which professional educators have for reporting suspected cases of abuse and neglect (see District Policy 414, Appendix F).

School staff members and any employee of the Board of Education shall immediately report suspected physical or sexual child abuse to a Scott County Social Services intake worker (952-445-7751—ask for Central Intake). Verbal reports are to be made within 24 hours of becoming aware of possible abuse, with a follow-up written report within 72 hours. Staff members should notify the building principals and/or the school counselor as well.

School staff members may initially question the child to determine if the child's injuries resulted from physical or sexual abuse. Staff members should limit conversation with the child regarding any suspicions. In no case should the child be subjected to undue pressure to validate the suspicion of abuse. Validation of suspected child abuse is the responsibility of the agencies to which the school refers suspicions.

SCHEDULE CHANGES:

Students are encouraged to complete any necessary schedule changes prior to the beginning of a semester. Changes after the semester begins are discouraged and may not be granted. Teachers should not tell students they can add their class; this may be the fifth student the counselor has told that the class is full. Any communication should take place between the teacher and counselor. The classes at this point are quite full and few if any changes will take place. Staffing decisions were made based on the number of students who registered for each class.

GOOGLE CLASSROOM/WEBSITE:

Electronic communication with parents has become an important part of the school experience for not only current students/parents but also for prospective students and parents. It is an effective recruiting and retention tool that requires some time and effort at the beginning but then can become a simple routine. It is the district's expectation that all teachers will use Google Classroom to keep parents and students informed about assignments. Google Classroom will also be the key component for our use of open campus for days when we do not have substitute teachers for classes. [Link](#) here with more information.

The following should be included on Google Classroom sites:

- Folders organized by courses. Course folders should include units labeled with a clear title and dates the unit spans
- Calendar with assignment due dates
- Separate folder for flexible learning days
- Syllabus/Syllabi and classroom expectations

Optional items that can be part of course folders include but are not limited to:

- Presentations (PowerPoint, Prezi, etc.)
- Links
- Videos
- Assignments/quizzes to be completed digitally
- Curriculum information
- Newsletters
- Field Trip Information
- Extra-curricular related to the program – i.e. Pictures of field trips or classroom experiences
- Student educational links
- Parent educational links
- Academic enhancement activities
- Class highlights

School Website pages should include the following:

1. This has transitioned to a different format at the high school. Please make sure that you have completed the google document that our communications director requested from you.
2. If you would like your Syllabus/syllabi for courses that include classroom expectations and grading procedures to be posted on the website, please get it to the communications director so that they can get a link to it. The course syllabus should also be on your Google Classroom page.

SEVERE WEATHER PROCEDURES:

On the first school closing of the school year due to severe weather, teachers will not be expected to report to school. On the second school closing of the school year, teachers will be expected to follow the flexible learning plan that is detailed below. In the event of a two hour late start, licensed staff hours are 9:20 - 3:20.

Jordan Public Schools uses a telephone broadcast system that enables school personnel to notify staff by phone, text, or e-mail within minutes of an emergency or unplanned event that causes early dismissal, school cancellation or late start. Jordan Public Schools will continue to report school closings due to emergency or weather on WCCO radio (830) as well as local televisions channels 4, 5, and 11.

WCCO (830 AM) is the official station for notice of school closing, due to weather or other reasons. Also see Channel 4, 5, and 11 for further information. The announcements will be made as early as feasible.

What is flexible learning?

Flexible learning involves online or teacher-prepared lessons that students work on when away from the physical school building. By using one-to-one Chromebooks or other digital devices, and by making provisions for students without such devices, Jordan Public Schools (JPS) recognizes that education can continue even when students and teachers are not in the same location. Along with emphasizing the value of learning, the Flexible Learning Day encourages character growth in the areas of self-sufficiency, adaptability and perseverance.

What are the goals of JPS Flexible Learning Days?

- To minimize the disruption to academic progress caused with emergency school closures by making those out-of-school days as educationally productive and engaging as possible.
- To allow JPS's grade 5-12 students an opportunity to practice the kind of online learning that is increasingly part of both college study and workplace training.
- To maximize the use of JPS's one-to-one technology.

What does Flexible Learning look like at JPS?

- **Students in grades K-4** will have no planned academic requirements on these days. Enjoy some time outside and with family - play games, read books and enjoy some physical activity outside.
- **Students in grades 5-12** will complete assignments posted on Google Classroom, the school's online learning platform. All assignments will be posted by 10:00 AM with teachers available to answer questions via email throughout the day until 3:00 PM. It is understood that students will have a wide variety of responsibilities at home during Flexible Learning Days and that some may not have access to the internet. Staff members understand this and will be flexible with those situations. However, the expectation is that students will complete the work in a timely manner as developed between student and teacher.
- **Students with disabilities**, as required under Chapter 125A, will have assignments designed to meet the needs of IEP/504 plans.
- **Students and parents without home Internet access or with limited Internet access** must inform teachers of this fact so that needed modifications to assignments and due dates can be made.

How will families be notified that flexible learning is expected?

If school is canceled, families, teachers, and students will receive an announcement about Flexible Learning expectations through the school messaging system. In addition, a notice will be placed on the JPS website, and *if possible*, the implementation of a

Flexible Learning Day will be broadcast in conjunction with the school closing announcements on radio and television.

How can parents and guardians help support student success with Flexible Learning?

- Parents should visit with their child's teachers about how Flex Days will be handled for their classes and work out special arrangements, if needed, for a particular student prior to the first Flex Day. Families are asked to inform the teacher if they do not have Internet access at home since access to Google Classroom and completion of regular 5-12 assignments will require Internet access by the student.
- Parents of students in grades 5-12 are encouraged to access Google Classroom through the parent portal. Parents are welcome to contact the school for help in setting up their parent account.
- Parents, along with teachers and students, are asked to remember that Flex Days are designed to be flexible: if a child struggles with a concept or assignment and is unable to complete the work that day, parents should remind their son or daughter to communicate with the teacher the next day about how to meet requirements.
- Parents should contact teachers directly with any questions, concerns or frustrations they may have regarding Flexible Learning Day assignments.

How can teachers help support student success with Flexible Learning Days?

In preparation for Flex Days, JMS and JHS teachers have been asked to:

- Anticipate time requirements recognizing students learn at different paces, especially in an independent setting.
- Provide a timely plan, posting work for the day by 10 AM.
- Be present on Google Classroom and email to answer student questions during the Flexible Learning Day from 10 AM - 3 PM.
- Plan for self-directed, independent learning with specific consideration for age and individual learning needs.
- Customize learning opportunities especially in troubleshooting student challenges.
- Communicate with colleagues to ensure common expectations, communications and protocols.
- No required synchronous meetings can be scheduled with students.

What is required of teachers during Flexible Learning Days?

During Flex Days, teachers have been asked to:

- Check Google Classroom and/or email throughout the Flexible Learning Day from 10:00 AM to 3:00 PM.

- Complete the *Flex Learning Day: School Closings Google Form* by 10:00 AM. This form will allow district administrators and staff to better answer questions from parents on student assignments and will allow administrative staff to better support your own personalized growth on this day.
- Continue your work as a team or individual on professional development topics

SICK DAYS:

All staff members, whether they need a substitute or not, should go online to enter an absence **before 6:00 a.m.** Teachers who have a planned absence can go online several days before the absence to ensure that a substitute is assigned. Teachers must supply lesson plans for the substitutes. They may be sent via e-mail or left in the classrooms in the Red Folder or teachers may leave their home number for the substitute to call. The office administrative assistants are not able to take or explain lesson plans during the very busy period at the beginning of the school day. Please make sure that your plans are updated on Google Classroom.

STUDENT ACTIVITY ACCOUNTS:

Money should be deposited in the office as it is collected to avoid possible theft. When turning in money, teachers must include two copies of the school deposit slip and keep one for their own records. To access money in Student Activity Accounts, advisors must submit a Claim and Verification Form signed by themselves, an organization treasurer (student), and the high school principal.

Coaches and Advisors should keep in mind the following regarding student activity accounts:

- Student activity funds are used to account for dollars raised by the students **for the students.**
- Contributions to a student activity fund should be expended on activities for those students making the contributions in the year of the contributions whenever possible.
- Examples of **appropriate** expenditures for student activity accounts:

Supplies and materials	Transportation	Travel expenditures
Food	Lodging	Admission fees
Entertainment	T-shirts	Donations
- Examples of **inappropriate** expenditures for student activity accounts:

Office supplies	Textbooks	Library books
Assemblies for entire school	Office/school furniture	Employee gifts/awards
Faculty meetings	Faculty events	

Capital purchases funded by a student activity group become the property of the school district. Capital purchases are made by the school district using the same method other purchases are made:

- A. Complete the Claim and Verification form (green sheet)
- B. Attach receipts.
- C. Get signatures of the Organization Treasurer, Advisor, and Principal.

D. Enter Purchase Order on SMARTeR

STUDY HALLS:

Study halls must be run efficiently and discipline must be maintained. Please use the following procedures:

- Have a current seating chart.
- Take attendance, excuse those with passes to go elsewhere, and then excuse those going to the washroom, library, etc.
- Check passes of students when they return. Students should return at the end of the hour.
- Move about the room occasionally to provide instructional help and/or to encourage students to use their time wisely.
- Allow students to use the restroom one at a time if necessary.
- Do not leave the study hall unattended at any time.
- Use discretion when allowing students to work together so they do not disturb the rest of the students.

SUBSTITUTE TEACHERS:

Substitute teachers are extremely important and quite often hard to get. When teachers have substitutes, they should be treated with great courtesy and consideration. Always leave detailed lesson plans and follow through on any notes regarding discipline problems that the substitute may have had. Lessons should be completed and uploaded to Google Classroom for students to follow. Each lesson on Google Classroom for substitute teachers should have a formative assessment at the end to check for understanding and work.

SUPERVISION ASSIGNMENTS:

Teachers will be assigned one supervision over the course of the year. Efforts will be made to recognize teacher preferences. This is a contractual obligation and teachers should plan accordingly. In lieu of supervision, shared teachers will be required to attend two conferences at the high school and two at the other building in which they teach.

SUSPENSION/EXPULSION:

Occasionally, student behavior merits suspension or expulsion. In this event, all procedures will be governed by MSA 127.26-127.40, commonly known as the Minnesota Pupil Fair Dismissal Act. Under the provisions of this law, students may be suspended or expelled from school for any of the following:

- Willful violation of any reasonable school board regulation
- Willful conduct which materially and substantially disrupts the rights of others to an education
- Willful conduct which endangers the student, other students, or school property

Students may be summarily suspended from school for one day by the principal.

Students may be suspended for two to nine days by the principal. Expulsions may be for the remainder of the school year or less and may occur after the school board has held a hearing in accordance with the law.

TEACHER EVALUATION:

The purpose of teacher evaluation is to improve the quality of instruction, to foster professional growth, to provide administrative support, and to view the staff member and student body in learning situations.

The teacher evaluation process includes the following:

Professional Learning Communities:

The Jordan Public Schools Professional Learning Communities will:

- take on critical roles in peer reviews for both tenured and non-tenured staff.
- have one peer review a year that will be completed by someone within the PLC group through either a peer observation or portfolio review.

Personalized Professional Development Plans:

Each year during the fall teacher workshop week, the Jordan School District will provide time toward writing personalized professional development plans.

- Teachers will develop an individual growth development plan (IGDP) and student learning goals (SLG) after completing a self-assessment based on the Charlotte Danielson model.

IGDP and SLG plans will be completed before the start of the school year. At the semester break and end of the year plans will be assessed and reviewed.

Peer Reviews

The Jordan Public Schools will provide teachers with training on how to be a peer reviewer. All teachers will be both a reviewer and a reviewee.

- All reviews will need to be completed prior to the month of May.
- The Jordan Public Schools will pay the equivalent of two prep periods to a peer reviewer for conducting peer reviews during their prep periods based on the dollar amount specified in the Teacher Master Agreement.

Tenure Process:

Jordan Public Schools **tenured** staff will:

- follow the District's tenure three-year cycle process (See Teacher Evaluation Flowchart).
- participate in the peer review process.
- have an option to create and maintain a portfolio **or** choose to receive a formal observation by building administrator and collect artifacts showing progress toward meeting personalized professional development plans. Portfolios and their artifacts will reflect the Charlotte Danielson's Teacher Evaluation Model.
- have the option for both a formal observation and portfolio.

Non-Tenure Process:

Jordan Public Schools **non-tenured** staff will:

- follow the District's non-tenured three-year cycle process (See Teacher Evaluation Flowchart).

- participate in the peer review process.
- receive three formal observations during the first three years of the cycle.

Tenured Teacher Cycle:

To culminate this process, staff will write an annual reflection/summary on student achievement progress.

Non-Tenured staff will receive the summative evaluation for all three years until granted tenure.

Following is the schedule for formal observations:

2026-2027	2027-2028	2028-2029	2029-2030
Briese, Heather (T) Burnside, Logan (T) Gorath, Aaron (T) Jans, Anne (T) Koch, Randy (T) Martin, Bryan (T) McClellan, Stephen (T) Moll, Cam (1) Olson, Chris (T) Peters, Shane (T) Schmidt, Allison (1) Spies, Michelle (T)	Beckman, Steven (T) Barnd, Jess (T) Geib, Janet (T) Moll, Cam (2) Pivec, Megan (T) Rasmussen, Ryan (T) Rindahl, Alanna (T) Rydberg, Rachel (T) Sand, Ozzie (T) Schipper, Margaret (T) Schmidt, Allison (2) Trembl, Sydney (T) Urbanek, Matt (T) Wyckoff, Lisa (T)	Beckman, Elizabeth (T) Casterton, Nick (T) Christ, Jeff (T) Dyrhaug, Kris (T) Gutzmer, Kevin (T) Leary, Lisa (T) Moll, Cam (3) Nylander, Ben (T) Peters, Amy (T) Rydberg, Tony (T) Schmidt, Allison (3) Whiteside, Robin (T) Walerius, Kelley (T)	Briese, Heather (T) Burnside, Logan (T) Gorath, Aaron (T) Jans, Anne (T) Koch, Randy (T) Martin, Bryan (T) McClellan, Stephen (T) Olson, Chris (T) Peters, Shane (T) Spies, Michelle (T)

TEACHER HOURS:

The workday is an 8 hour day. Per the teacher contract, teachers can arrive between 7:15 and 7:45 and leave at the corresponding 8 hour time of 3:15 and 3:45. Teachers should be available for 7:20 meetings, help with students, etc. Teachers who may arrive late on occasion should call the principal. The principal should also be contacted if a teacher needs to leave the building during the day.

TELEPHONES:

Telephones are for conducting school business. All incoming external calls go to voicemail (red light flashes) between 8:00 a.m. and 3:00 p.m. In the case of an emergency, staff members will be contacted by the office staff. Please return all calls within 24 hours. Students who are ill should not use classroom phones to have their parents excuse them; instead they should report to the office and the office staff will contact the parents. Instructions for setting up phones are posted on the district website under Staff Forms.

TEXTBOOKS:

Textbooks are expected to suffer a depreciation of twenty percent each year. New textbooks should be numbered. To prevent unnecessary wear, students should use protective covers on their books; the cloth book covers do not provide adequate protection. Covers are often available in the guidance office. Fines may be assessed to students for damaged books at the conclusion of the marking period. Tell students they should not put spiral notebooks and excessive amounts of paper in their books because that weakens the bindings. Teachers need to document the condition of the book when it is given to the student. Please document the number of the book that is issued to individual students and tell them to write their names in the book. Share that document with colleagues at semester if you teach the same class with a colleague.

VAN:

Any use of the school van must be scheduled through Heather Fry at Extension 4221. Staff must have a bus driver's license to drive the mini-bus. District transportation must be used for conferences unless a staff member is leaving from home and the distance to the conference from the staff member's home is less than the distance to work and the conference.

VIDEOS/MEDIA:

The district mandates the following:

Films:

1. Teachers must have viewed films in advance of showing them to students.
2. No films above a PG13 rating may be shown in the high school.
3. Films with a rating of PG or PG13 may not be shown, unless approval is granted two weeks in advance by the principal.
4. Parents must be made aware of any films with a PG rating or higher to be shown. This notice may be by letter sent home with the students. The letter must include what in the film has resulted in the rating assigned.
5. Parents must have the option of requesting an alternative assignment for children when films with a PG rating or higher are approved for use. Parents must notify the school with a note sent with their child, email, or phone call to the principal or teacher.
6. Films being shown in a class must be related to the curriculum. Any films taken off of TV or elsewhere, which don't have a rating attached to them, must be approved in advance by the building principal.
7. No films may be used as a "reward" without the prior approval of the principal.

Books:

1. Teachers must have read any book to be used in a class as a group activity.
2. No book with profanity or lewd innuendos may be used without prior approval of the principal.
3. Parents must be made aware of any book being used with any of #2 above included in the book. This notice may be by letter sent home with the students.
4. High school teachers will notify parents at the start of the year of any books, other than textbooks, that will be used as reading material for the entire class

during the year. Should a book not on the list be selected to be used at a later date, parents will be notified in advance. It would be good practice to inform families prior to the beginning of the unit also if the reading material contains any items from #2 above.

5. Parents must have the option of requesting an alternative assignment for their children when books with any of #2 or #4 above apply.

WELLNESS ROOM:

Jordan High School has a wellness room available for nursing mothers. This is located in the girl's locker room and is available for use by female staff members. Available within the dedicated space is a comfortable place to sit and a refrigerator. Female staff members wishing to utilize this space can access the room with their building key. Should you have questions about using this space, or if your key does not work for this space, please contact the JHS Office.

WITHDRAWAL FROM SCHOOL:

Any student withdrawing from school will have a form completed on which each teacher will indicate the grades, material checked in, etc. Students will do this on their last day present. When teachers initial a withdrawal slip, this should indicate that the books have been returned. If the student has not checked in books or other materials, indicate on the form the name of the book, book number, and value. Prior to withdrawal from school, students between the age of 16 and 18 must meet with school officials and sign a statement listing the reasons for their withdrawal. Students under the age of 18 must have written permission from their parents to withdraw.

Work Orders:

When staff has a work order for a technology or custodial request (ex: heating/ cooling, computer or phone hardware repair, electrical, etc.) staff will need to complete an online request using the Brightly link found on the school website by clicking on Staff Login. Requests should NOT include requests for general cleaning or supplies/questions. If there is a spill in the classroom, or a student gets sick, please notify the office immediately so it can be taken care of in order to maintain a healthy learning environment.

Data Warehouse:

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

MAJOR/MINOR BEHAVIOR INCIDENTS

ABUSE OF TECHNOLOGY

CLASSROOM MANAGEMENT

- Accessing inappropriate websites
- Taking pictures
- Playing games
- Changing settings

OFFICE REFERRAL

- Damaging equipment
- Highly inappropriate websites (i.e., pornography)
- Assault/Staff or Student: Automatic Office Referral

BULLYING

CLASSROOM MANAGEMENT

- Sharing rumors
- Exclusion from a group assignment
- Verbal taunts

OFFICE REFERRAL

- Physically/verbally intimidating
- Repeated verbal taunts
- Physical/verbal threats
- Spreads rumors repeatedly
- Purposefully damages a reputation

CYBER BULLYING: AUTOMATIC OFFICE REFERRAL

DISRUPTIVE CONDUCT

CLASSROOM MANAGEMENT

- Throwing objects
- Blurting out loud
- Continual talking in class
- Off task behaviors

- Deliberate release of bodily functions
- Sleeping in class

OFFICE REFERRAL

After repeated refusal to follow redirection, student is referred to the office as disorderly conduct or insubordination

DISORDERLY CONDUCT: IMMEDIATE OFFICE REFERRAL

ELECTRONIC DEVICES

CLASSROOM MANAGEMENT

- Use of cell phone or electronic device without permission
- Taking pictures/videos
- Using headphones

OFFICE REFERRAL

- Taking pictures in the locker room
- Refusal to comply with a teacher's request constitutes insubordination

FIGHTING: IMMEDIATE OFFICE REFERRAL

HARASSMENT/THREATS: IMMEDIATE OFFICE REFERRAL

HAZING: IMMEDIATE OFFICE REFERRAL

IMPROPER DRESS: IMMEDIATE OFFICE REFERRAL: AUTOMATIC OFFICE REFERRAL

NUISANCE OBJECTS:

CLASSROOM MANAGEMENT

Minor objects that are distracting but not dangerous and include paper airplanes, rubber bands, erasers, noisemakers, laser pointers, etc.

OFFICE REFERRAL

Objects that are distracting and dangerous like stink bombs, water balloons, silly string, lighters, and firecrackers.

PLAGIARISM/CHEATING

CLASSROOM MANAGEMENT

- All examples of cheating (sharing documents, copying papers, etc.)

OFFICE REFERRAL

- Repeated cheating
- Taking a picture of a test with a cell phone

THEFT/BUYING OR RECEIVING STOLEN GOODS: AUTOMATIC OFFICE REFERRAL

UNNECESSARY USE OF PHYSICAL FORCE

CLASSROOM MANAGEMENT

- Good natured rough housing
- Yanking backpacks
- Pulling a chair out from under a student
- Elementary "poking" behaviors

OFFICE REFERRAL

- Excessive physical force
- Behavior that could escalate later in the day
- Pushing in anger
- Behavior that could result in injury

POSSESSION OF TOBACCO, MATCHES OR LIGHTER: AUTOMATIC OFFICE REFERRAL

USE/POSSESSION OF CHEMICALS, ALCOHOL OR ITEMS INTENDED TO BE USED AS MOOD

ALTERING: AUTOMATIC OFFICE REFERRAL

VANDALISM

CLASSROOM MANAGEMENT

- Writing on a desk
- Drawing on posters

OFFICE REFERRAL

- Damaging another student's materials
- Breaking equipment/furniture
- Using permanent marker on school property

VULGAR LANGUAGE

CLASSROOM MANAGEMENT

- Swearing in a nonthreatening manner
- Accidental slip of a swear word
- Writing vulgar language in their notebooks
- Inappropriate conversations with a peer that can be overheard

OFFICE REFERRAL

- Use of the "F" word
- Swearing directly at a teacher or peer in anger
- Gang related conversation and symbols

WEAPONS: POSSESSION OR DISTRIBUTION: AUTOMATIC OFFICE REFERRAL

Appendix B:

JORDAN STUDENTS WILL FOLLOW THE JORDAN HIGH SCHOOL PRIDE EXPECTATIONS

P REPAREDNESS

All students will. . .

- Be on time...take care of personal needs during passing time
- Come to class with all needed materials
- Complete assignments/projects in the scheduled time frame

R ESPECT

All students will. . .

- Respect themselves, staff, peers and all property
- Use classroom resources and technology appropriately
- Use appropriate language/gestures/sounds etc.

I NTEGRITY

All students will. . .

- Maintain the academic integrity of their work
- Work to maintain the integrity of our school culture
- Make good decisions – Choices matter, decisions have either rewards or consequences
- Be honest about communication with your parents and other teachers
- Do the “right thing” at all times, even when no one is watching

D EPENDABILITY

All students will. . .

- Consistently attend classes
- Actively participate in classes
- Complete work on time to the best of their ability
- Take responsibility in their education

E XCELLENCE

All students will. . .

- Strive to be positive role models and leaders
- Grasp the opportunity to grow and learn
- Challenge themselves to exceed expectations
- Monitor individual progress by checking grades online
- Use class time wisely

Appendix C:

610 FIELD TRIPS

I. PURPOSE

The purpose of this policy is to provide guidelines for student trips and to identify the general process to be followed for review and approval of trip requests.

II. GENERAL STATEMENT OF POLICY

The general expectation of the school board is that all student trips will be well planned, conducted in an orderly manner and safe environment, and will relate directly to the objectives of the class or activity for which the trip is requested. Student trips will be categorized within three general areas:

A. Instructional Trips

Trips that take place during the school day, relate directly to a course of study, and require student participation shall fall in this category. These trips shall be subject to review and approval of the building principal and shall be financed by school district funds within the constraints of the school building budget. Fees may not be assessed against students to defray direct costs of instructional trips. (Minn. Stat. § 123B.37, Prohibited Fees)

B. Supplementary Trips

This category pertains to those trips in which students voluntarily participate and which usually take place outside the regular school day. Examples of trips in this category involve student activities, clubs, and other special interest groups. These trips are subject to review and approval of the activities director and/or the building principal. Financial contributions by students may be requested. (Minn. Stat. § 123B.36, Authorized Fees)

C. Extended Trips

1. Trips that involve one or more overnight stops fall into this category. Extended trips may be instructional or supplementary and must be requested well in advance of the planned activity. An extended trip request form must be completed and approved at each level: student, principal, superintendent, and school board. Exceptions to the approval policy may be granted or expedited to accommodate emergencies or contingencies (e.g., tournament competition).
2. The school board acknowledges and supports the efforts of booster clubs and similar organizations in providing extended trip opportunities for students.

III. REGULATIONS

- A. Rules of conduct and discipline for students and employees shall apply to all student trip activities.
- B. The school administration shall be responsible for providing more detailed procedures, including parental involvement, supervision, and such other factors deemed important and in the best interest of students.
- C. Transportation shall be furnished through a commercial carrier or school-owned vehicle.
- D. An employee may use a personal vehicle to transport staff or personal property for purposes of a field trip upon prior, written approval from administration.
- E. An employee must not use a personal vehicle to transport one or more students for purposes of a field trip.
 - 1. If immediate transportation of a student is required due to an emergency or unforeseen circumstance, such as the illness or injury of a child, and the transportation does not constitute regular or scheduled transportation, a personal vehicle may be used. To the extent a personal vehicle is used, the vehicle must be properly registered and insured.
 - 2. An employee must obtain preapproval by administration of student transportation by a personal vehicle, pursuant to Section III.E.1, if practicable. If preapproval by administration of use of a personal vehicle cannot be obtained in a reasonable time given the circumstances, an employee shall report the relevant facts and circumstances justifying the need for use of a personal vehicle to administration as soon as practicable. The relevant facts and circumstances for use of a personal vehicle shall be documented by administration.

IV. SCHOOL BOARD REVIEW

The superintendent shall at least annually report to the school board upon the utilization of trips under this policy.

Legal References: Minn. Stat. § 123B.36 (Authorized Fees)

Minn. Stat. § 123B.37 (Prohibited Fees)

Minn. Stat. § 123B.49 (Cocurricular and Extracurricular Activities; Insurance)

Minn. Stat. § 169.011, Subd. 71(a) (Definition of a School Bus)

Minn. Stat. § 169.454, Subd. 13 (Type III Vehicle Standards – Exemption)

Sonkowsky v. Board of Educ. for Indep. Sch. Dist. No. 721, 327 F.3d 675 (8th

Cir. 2003)

Lee v. Pine Bluff Sch. Dist., 472 F.3d 1026 (8th Cir. 2007)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 423 (Employee – Student Relationships)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 707 (Transportation of Public School Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 710 (Extracurricular Transportation)

Appendix D:

526 HAZING PROHIBITION

I. PURPOSE

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

II. GENERAL STATEMENT OF POLICY

- A. No student, teacher, administrator, volunteer, contractor, or other employee of the school district shall plan, direct, encourage, aid, or engage in hazing.
- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate hazing.
- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- D. This policy applies to behavior that occurs on or off school property and during and after school hours.
- E. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
- F. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

- A. “Hazing” means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a

person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term hazing includes, but is not limited to:

1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body.
 2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product, or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame, or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
 5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.
- B. "Student organization" means a group, club, or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities, or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy.
- B. The building principal is the person responsible for receiving reports of hazing at the building level. Any person may report hazing directly to a school district human rights officer or to the superintendent.
- C. Teachers, administrators, volunteers, contractors, and other employees of the school district shall be particularly alert to possible situations, circumstances, or events which might include hazing. Any such person

who receives a report of, observes, or has other knowledge or belief of conduct which may constitute hazing shall inform the building principal immediately.

- D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades, or work assignments.

V. SCHOOL DISTRICT ACTION

- A. Upon receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.
- B. The school district may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of hazing.
- C. Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act, school district policies and regulations.

VI. REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who retaliates against any person who makes a good faith report of alleged hazing or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists, or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

VII. DISSEMINATION OF POLICY

This policy shall appear in each school's student handbook and in each school's Building and Staff handbooks.

Legal References: Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.69 (Hazing Policy)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 506 (Student Discipline)

MSBA/MASA Model Policy 525 (Violence Prevention [Applicable to Students and Staff])

Appendix E:

414 MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE

I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected child neglect or physical or sexual abuse.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to fully comply with Minn. Stat. § 626.556 requiring school personnel to report suspected child neglect or physical or sexual abuse.
- B. A violation of this policy occurs when any school personnel fails to immediately report instances of child neglect or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

III. DEFINITIONS

- A. "Accidental" means a sudden, not reasonably foreseeable, and unexpected occurrence or event which:
 - 1. is not likely to occur and could not have been prevented by exercise of due care; and
 - 2. if occurring while a child is receiving services from a facility, happens when the facility and the employee or person providing services in the facility are in compliance with the laws and rules relevant to the occurrence of event.
- B. "Child" means one under age 18 and, for purposes of Minn. Stat. Ch. 260C (Child Protection) and Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment), includes an individual under age 21 who is in foster care pursuant to Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18).
- C. "Immediately" means as soon as possible but in no event longer than 24 hours.
- D. "Mandated reporter" means any school personnel who knows or has reason to believe a child is being neglected or physically or sexually abused, or has been neglected or physically or sexually abused within the preceding three years.
- E. "Neglect" means the commission or omission of any of the acts specified below, other than by accidental means:
 - 1. failure by a person responsible for a child's care to supply a child with necessary food, clothing, shelter, health, medical, or other care required for the child's physical or mental health when

reasonably able to do so, including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;

2. failure to protect a child from conditions or actions that seriously endanger the child's physical or mental health when reasonably able to do so;
3. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering factors such as the child's age, mental ability, physical condition, length of absence, or environment, when the child is unable to care for his or her own basic needs or safety or the basic needs or safety of another child in his or her care;
4. failure to ensure that a child is educated in accordance with state law, which does not include a parent's refusal to provide his or her child with sympathomimetic medications;
5. prenatal exposure to a controlled substance used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child's birth, or medical effects or developmental delays during the child's first year of life that medically indicate prenatal exposure to a controlled substance or the presence of a fetal alcohol spectrum disorder;
6. medical neglect as defined by Minn. Stat. § 260C.007, Subd. 4, Clause (5);
7. chronic and severe use of alcohol or a controlled substance by a parent or person responsible for the care of the child that adversely affects the child's basic needs and safety; or
8. emotional harm from a pattern of behavior which contributes to impaired emotional functioning of the child which may be demonstrated by a substantial and observable effect in the child's behavior, emotional response, or cognition that is not within the normal range for the child's age and stage of development, with due regard to the child's culture.

Neglect does not include spiritual means or prayer for treatment or care of disease where the person responsible for the child's care in good faith has selected and depended on those means for treatment or care of disease, except where the lack of medical care may cause serious danger to the child's health.

- F. "Nonmaltreatment mistake" means: (1) at the time of the incident, the individual was performing duties identified in the center's child care program plan required under Minn. Rules Part 9503.0045; (2) the individual has not been determined responsible for a similar incident that resulted in a finding of maltreatment for at least seven years; (3) the individual has not been determined to have committed a similar nonmaltreatment mistake under this paragraph for at least four years; (4) any injury to a child resulting from the incident, if treated, is treated only with remedies that are available over the counter, whether ordered by a medical professional or not; and (5) except for the period when the incident occurred, the facility and the individual providing services were both in compliance with all licensing requirements relevant to the incident. This definition only applies to child care centers licensed under Minn. Rules Ch. 9503.
- G. "Physical abuse" means any physical injury, mental injury, or threatened injury, inflicted by a person responsible for the child's care other than by accidental means; or any physical or mental injury that cannot reasonably be explained by the child's history of injuries or any aversive or deprivation procedures, or regulated interventions, that have not been authorized by Minn. Stat. § 121A.67 or § 245.825.

Abuse does not include reasonable and moderate physical discipline of a child administered by a parent or legal guardian which does not result in an injury. Abuse does not include the use of reasonable force by a teacher, principal, or school employee as allowed by Minn. Stat. § 121A.582.

Actions which are not reasonable and moderate include, but are not limited to, any of the following that are done in anger or without regard to the safety of the child: (1) throwing, kicking, burning, biting, or cutting a child; (2) striking a child with a closed fist; (3) shaking a child under age three; (4) striking or other actions which result in any nonaccidental injury to a child under 18 months of age; (5) unreasonable interference with a child's breathing; (6) threatening a child with a weapon, as defined in Minn. Stat. § 609.02, Subd. 6; (7) striking a child under age one on the face or head; (8) purposely giving a child poison, alcohol, or dangerous, harmful, or controlled substances which were not prescribed for the child by a practitioner, in order to control or punish the child, or giving the child other substances that substantially affect the child's behavior, motor coordination, or judgment or that result in sickness or internal injury, or subject the child to medical procedures that would be unnecessary if the

child were not exposed to the substances; (9) unreasonable physical confinement or restraint not permitted under Minn. Stat. § 609.379 including, but not limited to, tying, caging, or chaining; or (10) in a school facility or school zone, an act by a person responsible for the child's care that is a violation under Minn. Stat. § 121A.58.

- H. "School personnel" means professional employee or professional's delegate of the school district who provides health, educational, social, psychological, law enforcement, or child care services.
- I. "Sexual abuse" means the subjection of a child by a person responsible for the child's care, by a person who has a significant relationship to the child (as defined in Minn. Stat. § 609.341, Subd. 15), or by a person in a position of authority (as defined in Minn. Stat. § 609.341, Subd. 10) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration as well as sexual contact. Sexual abuse also includes any act involving a minor which constitutes a violation of Minnesota statutes prohibiting prostitution, or use of a minor in a sexual performance. Sexual abuse includes threatened sexual abuse which includes the status of a parent or household member who has committed a violation which requires registration under Minn. Stat. § 243.166, Subd. 1b(a) or (b) (Registration of Predatory Offenders).
- J. "Mental injury" means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture.
- K. "Person responsible for the child's care" means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employees or agents, or other lawful custodian of a child having either full-time or short-term care responsibilities including, but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.
- L. "Threatened injury" means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to, exposing a child to a person responsible for the child's care who has subjected the child to, or failed to protect a child from, egregious harm, or a person whose parental rights were involuntarily terminated, been found palpably unfit, or one

from whom legal and physical custody of a child has been involuntarily transferred to another.

IV. REPORTING PROCEDURES

- A. A mandated reporter as defined herein shall immediately report the neglect or physical or sexual abuse, which he or she knows or has reason to believe is happening or has happened within the preceding three years to the local welfare agency, police department, county sheriff, or agency responsible for assisting or investigating maltreatment.
- B. If the immediate report has been made orally, by telephone or otherwise, the oral report shall be followed by a written report within 72 hours (exclusive of weekends and holidays) to the appropriate police department, the county sheriff, local welfare agency, or agency responsible for assisting or investigating maltreatment. The written report shall identify the child, any person believed to be responsible for the abuse or neglect of the child if the person is known, the nature and extent of the abuse or neglect and the name and address of the reporter.
- C. Regardless of whether a report is made, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident has occurred and may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.
- D. A mandated reporter who knows or has reason to know of the deprivation of parental rights or the kidnapping of a child shall report the information to the local police department or the county sheriff.
- E. With the exception of a health care professional or a social service professional who is providing the woman with prenatal care or other health care services, a mandated reporter shall immediately report to the local welfare agency if the person knows or has reason to believe that a woman is pregnant and has used a controlled substance for a nonmedical purpose during the pregnancy, including, but not limited to, tetrahydrocannabinol, or has consumed alcoholic beverages during the pregnancy in any way that is habitual or excessive.
- F. A person mandated by Minnesota law and this policy to report who fails to report may be subject to criminal penalties and/or discipline, up to and including termination of employment.
- G. Submission of a good faith report under Minnesota law and this policy will not adversely affect the reporter's employment, or the child's access to school.

- H. Any person who knowingly or recklessly makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury, and the reckless making of a false report may result in discipline. The court may also award attorney's fees.

[Note: The Minnesota Department of Education (MDE) is responsible for assessing or investigating allegations of child maltreatment in schools.]

V. INVESTIGATION

- A. The responsibility for investigating reports of suspected neglect or physical or sexual abuse rests with the appropriate county, state, or local agency or agencies. The agency responsible for assessing or investigating reports of child maltreatment has the authority to interview the child, the person or persons responsible for the child's care, the alleged perpetrator, and any other person with knowledge of the abuse or neglect for the purpose of gathering the facts, assessing safety and risk to the child, and formulating a plan. The investigating agency may interview the child at school. The interview may take place outside the presence of a school official. The investigating agency, not the school, is responsible for either notifying or withholding notification of the interview to the parent, guardian or person responsible for the child's care. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded.
- B. When the investigating agency determines that an interview should take place on school property, written notification of intent to interview the child on school property will be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school property.
- C. Except where the alleged perpetrator is believed to be a school official or employee, the time and place, and manner of the interview on school premises shall be within the discretion of school officials, but the local welfare or law enforcement agency shall have the exclusive authority to determine who may attend the interview. The conditions as to time, place, and manner of the interview set by the school officials shall be reasonable and the interview shall be conducted not more than 24 hours after the receipt of the notification unless another time is considered

necessary by agreement between the school officials and the local welfare or law enforcement agency. Every effort must be made to reduce the disruption of the educational program of the child, other students, or school employees when an interview is conducted on school premises.

- D. Where the alleged perpetrator is believed to be a school official or employee, the school district shall conduct its own investigation independent of MDE and, if involved, the local welfare or law enforcement agency.
- E. Upon request by MDE, the school district shall provide all requested data that are relevant to a report of maltreatment and are in the possession of a school facility, pursuant to an assessment or investigation of a maltreatment report of a student in school. The school district shall provide the requested data in accordance with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g.

VI. MAINTENANCE OF SCHOOL RECORDS CONCERNING ABUSE OR POTENTIAL ABUSE

- A. When a local welfare or local law enforcement agency determines that a potentially abused or abused child should be interviewed on school property, written notification of the agency's intent to interview on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct the interview. The notification shall be private data. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notice or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation has been concluded.
- B. All records regarding a report of maltreatment, including any notification of intent to interview which was received by the school as described above in Paragraph A., shall be destroyed by the school only when ordered by the agency conducting the investigation or by a court of competent jurisdiction.

VII. PHYSICAL OR SEXUAL ABUSE AS SEXUAL HARASSMENT OR VIOLENCE

Under certain circumstances, alleged physical or sexual abuse may also be sexual harassment or violence under Minnesota law. If so, the duties relating to the reporting and investigation of such harassment or violence may be applicable.

VIII. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall appear in school personnel handbooks.
- B. The school district will develop a method of discussing this policy with school personnel.
- C. This policy shall be reviewed at least annually for compliance with state law.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
 Minn. Stat. § 121A.58 (Corporal Punishment)
 Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
 Minn. Stat. § 121A.67 (Aversive and Deprivation Procedures)
 Minn. Stat. § 243.166, Subd. 1b(a)(b) (Registration of Predatory Offenders)
 Minn. Stat. § 245.825 (Use of Aversive or Deprivation Procedures)
 Minn. Stat. § 260C.007, Subd. 4, Clause (5) (Child in Need of Protection)
 Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18)
 Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment)
 Minn. Stat. § 609.02, Subd. 6 (Definitions – Dangerous Weapon)
 Minn. Stat. § 609.341, Subd. 10 (Definitions – Position of Authority)
 Minn. Stat. § 609.341, Subd. 15 (Definitions – Significant Relationship)
 Minn. Stat. § 609.379 (Reasonable Force)
 Minn. Stat. § 626.556 *et seq.* (Reporting of Maltreatment of Minors)
 Minn. Stat. § 626.5561 (Reporting of Prenatal Exposure to Controlled Substances)
 20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)

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

Wage Disclosure Protection Law:

Notice to employees – Under the Minnesota Wage Disclosure Protection law, you have the right to tell any person the amount of your own wages. Your employer cannot retaliate against you for disclosing your own wages. Your remedies under the Wage Disclosure Protection law are to bring a civil action against your employer and/or file a complaint with the Minnesota Department of Labor and Industry at 651-284-5070 or 800-342-5354.

Assurance of Compliance Information

Board Policies

- A complete list of board policies – including those being reviewed, revised, and adopted – is provided on the District website. All staff are responsible for reviewing and understanding all board policies. Of particular importance, all staff are required to read and understand the following policies:
 - Directory Information (*see staff and student handbooks*)
 - **502:** Search of Student Lockers, Desks, Personal Possessions, and Student's Person
 - **505:** Distribution of non-school sponsored materials
 - **506:** Student Discipline
 - **503:** Student Attendance
 - **514:** Bullying Prohibition Policy
 - **602:** Organization of School Calendar and School Day
 - School Cancellation Policy (*noted in employee contracts*)
 - **420:** Students and Employees with Communicable and Infectious Diseases
 - **413:** Harassment and Violence
 - **501:** School Weapons Policy
 - **419:** Tobacco-Free Environment
 - Student/Parent Rights Under FERPA (*see staff and student handbooks*)
 - Parents Right to Review Curriculum/Texts (*see staff and student handbooks*)
 - **524:** Internet Acceptable Use and Safety Policy
 - Telephone Numbers and/or Email addresses (*see staff and student handbooks*)
 - Asbestos Update Report (*See Health and Safety Policy and Jordan Journalist*)
 - School District Security Policy (*see Emergency Action Plan*)
 - **402:** Disability Nondiscrimination Policy
 - Equal Access to Programs (Inclusive Education)
 - Student Accident Report Procedure (*see building nurse procedures*)
 - Clean Indoor Air Act (*See Health and Safety Policy and Jordan Journalist*)
 - Emergency Closing Procedures (*noted in employee contracts*)
 - **806:** Crisis Management Policy
 - **526:** Hazing Prohibition
 - **531:** The Pledge of Allegiance
 - Pesticide Application Notice (*See Health and Safety Policy and Jordan Journalist*)
 - **520:** Student Surveys

- **529:** Staff Notification of Violent Behavior by Students
- **407:** Employee Right to Know - Exposure to Hazardous Substances
- Employee I9 Form (*refer to hiring packet*)
- Workers Comp. Notification (*noted in employee contracts*)
- **418:** Drug Free Workplace / Drug Free School
- **904:** Distribution of materials

In order to provide more specific and convenient information, the district has prepared a simple tutorial for your review regarding the following:

- Human Rights Officer
 - The Governing Board designates Ranae Evenson as the District Human Rights Officer to receive reports or complaints of harassment or violence, hazing, bullying, and also responsible for coordinating Title IX and Section 504/ADA concerns. The Human Rights Officer may delegate investigations of complaints as deemed appropriate. If the complaint involves the District Human Rights Officer, the complaint shall be filed directly with the Executive Director. Katie Pekarna-Damlo 500 Sunset Drive, Suite 1, Jordan, MN 55352 Telephone: 952-492-4379 e-mail: kdamlo@isd717.org.
- Drug and Alcohol Testing for Type III Vehicle Drivers
 - Minnesota state law includes various regulations pertaining to the transportation of students. These regulations may include, but are not limited to, required certification training, background checks, safety equipment, safety procedures, etc. The Executive Director and his/her designee shall oversee and direct the transportation program. The District reserves the right to request a Drug & Alcohol test of any Type III driver involved in an accident while operating a district vehicle. If the accident involves the loss of human life or if the driver receives a citation for a moving traffic violation arising from the accident which results in bodily injury or disabling damage to a motor vehicle, Drug & Alcohol testing of the driver is mandatory, in accordance with MN state statutes. The complete policy #709 - Transportation by School Vehicles is available on the website.
- Grievance Procedure for filing Complaint, Comment or Concern Harassment & Violence, Section 504, Title IX
 - Any person who feels they have been inappropriately denied Section 504 or Title IX services, or have been a victim of religious, racial, sexual or other forms of harassment or violence by a pupil, teacher, administrator or other school personnel should report the alleged acts immediately to an appropriate District official designated by this procedure. The District encourages the reporting party or complainant to use the report form

available from the Administrator of each building or available from the administrative office, but oral reports shall be considered complaints as well. Nothing in this procedure shall prevent any person from reporting grievances or alleged acts directly to the District Human Rights Officer or the Executive Director.

- Reprisal
 - The District will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who makes a good faith report of alleged religious, racial, sexual or other forms of harassment or violence, or a grievance for Section 504 or Title IX services, or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such grievance. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.
- Hazing Prohibition Policy
 - A. No student, teacher, administrator, volunteer, contractor or other employee of the District shall plan, direct, encourage, aid or engage in hazing.
 - B. No teacher, administrator, volunteer, contractor or other employee of the District shall permit, condone or tolerate hazing.
 - C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
 - D. This policy applies to behavior that occurs on or off school property and during and after school hours.
 - E. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
 - F. The District will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the District who is found to have violated this policy. The complete policy #526 - Hazing Prohibition is available on the District website.
- Staff Notification of Violent Behavior by Students
 - The purpose of this policy is to address the circumstances in which data should be provided to classroom teachers and other school staff members about students with a history of violent behavior in order to serve the student and protect students and staff members. The policy incorporates a written notice to assure that appropriate data are made available to school staff members and to guarantee an accurate record of data provided. Each classroom teacher of a student with a history of

violent behavior will receive written notification from the administration prior to placement of the student in the teacher's classroom. In addition, notice will be given by the administration to other school staff members who have a legitimate educational interest. The notice given to school staff must be in writing and must include the following: name of student, date of notice, the history of violent behavior, and a reminder of the private nature of all the data provided. The notice may include if appropriate: an explanation of what occurred in each incident, types of situations that might trigger violent behavior, successful strategies or interventions, and documents that the staff member may review to assist understanding of the student (e.g. IEP or 504 plan). The complete policy #529- Staff Notification of Violent Behavior by Students is available on the District website.

- Use of Personal Equipment
 - The District prefers that individuals do not bring their personal electronic devices for use in the District's schools. The District accepts no responsibility or liability for the loss, theft, or damage to the devices. Individuals who bring these items to school do so at their own risk.

Appendix F: Non-Exclusionary Discipline

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

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

Jordan School staff is trained in non exclusionary discipline practices such as School-Wide Positive Behavior Interventions and Supports. PBIS has a common purpose and approach to discipline that includes:

- A clear set of positive expectations and behaviors
- Procedures for teaching expected behavior
- Continuum of procedures for encouraging expected behavior
- Continuum of procedures for discouraging inappropriate behavior

At JPS a team of school representatives composed of administrators, classroom and special education teachers and non-certified staff meet on a regular basis to support staff, students and families with following our school rules: Be Respectful, Responsible, and Safe, as well as the District's strategic plan of *Grow your Jordan **PRIDE:** Preparedness. Respect. Integrity. Dependability. Excellence.* Jordan Public Schools uses **non exclusionary discipline and practices, restorative practices/conversations**, and the language of **Recognize, Acknowledge, and Connect** as a framework for working with

students. All students will be taught PBIS processes and procedures during the first weeks of school and revisited throughout the school year.

Non Exclusionary discipline and practices is defined as policies and practices that are alternatives to dismissing a student from school, including but not limited to evidence-based positive behavior interventions and supports (**PBIS**), social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services.

Restorative Practices	Culturally Responsive Pedagogy
• Classroom Discipline Reflection Sheet • Affective Statements • Circles • Restorative Questions	• Collaboration Contracts • Responsiveness ◦ Attention Signals ◦ Response Protocols ◦ Movement Protocols • Discussion Protocols • Competency • Relevance

When negative behavior occurs, staff will also teach how those behaviors impact others. The steps for teaching hurtful behaviors will most often start with a conversation. The conversation is the teaching time. At times it is a pull aside conversation. At other times it might need to be more firm. If the behavior continues after the conversation, then teachers will implement a consequence. Once again the consequences are designed to teach that a behavior is hurtful. If the negative behavior continues after consequences or if the behavior is abusive to self or others in nature, staff will use a punishment for a teaching tool. A punishment should be one and done. Consequences and punishments are tools we use to show the student how much we care about them. It is important to note that if behaviors ever require a punishment, parents will be brought into the process. The teacher, Behavior Specialist or Administration will contact the parent to decide on what is needed for learning to occur.

- Connect students to the group

- Does the student need a conversation, consequence or punishment in order to learn the expected behaviors?
 - If students struggle with following the school rules, they might receive a verbal warning, redirection or have a **conversation** about the incident.
 - For repeated behaviors or more serious offenses, students may receive a **consequence** such as a phone call home to the child's family or a "Just Stop and Think" slip from the classroom teacher naming the inappropriate behavior and what school rule the student needs to improve on.
 - More severe consequences might necessitate a **punishment** such as an office referral and/or suspension that will require the implementation of **non exclusionary discipline and practices**, and may require the attention of building administration. Either of these slips will go home for families to be informed about their child's behavior and will need to be signed and returned to school. It may also be determined that a more in depth communication/meeting should be scheduled to determine an action plan for future student success (see policy 506 *Student Discipline* on the [Jordan Public Schools](#) website for more detailed information).

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