

Jordan Middle School



2026 - 2027 STAFF HANDBOOK

INDEPENDENT SCHOOL DISTRICT #717

**Ben Bakeberg
Middle School Principal**

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Directory

<u>Board of Education</u>	Current Board of Education members and information can be found at link below:
Jordan Public Schools Board of Education	
<u>Jordan Schools Policies</u>	Current policy information can be found at link below:
Jordan Public Schools Board Policies	
<u>Jordan Middle School Staff</u>	Current Jordan Middle School instructional and support staff can be found at link below:
Jordan Public Schools Staff Directory	



JORDAN PUBLIC SCHOOL DISTRICT STRATEGIC PLAN 2022-2027

BELIEF STATEMENTS

We believe:

- We believe in the importance of providing all students with an education and experience that will help them reach their potential.
- We believe in preparing future-ready students who can succeed in an ever-changing world.
- We believe in creating a safe environment where all students feel valued, heard and supported.
- We believe in attracting, supporting and retaining high quality staff.
- We believe in transparent and open communication to build trust and strong relationships with students, staff, families, and the community.
- We believe diverse backgrounds and perspectives enrich our schools and community.
- We believe in high quality facilities to serve students, families, and the community.
- We believe in being fiscally responsible and financially stable.

MISSION STATEMENT

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

VISION STATEMENT

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

STRATEGIC PLAN FOCUS AREAS

PRIDE
in
Student
Achievement

PRIDE
in
Student
Support

PRIDE
in
Staff
Support

PRIDE
in
a Caring and
Committed
Culture

PRIDE
in
Communications,
Marketing and
Outreach

PRIDE
in
Facilities - Indoor/
Outdoor Spaces

Focus Area: PRIDE in Student Achievement

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

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

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

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

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

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

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

Focus Area: PRIDE in Student Support

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

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

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

Focus Area: PRIDE in Staff Support

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

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

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

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

Objective: Continued focus on fiscal responsibility to support staff.

Focus Area: PRIDE in a Caring and Committed Culture

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

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

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

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

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

Focus Area: PRIDE in Communications, Marketing and Outreach

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

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

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

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

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

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

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

Focus Area: PRIDE in Facilities - Indoor/Outdoor Spaces

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

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

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

Objective: Continue to maximize long term facilities management dollars as it relates to the 10-year plan to maintain and address long term needs to support all students.

Goal: Enhance safety and security across the district.

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

Objective: Enhance secure entrance points at all district buildings.



Purpose

This handbook was prepared for your use as a convenient guide to school policy. It should be read at the beginning of each school year and referred to as the need arises.

This handbook is not an exhaustive list of policies and procedures for JMS, therefore questions not covered by this manual or the Student/Parent Handbook should be referred directly to the Principal. Please be responsible in transmitting pertinent information to your pupils regarding policies and activities.

Philosophy

The philosophy of Jordan Middle School is to successfully educate all students to or above their academic potential in a caring, safe, clean, and healthy environment, where students will become responsible citizens, develop self-worth and value lifelong learning. We believe the atmosphere here at JMS should be one that shows we love our jobs and are willing to go the extra mile to show our students, parents, and community members they are very important to us. We regard each individual child as important and recognize each individual's own uniqueness. In addition, Jordan students should be helped to formulate attitudes of cooperation and respect for all human beings.

We believe that the welfare of the children of this community and School District is our primary concern and this is the main reason why we are employed by our School Board. We believe it is also the duty of each teacher to meet each child at their current educational and maturity level and move them as far as their mental facilities and desires permit them to achieve.

Mission Statement

JMS fosters a culture of belonging and inspires high expectations for achievement through instructional practices that embrace individual differences and learning styles. Our school values respect and responsibility of the school, student, home and community.

Vision Statement

Jordan Middle School is a community of learners with challenging academics and expectations of respectful and responsible behaviors within a safe environment.

2026-2027 School Year Building Goal for JMS

- To be updated following workshop
 - [JMS 2026-2027 Action Plan](#)



General Information

- Know and Live your "Why" daily. Your students and colleagues deserve this.
- Build positive relationships with students and colleagues.
 - Greet students at the classroom door daily.
 - We will all have good and bad days.
 - Vent once you have voiced.
 - Not going to be friends with everyone but we need to be respectful.
- Take risks and grow as a professional!
 - When feeling overwhelmed, watch this! [Ski Jump Video](#)
- Be a positive role model!!
 - Be on time and prepared for class.
 - If we expect punctuality and responsibility from our students, we should display it.
 - Be safe, be respectful, and be responsible.
 - If we expect respectful behavior from students, our language, actions, demeanor, and dress should be professional.
 - Young people will generally behave according to what they hear and see.
- Students need to know you care about them.
 - Sit them down and come up with a plan for them that will help.
 - Giving up on them and throwing them out of your class does not work for the long term.
- If you have an issue or concern, go to the source.

[Staff Resource Bank](#)

Please use this link to access important forms needed for Jordan Public Schools. Many of these links are found embedded into the Faculty Handbook as well.

Academic Support for Students - [Student Academic Progress Form](#)

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

If a student is in jeopardy of failing a class for the semester/year, teachers must communicate with families. No surprises!

If a student's progress is unsatisfactory, the following steps should be taken in the following order:

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

Accommodations, Differentiation, Interventions and Modifications

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

Advisory

The purpose of the Jordan Middle School advisory program is to strengthen student connectedness to the school community. **Grade levels will determine the schedule and all members of the team will follow the schedule.** There are three parts to the advisory program.

Parts of JMS Advisory Program	Staff Responsibility	Student Responsibility
Character Education/PBIS	Deliver prepared curriculum. This will be developed as a grade level team or building need.	Participate in discussion
Academic Coaching	Meet with each student weekly about progress.	Homework/read while others meet with the teacher.
Community Building	Engage in community building with students.	Engage in community building with advisory.

Weekly Schedule (Grade level teams may adjust days of activity based on need)

Weekly Schedule	Activity	Resources
Monday	Character Education	Developed by grade level team/Student Support Staff
Tuesday	Academic Coaching/Reading	Infinite Campus
Wednesday	PBIS	Link to Resources will be provided
Thursday	Academic Coaching/Reading	Infinite Campus
Friday	Community Building	Developed by grade level team

Monthly Schedule	Monthly Theme	Resources
September	"Grow Your Jordan PRIDE" What does this mean?	Link to Resources will be provided
October	Preparedness	Link to Resources will be provided Kindness in Chalk
November	Respect	Link to Resources will be provided
December	Integrity	Link to Resources will be provided
January	Dependability	Link to Resources will be provided
February	Excellence	Link to Resources will be provided
March	Preparedness/Respect	Link to Resources will be provided
April	Integrity/Dependability	Link to Resources will be provided
May/June	Excellence	Link to Resources will be provided

Accidents

- **Students:** All accidents or injuries incurred during the school day or on school grounds must be reported to the principal's office by the teacher in charge. Keep the following in mind:
 - Make sure you do not leave a group of students unsupervised so negligence can be proved in case of an accident.
 - Actively supervise students. Move around in the hallways and on the playground.
 - If a student is injured, the teacher in charge must fill out an [Accident Report Form](#). These forms are also filed in the middle school nurse's office.
- **Staff:** If you are injured on the job it is mandatory you call the 24/7 nurse care line at 1-844-322-4668. They will assist with determining the seriousness of the injury and what treatment is needed.
 - If the care line nurse determines medical treatment is needed, they will facilitate the process by calling the medical provider, notifying them the employee is coming in and providing the details of the injury.
 - We will continue to have clinics setup where all non-emergency claims will initially be treated. Clinics are posted in the buildings.
 - If the employee does not need medical treatment, the care line nurse will provide a call back number in case there are any changes.
 - In case of a medical emergency, take care of the employee first by calling 911. After the employee has been taken care of, immediately call the nurse care line so they can contact the hospital and assist with the claim.
 - Once you have completed the nurse line call, please complete the Accident Report Form. Please send the completed Accident Investigation form to Katie Pekarna-Damlo in the District Office within **24 hours** of the accident

Activity Nights

Activity nights will be offered and divided by 5th/6th grade and 7th/8th grade. Activity nights will be planned by the JMS Student Council and/or the JMS Parent Teacher Organization.

- Appropriate dress and behavior is expected, and all school rules and regulations will be enforced.
- Only students enrolled at Jordan Middle School are allowed to attend these activities.
 - Students who are absent on the day of the activity night, will not be allowed into the activity night. Poor school performance or behavior may also result in no admittance to activity nights.
- Once doors are locked, students will not be admitted.
 - Students cannot leave the activity night and re-enter. Use good judgment on this.

- Advisors must be present and actively supervising along with designated chaperones. One adult must be near the door with the student ticket sellers. Bathrooms must be checked frequently.
- Chemical, alcohol, or tobacco use must be reported at once to the advisor in charge. This person will inform the principal of the details.

Administration (Student/Family/Staff Support Roles)

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



There is a chain of command to be followed in requesting something via the administration. First go to the principal and if not satisfied, then to the superintendent.

Advertising and Solicitors

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

Announcements

In order to maintain instruction time, communications regarding activities, athletic contests, concerts, “special days,” game results, or general announcements affecting the school day will be made in one of the following ways:

- Morning Announcements (Made at 8:00 AM)
- Television Announcements (Updated throughout the school day)
- Special Afternoon Announcements (Only made for that day)
- JMS Daily Bulletin
- Email to all middle school staff
 - It is important that staff read and understand this communication to avoid unnecessary meetings.

Assemblies and Pep Fests

Teachers are expected to attend and sit in the bleacher area and supervise their advisory class or grade level they work with. All staff are expected to supervise during assemblies.

- Seating will be done on a first come basis in your grade level location.
 - Please have your advisory class move to the highest available row and slide students to the right or left to fit as many students as comfortably on an individual row.
 - **Dismissal will begin with students sitting on the floor and then proceed from the top of the bleachers down to the front row.**
- During the assembly program, teachers will be expected to address students displaying inappropriate behavior and if necessary, discuss with an administrator afterwards.

STUDENTS CONTINUING TO DISPLAY INAPPROPRIATE BEHAVIOR AT ASSEMBLIES ARE TO BE SENT TO THE WIN ROOM.

Attendance

Attendance will be taken during the beginning of each class period. Office staff will do a follow up on students who miss an hour or part of a day. **If the attendance policy is to work, everyone needs to be consistent.** The student/parent handbook states students have two days to make up the 1st day's work, and one day on subsequent days missed. Below attendance information is taken from the Parent /Student Handbook.

Regular attendance and promptness are expected in all classes and are essential for success in school. Learning to participate in group discussions, developing an appreciation for the views and abilities of other students, and forming habits of regular attendance are legitimate objectives for any course, and learning that is lost due to absences can never be adequately replaced. Every absence stops the educational process for that day, and the information and interaction missed can never be made up. This is a well-established principle of education that underlies and gives purpose to the requirements of compulsory education in Minnesota. The Jordan Middle School attendance policy will prepare students to be successful in high school and beyond.

The school board believes that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes

regular habits of dependability important to the future of the student. The purpose of this policy is to encourage regular school attendance. It is intended to be positive and not punitive.

This policy also recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher, and administrators. This policy will assist students in attending class.

RESPONSIBILITIES:

Student's Responsibility: It is the student's right to be in school. It is also the student's responsibility to attend all assigned classes and study halls every day that school is in session and to be aware of and follow the correct procedures when absent from an assigned class or study hall. Finally, it is the student's responsibility to request any missed assignments due to an absence.

Parent or Guardian's Responsibility: It is the responsibility of the student's parent or guardian to ensure the student is attending school, to inform the school in the event of a student absence, and to work cooperatively with the school and the student to solve any attendance problems that may arise. Research shows that student attendance is a primary factor in student success in school. Please encourage good attendance for your child.

Teacher's Responsibility: It is the teacher's responsibility to take daily attendance and to maintain accurate attendance records in each assigned class and study hall. It is also the teacher's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly. It is also the teacher's responsibility to provide any student who has been absent with any missed assignments upon request. Finally, it is the teacher's responsibility to work cooperatively with the student's parent or guardian and the student to solve any attendance problems that may arise.

Administrator's Responsibility: It is the administrator's responsibility to require students to attend all assigned classes and study halls. It is also the administrator's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly to all students, to maintain accurate records on student attendance, and to prepare a list of the previous day's absences stating the status of each. Finally, it is the administrator's responsibility to inform the student's parent or guardian of the student's attendance and to work cooperatively with them and the student to solve attendance problems.

In accordance with the Minnesota Compulsory Instruction Law, Minn. Stat. § 120A.22, the students of the school district are REQUIRED to attend all assigned classes every day school is in session, unless the student has been excused by the school board from attendance because the student has already completed state and school district standards required to graduate from high school, has withdrawn, or has a valid excuse for absence.

ATTENDANCE REPORTING PROCEDURES:

- **Reporting an Absence:** Parents or guardians should call **952-492-4477 by 8:30 am** to report an absence. Messages may be left on voicemail if the call cannot be made during school hours. If a call is not possible, the parent or guardian must send a note with their children when they return to school. This note is only required if the student's parents or guardians did not call. A student will be classified as truant if a parental note, doctor's note or phone call is not received within **two (2)** days of their return. Parents will receive an automated phone call when a student has been marked absent without an excuse.
- **Appointments:** Any scheduled appointments for dentist, doctor, court, etc. should be cleared prior to the appointment by sending a note with the student or calling the attendance line. In general, parents are encouraged to make appointments after school hours or during study hall. The student will then be issued a pass excusing him/her from school. When possible, students should find out what they will miss prior to the absence so they are prepared upon returning to class.
- **Leaving the Building:** Students who leave the building must be issued a pass from the office. All students must report to the middle school office upon their return and obtain an admit slip for admittance to their classes.
- **Extended Family Trips:** Parents or guardians are encouraged to schedule vacations around the school calendar breaks. However, the school recognizes this may not always be possible and that educational benefits can be gained for students when they are on vacation with their parents. The school will allow up to a maximum of five days for students to participate in a vacation with the parents if the following procedures have been completed.
 - Written application for approval of vacation days must be submitted to the principal by a parent or guardian prior to the start of the vacation.
 - After approval is granted, any homework that can be completed before or during the vacation will be assigned. Students should check teacher websites/Google Classroom and speak with teachers directly.

ABSENCES AND ACTIVITY MEMBERSHIP: Students may not be dismissed from an activity for absences that the school has excused. Playing time is a separate issue and is up to the discretion of the coach/director.

PARTICIPATION IN AND ATTENDANCE AT EXTRACURRICULAR ACTIVITIES:

This policy applies to all students involved in any extracurricular activity scheduled either during or outside the school day and any school-sponsored programs.

- School-initiated absences will be accepted and participation permitted.
- A student may not participate in any activity or program if he or she has an unexcused absence from any class (including lunch or study hall) during the day.
- If a student is suspended from any class, they may not participate in any activity or program that day.
- Students who arrive after the second period on the day of an activity or practice will not be allowed to participate in that activity unless approval has been obtained from the principal or activities director.

ABSENCES DEFINED:

A student is considered absent whenever they are not present in class after the first ten minutes of class. All attendance information is kept by class. It is conceivable that a student could be in violation of the policy for all classes or for only one class.

EXCUSED ABSENCES:

To be considered an excused absence, the student's parent or legal guardian may be asked to verify, in writing, the reason for the student's absence from school. A note from a physician or a licensed mental health professional stating that the student cannot attend school is a valid excuse.

The following reasons shall be sufficient to constitute excused absences:

- Illness.
- Serious illness in the student's immediate family.
- A death or funeral in the student's immediate family or of a close friend or relative.
- Medical, dental, or orthodontic treatment, or a counseling appointment.
- Court appearances occasioned by family or personal action.
- Religious release
- Physical emergency conditions such as fire, flood, storm, etc.
- Official school field trip or other school-sponsored outing.
- Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences and students will be permitted to complete make-up work.
- Family emergencies.
- Active duty in any military branch of the United States.
- A student's condition that requires ongoing treatment for a mental health diagnosis.

CONSEQUENCES FOR EXCUSED ABSENCES:

Students whose absences are excused are required to make up all assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher.

For the first day of an absence, a student will have two days to make up work. Students will have one day to make up work for each subsequent day of absences. Any work not completed within a reasonable amount of time may result in a score reduction. However, the building principal or the classroom teacher may extend the time allowed for completion of make-up work in the case of an extended illness or other extenuating circumstances.

Students who will be absent because of an appointment or participation in an activity should contact their teachers before or after school prior to that absence so they can be prepared when they return to school.

UNEXCUSED ABSENCES:

An absence will be considered unexcused if the student is not in the class and the absence is not excused. Parents can access automated email notification through Infinite Campus resulting in an email being sent if a student is marked absent without an excuse. Students will not be permitted to make up in class work.

The following are examples of absences which will not be excused:

- Oversleeping/babysitting
- Missing the bus
- Skipping class
- Leaving building without permission

- Personal reasons (if the absence is necessary but too sensitive to discuss, a phone call should be made to the social worker or principal)
- Any other absence not included under the attendance procedures set out in this policy.
- **A note or call from the parent/guardian is required but does not necessarily excuse the absence**

CONSEQUENCES FOR UNEXCUSED ABSENCES IN GRADES FIVE THROUGH TWELVE:

- Absences resulting from official suspension will be handled in accordance with the Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.
- Days during which a student is suspended from school shall not be counted in a student's total accumulated unexcused absences.
- In cases of recurring unexcused absences, the administration may also request the county attorney to file a petition with the juvenile court, pursuant to Minnesota statutes.
- Students in grades 5 through 8 with unexcused absences shall be subject to discipline in the following manner:
 - **3 Unexcused Absences:** Notification sent to parent and student. Students will miss the opportunity for in class learning and must reschedule all tests, quizzes, or assignments within the timeline on class syllabus.
 - **7 Unexcused Absences:** Student will meet with attendance staff and an Attendance Contract will be signed by Student, Parent, and staff. Students will miss the opportunity for in class learning and must reschedule all tests, quizzes, or assignments within the timeline on class syllabus.
 - **11 Unexcused Absences:** On the 11th Unexcused Absence the student, parent/guardian, and school staff will develop a plan to address learning loss including but not limited to summer school and retention.

EXCESSIVE ABSENCES:

Students may have a maximum of ten absences in a semester at the middle and high school level. On the eleventh total absence, students with excessive absences may result in:

- Parent phone call/written note/conference with administration
- Detention/In school suspension
- Required doctor's note or school nurse verification of any absence due to illness
- Referral to school social worker
- Referral to Scott County for truancy in accordance with Minnesota Statutes

The following absences will not count toward the maximum absence rule:

- Official school field trip or other school-sponsored outing.
- Removal of a student pursuant to a suspension.
- Suspensions are to be handled as excused absences and students will be permitted to complete make-up work.
- A death or funeral in the student's immediate family or of a close friend or relative.
- Family vacations.

Parents will be notified when students reach the seventh and eleventh total absence in a class at the middle school and high schools. **Students may be required to submit a doctor's note or receive clearance from the school nurse in order for an absence to be excused.**

PARENT NOTIFICATION:

1. When a student is in violation of the attendance policy, a conference may be held with the administration, appropriate staff, parents or guardians, and student. Appropriate consequences may occur. Additionally, a contract may be established outlining expectations for the remainder of the semester.
2. Special consideration will be given to students with a long-term illness if the student submits verification from a doctor.

TRUANCY:

Continuing Truant: Minn. Stat. § 260A.02 provides that a continuing truant is a student who is subject to the compulsory instruction requirements of Minn. Stat. § 120A.22 and is absent from instruction in a school, as defined in Minn. Stat. § 120A.05, without valid excuse within a single school year for three or more class periods on three days if the child is in middle school or high school.

Reporting Responsibility:

When a student is initially classified as a continuing truant, Minn. Stat. § 260A.03 provides that the school attendance officer or other designated school official shall notify the student's parent or legal guardian, by first class mail or other reasonable means, of the following:

- That the child is truant;
- That the parent or guardian should notify the school if there is a valid excuse for the child's absences;
- That the parent or guardian is obligated to compel the attendance of the child at school pursuant to Minn. Stat. § 120A.22 and parents or guardians who fail to meet this obligation may be subject to prosecution under Minn. Stat. § 120A.34;
- That this notification serves as the notification required by Minn. Stat. § 120A.34;
- That alternative educational programs and services may be available in the child's enrolling or resident district;
- That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the child's truancy;
- That if the child continues to be truant, the parent and child may be subject to juvenile court proceedings under Minn. Stat. Ch. 260;
- That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child's driving privilege pursuant to Minn. Stat. § 260C.201; and
- It is recommended that the parent or guardian accompany the child to school and attend classes with the child for one day.

Habitual Truant:

A habitual truant is a child under the age of 17 years who is absent from attendance at school without lawful excuse for one or more class periods on seven school days per school year if the child is in middle school or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days per school year and who has not lawfully withdrawn from school. A school district attendance officer shall refer a habitual truant child and the child's parent or legal guardian to appropriate services and procedures, under Minn. Stat. Ch. 260A.

CONSEQUENCES:

Students who are truant will miss in class learning on the day they were truant. Additionally, the following consequences will apply:

- **3 Unexcused Absences:** Notification sent to parent and student. Students will miss the opportunity for in class learning and must reschedule all tests, quizzes, or assignments within the timeline on class syllabus.
- **7 Unexcused Absences:** Students will meet with attendance staff and an Attendance Contract will be signed by Student, Parent, and staff. Students will miss the opportunity for in class learning and must reschedule all tests, quizzes, or assignments within the timeline on class syllabus.
- **11 Unexcused Absences:** On the 11th Unexcused Absence the student, parent/guardian, and school staff will develop a plan to address learning loss including but not limited to summer school and retention.

TARDY PROCEDURES:

Students are expected to be in their assigned area at designated times. Failure to do so constitutes tardiness.

Procedures for Reporting Tardiness

- Students tardy at the start of school must report to the school office for an admission slip.
- Teachers will make students tardy in Infinite Campus.

Excused Tardiness

Valid excuses for tardiness are:

- Illness.
- Serious illness in the student's immediate family.
- A death or funeral in the student's immediate family or of a close friend or relative.
- Medical, dental, orthodontic, or mental health treatment.
- Court appearances occasioned by family or personal action.
- Physical emergency conditions such as fire, flood, storm, etc.
- Any tardiness for which the student has been excused in writing by an administrator or faculty member.

Unexcused Tardiness

An unexcused tardiness is failing to be in an assigned area at the designated time class period commences without a valid excuse. Consequences of tardiness in grades 5 through 12 may include detention.

Students are expected to be in their scheduled room at the beginning of each assigned period. Failure to do so

constitutes tardiness which will result in the following:

1. Tardiness between periods will be handled in the following manner.
 - a. Staff will greet students at the classroom door.
 - b. Classroom door will be shut when the bell rings.
 - c. Students not in class will report to the attendance person between the POD area or office.
 - d. Attendance person will record the number of absences and assign detention if needed.
 - i. First thru fourth tardies in a semester will result in a warning.
 - ii. Fifth and beyond will result in an after school detention. Students will miss their after school activity if needed.
 - iii. Excessive tardies may result in a parent conference and/or In- School Suspension.

Building Security Alarm

If you are accessing the building during one of the times listed below, you must follow the procedure so you do not set off the building alarms. A tutorial video will explain the simple procedures that must be followed.

Live alarm hours for ALL BUILDINGS:

- Monday – Friday: 10PM - 5AM
- Saturday – Sunday: 24 hours
- Holidays: 24 hours
 - Special Note: *You must be out of the buildings by 1:00 am as the system automatically rearms.*
 - Door location for entrance/exit during alarm hours (must use these doors):
 - JES: ELS (Early Learning Services) entrance
 - JMS: Back entrance by the mat room (Door 5)
 - JHS: Loading dock entrance

Security Alarm Tutorials

- JMS > bit.ly/JMS_security_1617

CERC/Weight Room/Track

Any student using the weight room or track must be under the supervision of a staff member.

Classroom

Jordan Middle School operates under a non-classroom ownership model with flex spaces throughout the building. This means most teachers are NOT assigned their own classroom. Each staff member is assigned a space in one of the three Professional Learning Community spaces in the building. Staff members are welcomed and encouraged to personalize these spaces. Classroom usage is based on the instructional need for the day.

You are responsible for the condition of the space and equipment you use. When you leave at the end of the day, make sure all lights are turned off, windows are closed, doors are locked, the room is secure, and garbage is outside of the classroom. Periodically, clean desk-tops off or make arrangements for custodians to do so.

Notify custodians of items that need repair via the [Brightly](#) System. Furniture is not to be moved without permission of the administration.

Conferences

Student progress will be reported to parents by the use of a report card each semester and through Infinite Campus. In addition, parent/teacher conferences will be held twice during the school year. Conferences provide an opportunity for parents and teachers to share information about a student's progress and needs.

Conferences will go from 3:30 to 7:30 PM. Below are open house and conference information for the 2026-2027 school year:

- August 27th - Family Resource Night (Open House/Curriculum Night)
- September 16th - JMS Curriculum Night (4:30-6:30PM)
- October 29th - Invitation Conferences (3:30-7:30 PM)
- October 30th - Invitation Conferences (7:30-3:30 PM) (Flexible Learning Day, Connections and SPED review)
- November 12th - Open House Conferences (3:30-7:30 PM)
- February 16th - Invitation Conferences (Flexible Learning Day, Connections and SPED review)



Cooks/Food Service

The cooks are an invaluable part of our school. They keep our students and staff well-fed, but receive little recognition. Please make their job easier by respecting their area. Stay out of the kitchen, do not ask for favors, and let them know how much we appreciate them.

- **If your class is not eating because of a special activity, please let them know 1 week in advance!! (See field trip checklist)**

Coaches and Advisors

Jordan School District's philosophy maintains the importance of a well-rounded curriculum, including the activities program, for all students. **It should be remembered your program is only a part of the total educational program, and not the program in itself.** Communicate to your groups the goals to be gained from participation and concern yourself with the physical, mental, moral, and emotional growth of the students. The coach/advisor is responsible for all levels in that activity.

All coaches/advisors need to continually talk to their students about the importance of maintaining good grades.

- **Scheduling of school events**
 - All activities involving middle school students or faculty must be scheduled through the Community Education/Activities Director's office.
- **Out of Town Events**
 - Students representing the school in out of town activities will travel to and from the events in school sanctioned transportation.
 - Students must return with the team unless a prior note signed by a parent/guardian is given, or the parent/guardian visits with the coach for approval.
 - A supervisor must travel with the students and attend all out of town functions.
- **Passes to School Events**
 - Complimentary passes to local athletic events and other local extracurricular activities will be given to members of the Jordan School Staff. **These passes are good for one plus one.**

Custodians

The custodians provide a valuable service to the smooth operation of our school. As a staff we must model respecting the school and grounds.

- All maintenance requests must be submitted via the [Brightly](#) system.
- As with all staff, treat custodians with courtesy and respect.
- Do not borrow their equipment without asking.
- Help the custodians by reminding students to keep the school nice and neat.
- Anything they are kind enough to loan **must** be returned in good condition as soon as you are finished.

Credit Card

A district credit card may be used for school related purchases.

- Prior approval is required for all purchases.
- Get and return the Jordan Middle School credit card from the middle school office. (See Purchasing)
- All Amazon purchases must be made by the office.

End of Year Procedures

At the close of the school year, all staff members will complete the Teacher/Staff Checkout. Check out form will be emailed to staff in May.

Facilities Usage - Facilities Application

Throughout the year, activities will be scheduled after school hours in the building and across the district. **All events after hours must be scheduled through the Community Education Office to avoid conflicts.**

- Space is scheduled at the discretion of Community Education.
- A calendar of the entire district will be communicated via the Community Education Office and on the JMS Staff Weekly Bulletin.
- Use of facilities and equipment for personal or outside activities will not be permitted without prior approval of the Administration.

- **Doors must be locked, areas cleaned (better than you found it), and the lights turned off when you leave after an activity.**
- Students should never be left in the building unless they are supervised.

Flexible Learning Days Plan

What is Flexible Learning?

Flexible learning involves online or teacher-prepared lessons that students work on when away from the physical school building. By using one-to-one Chromebooks or other digital devices and by making provisions for students without such devices, Jordan Public Schools (JPS) recognizes that education can continue even when students and teachers are not in the same location.

- Along with emphasizing the value of learning, the Flexible Learning Day encourages character growth in the areas of self-sufficiency, adaptability, and perseverance.

What are the goals of JPS Flexible Learning Days?

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

What does Flexible Learning look like at JPS?

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

How will families be notified Flexible Learning is expected?

- If school is canceled, families, teachers and students will receive an announcement regarding Flexible Learning expectations through the school messaging system.
- In addition, a notice will be placed on the JPS website, and *if possible*, the implementation of a Flexible Learning Day will be broadcast in conjunction with the school closing announcements on radio and television.

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

- Parents should visit with their child's teachers about how Flex Days will be handled for their classes and work out special arrangements, if needed, for a particular student prior to the first Flex Day. Families are asked to inform the teacher if they do not have Internet access at home since access to Google Classroom and completion of regular 5-12 assignments will require Internet access by the student.
- Parents of students in grades 5-12 are encouraged to access Google Classroom through the parent portal. Parents are welcome to contact the school for help in setting up their parent account.

- Parents, along with teachers and students, are asked to remember that Flex Days are designed to be flexible: if a child struggles with a concept or assignment and is unable to complete the work that day, parents should remind their son or daughter to communicate with the teacher the next day about how to meet requirements.
- Parents should contact teachers directly with any questions, concerns, or frustrations they may have regarding Flexible Learning Day assignments.

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

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

- Anticipate time requirements recognizing students learn at different paces, especially in an independent setting.
- Provide a timely plan, posting work for the day by 10 AM.
- Be present on Google Classroom and email to answer student questions during the Flexible Learning Day from 10 AM - 3 PM.
- Plan for self-directed, independent learning with specific consideration for age and individual learning needs.
- Customize learning opportunities especially in troubleshooting student challenges.
- Communicate with colleagues to ensure common expectations, communications, and protocols.

What is required of teachers during Flexible Learning Days?

During Flex Days, teachers are asked to:

- Check Google Classroom and/or email throughout the Flexible Learning Day from 10:00 AM to 3:00 PM.
- Complete the [Flex Learning Day: School Closings Google Form](#) by 10:00 AM. This form will allow district administrators and staff to better answer questions from parents on student assignments and will allow administrative staff to better support your own personalized growth on this day.
- Continue your work as a team or individual on professional development topics.

Fire Drills/Tornado/Emergency Response Drills

- **Full Plan 2025(Linked in Google Classroom)**
- **Universal Procedures-Presentation** (Goes in Sub Folder)
- **EAP Resource Link**



The State of Minnesota requires we have several fire and emergency response drills each year. We are also mandated to have tornado drills during the year. These drills will be held periodically throughout the school year. Be sure your classroom has the exit route sheet posted so students know where to leave the building during a fire.

Be sure to know and understand the district emergency action plan. In the case of a true emergency situation, adults and students will need to think critically and react to the situation they face.

Foundations of Learning Class

Foundations for Learning is a skill-building class designed to strengthen students' reading abilities through targeted instruction and practice. Students are placed based on their current skill level so they can receive the support they need to grow as readers. Once students reach grade-level proficiency, they may explore additional skill areas such as reading, math, study skills, and interest areas for the individual student.

Fire Drill/Emergency

Are you supervising students at the time of the drill?

- If yes, follow the plans outlined in the EAP.
- If no, report to the front door by the office to receive your support assignment during drill.

Biking/walking safety procedures will be discussed at the start of the school year.

Fundraising Activities

All fundraising activities must have the prior approval from the principal. Fundraising activities carried on through the student body and the community must be related directly to school activities. *Money must be counted and turned in daily.*

A financial accounting form must also be turned into the office at the end of the fundraiser. Fundraisers involving food will have to restrict their sales to times other than the lunch periods. Fundraisers that are not school connected will not be conducted during school hours in school.

Field Trips

All field trips must follow the [Field Trip Checklist](#) in order to be approved. This is to ensure student safety and to ensure all parties are aware of the trip. Please communicate with the kitchen staff about lunch using the following [Field Trip Lunch Form](#) two weeks in advance. All chaperones must have completed a background check prior to the trip. Below is the process used to receive chaperone approval. The chaperone must complete and pass the volunteer background check. Please use this process for all field trips that require a chaperone.

- Teachers will **make a copy** of the [Field Trip Chaperones Google Spreadsheet](#) and share it with Katie Pekarna-Damlo. Save it as Field Trip Chaperones - (Field trip location and date of field trip)
- Teachers add the chaperone information to Google Spreadsheet.
- Katie will add an "x" to the Google Spreadsheet if the chaperone has completed and passed the background check.
- Katie will request to have Trusted Employees email the electronic background check application to anyone on the list that has not completed the background check.
- The fee for a volunteer background check is \$11.00.

The cost of the trip communicated to families must include the TOTAL cost of the trip. Money collected must cover the **entire** cost of the trip.

Grading

Grades at JMS are issued at the end of each semester. The class record book is school property and is to be returned at the end of the school year. The counseling department will inform you of specific dates and times that grades need to be in by. Grading deadlines must be followed at all times. ***Infinite Campus is expected to be updated on a weekly basis.*** Keep parents informed of any academic or behavioral concerns.

The following grading scale will be used for reporting grades:

A	93%	C	73%
A-	90%	C-	70%
B+	87%	D+	67%
B	83%	D	63%
B-	80%	D-	60%
C+	77%	F <	0%

* Incomplete (I) grades should be avoided if at all possible and require the principal's approval to be given. Incomplete grades must be completed within two weeks of the end of the marking period. No credit will be received for any coursework not completed within the designated time. *Teachers are expected to follow-up concerning incompletes with the counselor.*

• ASSESSMENTS

- All formative assessments must be in prior to initial summative assessments in order to be considered for retake assessments. Refer to teacher syllabus for individual grading procedures.

• DAILY ASSIGNMENTS/LATE WORK

- Grades should be updated as soon as possible but at least weekly. Assignments turned in late will be graded within a week from being turned in.

• LONG TERM PROJECTS

- For the success of students and parent involvement, long term projects need to be divided into manageable checkpoints that are graded and reported into Infinite Campus.

• REPORT CARDS

- Grade reports will be sent by mail approximately 3-5 days following the end of the semester. Updated reports will be used at conferences. Grading windows will be communicated through the counseling department. Teachers need to enter final grades at the completion of the school year for all classes.

• LESSON PLANS

- The principal of the school will reserve the right to periodically ask to see your lesson plans. In case of your unexpected absence, plans should be available on your desk when you leave at the end of the day.
- **Tenured Teachers**

- Tenured staff are not expected to turn in weekly lesson plans. It is expected tenured teachers follow the above process.
- **Non-Tenured Teachers**
 - Teachers in their first year of service at JMS will turn in weekly lesson plans to the principal electronically.

Guest Speakers

- When a guest speaker is brought in to speak to students, the following [Guest Speaker Prior Approval Form](#) must be completed and the following procedures followed:
 - Prior administrative approval.
 - Message connected to current content/standards.
 - Staff members in the classroom must ensure the speaker's message stays in line with the approved message.
 - Staff members in the classroom must ensure the speaker's message is in line with the mission and vision of the district.

Honors Classes/Remedial Courses

- Honors courses are not offered as a result of budget reductions.
- Advanced math is offered in 7th and 8th grade.
- As part of the registration process, staff will offer feedback for the placement of students into remedial courses. Final placement of courses will be made by the building principal.
 - Please reference JMS Remedial Course Requirements in grade level registration manual for the criteria:
 - [5th Grade Registration Handbook](#)
 - [6th Grade Registration Handbook](#)
 - [7th Grade Registration Handbook](#)
 - [8th Grade Registration Handbook](#)
- If concerns arise about a student's performance, the parent should be communicated with PRIOR to communicating with a child.



Multilingual Procedures Manuals

The goal of the Multilingual Learner (ML) Program at Jordan Public Schools is to help Limited English Proficient (LEP) students learn social and academic English through specific, effective instruction. Using the English Language Development Standards developed by WIDA (see Appendix B), mainstream classroom teachers and English Language Teachers will engage multilingual learners in a rigorous plan of instruction that is differentiated for each proficiency level. The Multilingual Learner Program will provide explicit instruction to develop listening, speaking, reading, and writing skills, as well as promoting practical content strategies to help students succeed academically within the mainstream classroom.

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 and provide written feedback of the student's performance, how the IEP goals and how accommodations support the student in his/her general education classroom. Parents must approve meetings without the general education in attendance in advance. The general education teacher may find a substitute general education teacher replacement and communicate the change with parents
 - What do I do as the grade level rep at an IEP meeting?
 - Team members must provide the attending team member with current data on the student's progress for all academic areas to be shared with families (progress reports, information regarding IEP goals, updates and accommodations, etc.)
 - [Roles of IEP team members](#)
- **Accommodations, Differentiation, Interventions and Modifications**
 - It is the classroom teachers' responsibility to meet the needs of ALL students in their individual classroom. This can be done in collaboration with the IEP/504 case manager but ultimately the responsibility rests with the classroom teacher. Use the following [link](#) to guide your planning in this area.

Liability

A teacher in the public schools is not liable for injuries to pupils in his or her charge unless they are caused by the teacher's negligence or failure to exercise reasonable care. In order to establish legal liability against the instructor, it must be shown that he/she was negligent and because of this negligence, caused or approximated the cause of the injury. **NEVER LEAVE STUDENTS UNSUPERVISED.**

Lunchroom Process/Procedure-[Process Overview LINK](#)

Jordan Middle School will operate two lunch shifts. Below are important details for staff to be aware of during lunch:

- JMS will operate two lunch periods.
 - Follow lunch schedule.
- Students will punch in their student ID number to pay for lunch.
- Each morning, staff will take lunch count in Infinite Campus so food service can plan accordingly.
- Snack Bar will be available when staffing levels allow Food Service staff to open.
- Once students have eaten and their area is clean, they can go outside supervised by a lunchroom supervisor.

Mail

Mail will be put in the mailbox assigned for each staff member in the workroom. Please check your mailbox daily.

SCHOOL MEALS

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.

MTSS (Multi-Tiered System of Support) (Formerly RtI)

- [MTSS Behavior Processing Flow Chart](#)
- [MTSS Academic Processing Flow Chart](#)
 - A framework for assessment of student performance
 - [Universal Screening of Students](#)
 - [Progress Monitoring](#) of Students receiving TIER 2 support
 - Review of student performance
 - Effective instruction and intervention
 - Minnesota Academic Standards work
 - John Hattie's Work of Effective Practice
 - Positive Behavior Intervention and Support
 - Culturally Responsive Teaching
 - Using data to make informed decisions
 - Utilization of Student Data (Data Warehouse)
 - Attendance
 - Discipline
 - Engagement Summary
 - Formative and Summative Assessment Data
 - Data Teams, Times, Common Meeting Agenda

Money

All money earned by any class or organization of the school must be turned into the office on the day it is collected, for which a receipt will be given. ***Don't leave money in a desk drawer or purse. Money should be turned in each day.***

Parking

Staff members must park in the school parking lot north of the building, not the CERC parking lot. Please do not park cars in the fire lane or behind the building. **Never prop doors open. DO NOT PARK IN FRONT OF THE BUILDING!! This is for buses only.**

The Board of Education has passed a resolution regarding enforcement of all traffic regulations and parking zones in compliance with Chapter 123 of the Minnesota Statutes. The local police have been asked to enforce these regulations.

Passes

Students are not allowed to be out of class at any time without a pass from a staff member. Passes will not be issued the **first ten minutes of class and the last ten minutes of class** to maintain a positive learning environment. Students who leave the building must be issued a pass from the office. All students must report to the middle school office upon their return and obtain an admit slip for admittance to their classes. Any student out of class during class time without a pass should be sent to the Office. Teachers may not give students permission to leave the building! That must be obtained from the Middle School Office, and students must sign out.

Power Failure

If a blackout should occur while school is in session, the following procedures are to be put into effect:

- All students and teachers in rooms with windows are to stay in their assigned rooms.
- Students in rooms with emergency lighting are to remain in their rooms.
- All teachers on prep are to help with supervision of students as assigned by the administration.
- All teachers in rooms without windows will have their students go to the commons area for further direction.
- Students must be kept together.

Public Relations

The community of Jordan is located in a competitive area for students. Therefore, we will and must highlight excellence whenever possible through whatever means possible as a way to continue to build our student body. "Praise in public, correct in private."

- **Staff**
 - We as a staff are the most important proponents of the school and district. Therefore, we must communicate to all in a positive manner. Negativity will derail the mission and destroy the culture of the school.
 - When a concern arises, follow the appropriate channels to get your concern addressed.
- **Google Classroom/Website**
 - Electronic communication with parents has become an important part of the school experience for not only current students/parents but also for prospective students and parents. It is an effective recruiting and retention tool that requires some time and effort at the beginning but can become a simple routine. It is the district's expectation that all teachers will use Google Classroom to keep parents and students informed about assignments. Google Classroom will also be the key component for flexible learning and no sub days when we do not have or have limited substitute teachers.
 - The following should be included on Google Classroom:
 - Setup of Google Classroom must follow this template to provide consistency for families and fellow staff.
 - [Video Template Overview](#)
 - Folders organized by courses.
 - Course folders should include units labeled with a clear title and dates the unit spans.
 - ***Different folder for Flexible Learning Days***
 - Calendar with assignment due dates
 - Syllabus/Syllabi and classroom expectations



- Optional items that can be part of course folders include but are not limited to:
 - Presentations (PowerPoint, Prezi, etc.)
 - Links
 - Videos
 - Assignments/quizzes to be completed digitally
 - Curriculum information
 - Newsletters
 - Field trip information
 - Extra-curricular related to the program – i.e. pictures of field trips or classroom experiences
 - Student educational links
 - Parent educational links
 - Academic enhancement activities
 - Class highlights
- **School Website** pages should include the following:
 - Syllabus/syllabi for courses including classroom expectations and grading procedures.
 - Link to Google Classroom
- **Newspaper**
 - The Jordan Independent was closed in the spring of 2024. The district is now using the Henderson Independent as its newspaper.
- **Social Media**
 - Review ISD 717 Policy 524.1 Social Media Policy
 - As part of the digital age, staff are encouraged to highlight grade level activities via social media. Communication is to be in a positive and respectful manner.
 - Contact Elise Pickle at epickle@isd717.org / 952-492-4408 to establish district social media accounts.
 - ***It is not advised to be “friends” with students on Social Media.***
- **Building Tours**
 - Building tours will be done to promote the excellence happening at Jordan Middle School and the district. Please continue your normal routine unless otherwise noted. At times staff will be asked to help prepare or “stage” the building for special events. Whenever possible, tours will be highlighted on the weekly News and Notes.
- **External Communication to Families (Branding Expectations)**
 - All external communication from school staff must be professional and follow [The Jordan School District Visual Identity Brand Manual](#). The program is composed of a system of coordinated graphic elements, including a district logo, athletics logo, and a specific color palette.
 - [Jordan Middle School Generic Letterhead](#) - (Make a Copy)
 - [Jordan Middle School Principal Letterhead](#) - (Make a Copy)
 - [“J” Slideshow Template - \(Make a Copy\)](#)
 - [Jordan Slideshow Template - \(Make a Copy\)](#)
 - This is to ensure a consistent and professional image is presented to families so families can focus on the message and not the manner in which the communication is sent.
 - If you have any questions about how these logos are supposed to be used, please reference the school district Brand Manual below or contact Elise Pickle at epickle@isd717.org / 952-492-4408

Purchasing

All purchases need to have prior approval and a purchase order from SMART (Region) before any purchases are made. The reason for this procedure is to have staff and administration more aware of their budgets and where their budget dollars are being spent. No items should be purchased without prior approval. All Amazon purchases must be made by the office.

Below are the procedures that should be followed:

1. Staff complete GOOGLE DOC REQUEST FORM – (found on District Website under Staff Links) and submit form to building administrative assistant - requests should include a detailed listing of all items being purchased.
2. Administrative assistant enters PO information into REGION (SMARTer Finance) and routes for the proper

approval from the administrator.

3. Once approved, the administrative assistant will print out the purchase order.
4. The administrative assistant will place the order via credit card (online or phone) or fax/mail PO to get invoiced at a later date.

Items to be aware of:

- Purchase orders are not needed for purchases made from a local merchant where the school district has a charge account - the staff member needs to make sure the administrator is aware of the purchase prior to the purchase being made.
- Local merchants where the school district has a charge account are:
 - Radermacher's
 - Ace Hardware
- The Staff member needs to turn in a detailed receipt to the administrative assistant immediately upon return.
- Budget account codes need to have funds available before a purchase order will be approved. If funds are not available in the account code, a budget transfer will need to be done from an account code that has funds available.
- The purchasing procedures also need to be followed for purchases made with the district credit card.
- Purchases made with the district credit card should be done by the building administrative assistant or administrator – the purchaser will need to ensure sales tax **is not** charged. If sales tax is charged, it will be the purchaser's responsibility to get that money refunded or to reimburse the district that amount.
- If a staff member wishes to take the credit card to a store, such as Walmart, JoAnn Fabrics, etc., the purchasing process still needs to be followed before making the purchase. Staff should use an estimated dollar amount when filling out a request. Receipts need to be turned into the Administrative Assistant immediately upon return. It is best practice to get a Sales Tax Exempt form to take with to the store.
- Please note it is not appropriate or acceptable for any employee to write down the number of the credit card to be used for later purchases as this compromises card security.
- Purchases made with the district's Amazon account need to have a purchase order first. If a purchase order number is not entered on the Amazon order, Nicky in Accounts Payable has the authority to cancel that order.

Staff Work Day/School Day

School starts at 8:00 AM and dismisses at 3:00 PM. Per the Master Agreement, a teacher's work day spans eight hours. A teacher may "flex" his/her day to encompass an eight (8) hour block (ie: 7:20 – 3:20 or 7:45 – 3:45) with the understanding that when morning meetings at 7:20 AM are scheduled, he/she is responsible for being at the meetings at the designated time and the flex option is not available on the designated meeting dates.

Wednesday is designated as family night in Jordan. ***LIMIT THE HOMEWORK ON THIS NIGHT!!*** All practice and activities will end at 6:15. There will be NO school activities on Sunday without prior approval of the administration.

Schedules

- [Bell Schedules](#)
- [Master Schedule](#)
- **Friday SOM/Enrichment Schedule**
 - October 2nd-Homecoming
 - October 14th-(Wednesday before Fall Break)
 - November 24th-(Tuesday before Thanksgiving)-SOM
 - December 22nd-(Tuesday before Winter Break)-SOM
 - January 15th-(End of S1) (NO SOM)
 - February 12th--SOM
 - March 18th-(Last day before spring break)-SOM
 - April 15th--SOM



Schedule Changes

- All schedule changes must be done through the Counseling Office and approved by the counselor and building principal.
 - Use the following [schedule change request form](#).

Secretaries

While the secretaries are happy to help you in any way they can, please remember much of the day to day operations of the school are in their hands. Their work is assigned by the administration. Please be considerate and abide by the following rules:

- Do not give them material to copy off for your class.
- Respect their break and lunch times - save your questions for when they are back at their desks.
- Respect their space if they are on the phone.

Study Halls

It is important that the study halls be run efficiently and discipline be maintained. Please use the following procedures:

- Have an up-to-date seating chart.
- Take attendance, excuse those with special passes, those going to the restroom, library, etc. (No more than one at a time to bathroom)
- Check passes of students when they return.
- Do not remain seated, move about the room.
- Check the condition of the room before the bell rings.
- Do not leave the study hall unattended at any time.

Staff Absence

When you are ill and unable to come to work, please make sure you call in by **6:00 AM** to our sub calling line (Teachers On Call) so a substitute can be secured for your classes. Substitute teachers are extremely important to us and are hard to get. When a teacher has a sub, they should be treated with courtesy and consideration. Always leave detailed lesson plans if you know in advance you will be gone. Remember -- be organized at all times in case of unexpected absences. Follow through on any notes regarding discipline problems the sub may have left. We want our subs to want to come back. Please help in any way you can.

Staff Dress

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

Staff Committees - [Committee Sign Up](#)

All Staff will serve as a member of at least one committee during the school year. Committee assignments will be finalized during teacher workshop week.



Staff Meetings

Meetings are held following the below schedule with all meetings beginning at 7:25 AM unless otherwise noted. Please contact the building principal when unavoidable conflicts arise which will prevent your timely attendance at any announced meeting. **Teachers are asked to have classroom doors locked when they are out of the area.** Locations of the meetings will be announced via weekly update.

Week of Month	Week 1	Week 2	Week 3	Week 4
Monday				
Tuesday	All Staff Meeting	Faculty Council	PBIS	Staff Development Culture
Wednesday	6th/7th Team	6th/7th Team	PLC -Math & Science	6th/7th Team
Thursday	5th/8th Team	5th/8th Team SPED	PLC Meeting -ELA & Social SPED (Chad)	5th/8th Team
Friday	Positive Cup	Positive Cup	Positive Cup	Positive Cup

Staff Photos/ID's

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

Student Handbook

Staff are expected to know, understand, and enforce the policies and procedures outlined in the [Parent/Student Handbook](#).

Teams

- **Professional Learning Communities**
 - All staff will take part in a professional learning community made up of their peers to assist in professional development and growth.
 - [PLC Teams](#)
- **Grade Level Teams**
 - All staff will be active members of a grade level team to discuss instructional planning, practice, and student needs.
 - [Grade Level Teams](#)

Telephones

Telephones are maintained for conducting school business. Since we only carry so many lines, please limit personal calls. ***Teachers should not be in the habit of using their cell phones during work hours for personal business.***

Messages will be taken on incoming calls unless it is an emergency or the office is previously notified you are expecting a call. Likewise, if there are calls you do not wish to receive (such as sales calls) feel free to notify the office and we will screen those calls.

Testing Schedule - [Testing Schedule Link](#)

Standardized testing is conducted three times per year. This data provides helpful information in planning instruction and reviewing programming.

Textbooks

At the beginning of the year textbooks are distributed to the students. Please indicate in your grade book the textbook number assigned to each student and note the condition of the book. When books are collected at the end of the year, please note any damage, the amount that should be charged, and turn into the office a Damaged Book *Form. To prevent unnecessary wear, have students put protective book covers on their books. It is the responsibility of the teacher to occasionally check the condition of the books.

1:1 Devices

Students will receive their device on distribution nights. Like textbooks, this device is a part of their school equipment that needs to be brought to school every day. Students need to make sure their devices are charged each day. Students may purchase a carrying case and insurance. Damage charges will be assessed to any student who does not take care of their device.

Van

Any use of the school van must be scheduled through the district office. Do not use your cell phone for any reason while driving the school van or transporting students. Only approved staff may transport students.

Role of the Teacher

Each member of the JMS staff has an obligation to know and enforce the rules and regulations for students as set by the board of education and administration. Effective student management is fostered when teachers work together and take time to acknowledge appropriate behavior while confronting and referring unacceptable behavior consistently through proper channels. Such an approach will enhance your chances of success in dealing with students, peers, and the administration, as well as contribute to a healthy school climate.

Electronic Communication Devices

Students are not allowed to possess electronic communication devices such as cellular phones, electronic games, Ipods, MP3 players, etc. during the school day (8:00-3:00). These items should be kept in the student's locker. If a student uses an electronic device during the school day it will be confiscated and returned to a parent/guardian only. Repeated violation of this policy may result in further discipline. At no time is an electronic device allowed in bathrooms or locker rooms.

Staff are not permitted to use personal electronic devices during instructional time or while assigned to work with students. This includes making calls, texting, browsing, or using apps for non-work-related purposes. Additionally, posting to personal [social media accounts](#) during the instructional day should be avoided.. All personal device use should be limited to designated break times and non-student supervision times.

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

- | | |
|--|---|
| | <ul style="list-style-type: none"> ● Discussion Protocols ● Competency ● Relevance |
|--|---|

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

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

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

Misbehavior by one student can disrupt the learning process for many other students. In addition, students must learn to practice good safety habits, value academic honesty, respect the rights of others, and obey the law. For detailed information on the Student Code of Conduct and consequences for violations, see the complete "Student Discipline" policy in this handbook and/or on the school district website.

Student Management

JMS is a Positive Behavioral Intervention School (PBIS). The purpose of school-wide PBIS is to establish a school culture in which appropriate behavior is the norm. Therefore, the behavioral expectations of the students at JMS have been stated in the Student/Parent Handbook. Please take time at the start of the year to develop collaboration contracts with students and review these expectations in an ongoing manner. Be sure to establish and review daily routines, classroom beliefs/rules, my job/your job, appropriate bus behaviors, above the line and below the line behaviors with examples as outlined on the behavior flow chart.

- [Behavior Flow Chart](#).
- [JMS Behavior Matrix](#)
- [PBIS Terminology](#)
- [Response to Specific Behaviors](#)
- **SWIS**
 - Referral entry system at JMS.
 - [Video](#) on how to enter referral

Jordan Middle School uses the language of **Recognize, Acknowledge, and Connect** as a framework for working with students.

- **Recognize**

- Recognize the individual as a person, building a relationship prior to concern.
 - Greeting students at the classroom door
 - Noticing the person by making eye contact
 - Think about ratio of positive to negative interactions
 - [Steve Forsythe Video](#)-From District presentation
 - [Look Inside](#)
 - [The One Things All Great Teachers Do](#)

- **Acknowledge**

- Acknowledge the positive behavior
 - The PBIS Committee will share avenues to recognize students displaying positive behavior. Please utilize these approaches and recognize positive student behavior.
 - J-Town P.R.I.D.E pass
 - Student of the Month
 - Advisory Teacher, classroom teacher positive call home
 - All school celebrations for filling up the Pride Pass Bucket
 - Positive Social Media Stories/News stories
 - Positive Postcards
- Acknowledge the negative behavior
 - Many minor behaviors (tardiness, inconsistent work habits, noisy or disruptive behavior) generally require more of a process approach. Use the following approach under **connect**.
 - Always refer major behaviors to the office immediately.

- **Connect - Conversations, Consequences, and Punishments**

- Connects students to the group
 - Does the student need a conversation, consequence or punishment in order to learn? (Red, yellow, green)
- Reestablishes relationship between student and others
 - Conversation, consequence or a punishment is given because we care
- Connects school culture and personal culture
 - Teaches students to be situationally aware of their environment
 - Provides the teaching, time, and space for the student to Rearrange, Restore, and Change their negative behaviors into positive behavior

STEP 1: Conversation

- Ask yourself the following questions PRIOR to addressing behavior.
 - Is my lid flipped?
 - If flipped: stop, breathe, shift to gratitude or;
 - Get another adult to address the issue.
 - Is this behavior a cultural behavior?
 - Am I on a regular basis recognizing, acknowledging, and connecting with this student?
- When you first experience a problem with a student, **have a conversation with the student on a one-to-one basis.**
 - Be specific and refer to the collaboration contract.
 - Do not generalize.
 - Explain you are holding the student accountable for the agreed upon behaviors.
 - Establish that you are reinforcing specific expectations for him/her to follow.

STEP 2: Consequence

- Meet with the student to acknowledge he/she is still not meeting your expectations.
- Reaffirm the specific consequences that will follow if the situation is not corrected.
- **Contact the parents to inform them of the nature of the problem.**
 - Ask for their assistance in addressing the situation.
 - Schedule a conference if there is no progress to develop a plan of action.
- When do I send a student out of class?

- Send the student to the office when the behavior of the student is requiring more attention than you are able to continue giving.
 - *Two interventions are expected prior to sending the student to the WIN room.*
 - Anytime a student is sent to the office a student referral (via SWIS) or a phone call must be sent to notify the administration of the concern.
 - It is expected the teacher communicates with families whenever a student is sent out of the classroom. Communication is critical to ensure a referral is not a surprise to students and families.

STEP 3: Punishment (Major Referral)

- Students will make poor choices. When this occurs, student behavior must be documented via SWIS. Staff should use this program when making reports addressing attendance, behavior, or academics. When completing the referral, please use a specific description of the concern (i.e. instead of “uncooperative” use “would not work on assignments during class”). **Do not list other students involved on the student referral form.** Completed referrals should be submitted once completed.
- Referrals forwarded to the behavior intervention teacher for action should include documentation of previous interventions with the student. This includes a phone call or conference with the parent/guardian. If previous interventions have not been successful, referral to an administrator is appropriate.

Techniques and Tools to Recognize, Acknowledge, and Connect

These are **Culturally Responsive Techniques** because they teach kids situational appropriateness, and these techniques allow for teaching bicultural skills.

- **Recognize**

- **Classroom**

- [Significant 72-Ideas to recognize students and build relationships](#)
- Smile at others when you pass by
- Greeting, fist bump, handshakes
- Looking someone in the eyes (if culturally appropriate)
- Having conversations with students in between class
- Creating time to have conversation starters during class
- Having lunch with students for no other reason than to get to know them
- Sending postcards home
- Bongo Drums welcoming kids
- Collaboration Contracts

- **Classroom (Reinforce academic skills):**

- Just because ... paragraph writing
- Write a story problem that tells us something about you...
- Online discussions with questions that promote understanding each other
- Responding to open ended journals
- “I Am” poems
- “Student - Teacher Relationship Survey”

- **School**

- Greeting people in the morning
- Harambee Recognitions
- “I am a leader” chant

- **Community**

- Activity Night
- Heritage Night

- **Acknowledge**

- ***Call and Response Options***

Call	Response
Peace	Quiet

Bring it	Down
When you hear my voice	Clap Once
Maroon	Gold
What	Up
Turn it	Up
Are you focused?	Yes I am

- **Chants** - Good Job, Take A Seat, Clean Up, Circle Up, Thank you
 - Circle Up (clap, clap) Circle Up, (clap, clap) It's time for us to circle up (clap, clap) Grab a friend (clap, clap) Bring 'em in (let the lesson begin)
 - Take a seat (clap, clap), Take a seat (clap, clap) Take a load off your feet (clap, clap) Say twice..... Sit on Down, Sit on Down, WHATTTTTT.....
 - Good Job Good Job (clap, clap) twice ... G..double O D JOB Good Job Good Job (clap, clap)
 - Thank you (same as Good Job)
- **Movement Managers**
 - Mix and Mingle with Music
 - Partner Power
 - Walk and Talks
 - Bottoms Up - Heads together
 - Thermometer of agreement
 - Letters around the room
 - Agree/disagree
 - Where do you fall scale (Love on one side, accountability on the other)
- **Student Response Managers**
 - Raise a hand
 - Blurt out
 - Clap once if you think, stomp if the answer is ... stand up if...
 - Point to the speaker
 - Hands on your head, hands on you shoulders,
 - Pick a stick
 - Pick a Stick, Pick a Speaker
- **Student Engagement**
 - Student Engagement Cups
 - Student - Teacher Relationship Survey
- **Connect**
 - See CONNECT above.

Important Keys for Classroom Management

- Never physically handle or strike a student.
- Never lose your composure. You will not be able to control others if you cannot control yourself.
 - **Remember the students you are working with are between the ages of 10-14.**
- Do not take behavior personally.
- Do not use sarcasm with students. Most do not understand and it does not build a positive relationship with students.
- Never use suggestive, profane, derisive, or sarcastic language when confronting students exhibiting inappropriate behavior.
 - Stick to the issue and treat the student with dignity, even though you may not feel he/she "deserves" it.

- Never accept a challenge from a student, especially around groups or in front of a classroom full of students. These students should be sent or referred to the ISP room immediately.
- Once you deal with a student's inappropriate behavior, move on. Tomorrow is a new day for both. Let them know that they are okay and it was their behavior you were correcting -nothing more.

You will encounter circumstances that will require you to make professional judgments. These decisions should be made prudently and with consistency. As a guide to the philosophy of JMS, the following recommendations are offered:

- The program is based on positive interactions with students.
- Teachers begin each year by building relationships and establishing classroom expectations/beliefs with their students and developing a collaboration contract together.
- Because all behavior is based on making choices for one's actions, teachers and students determine the rewards for making good choices and the consequences for making poor ones. This process recognizes the need for the student to accept the responsibility and ownership for his/her actions.
- Classroom expectations/beliefs are posted in the classroom and shared with parents (Google Classroom, classroom website, and parent conferences).
- Various procedures are implemented from mild to severe to address poor behavior choices by students, with PBIS the basis for our student management program.
- The parent is considered the most important student resource for intervention and positive program support.
- Students, teachers, and parents work in partnership to provide the conditions for success.
- All students have the right to a quality education. It is the school's responsibility to provide an environment where learning is valued and students are safe.
- Always refer **serious**, bottom line, discipline problems to the office **immediately!**
 - Fighting
 - Harassment
 - Direct insubordination/threats
 - Possession and/or being under the influence of substances
 - Weapons

WIN Room

At JMS, we believe all students can learn from their mistakes by processing and fixing the results of their behavioral choices in a safe environment that allows all to learn and grow. The purpose of the WIN room is for students to take responsibility for and develop a plan to correct behavior. The behavior interventionist teacher, the student and eventually the adult will reflect and repair the relationship. We believe that all behavior is learned and purposefully chosen to meet a person's needs. Our goal is to assist our students in choosing behaviors that are fulfilling, without disrupting others' needs.

It is expected each classroom teacher has rendered two interventions prior to sending a student to the WIN room. Teachers must complete a student referral and/or call the office to inform that person as to the reason the student is being sent out of class. **YOU ARE THE ADULT IN SCHOOL WHO HAS THE STRONGEST CONNECTION TO STUDENTS IN YOUR CLASSROOM.** The role of WIN Room/office within our school is to assist students and teachers in the R.A.C process (Outlined above). It is never productive to use sarcasm, shaming, blaming, or guilt to a student. The WIN Room is located in the Jordan Middle School Office.

Removal from Class

Disruptive/non-cooperative students may be removed from class. The actual removal must be done by an administrator after consulting with the teacher. **When class removal occurs, the teacher must contact a parent/guardian within 24 hours and email the administrator who removed the student informing him/her of the conversation.** A parent/teacher/administrative conference may be required to evaluate the student's future educational goals/placement if the student's behavior does not improve.

Students removed from class should come under the following (MN.STAT.127.071)

1. Willful conduct which materially and substantially disrupts the rights of others to an education;
2. Willful conduct which endangers school district employees, the student or other students, or the property of the school and
3. Willful violation of any rule of conduct adopted by the Board of Education.

Suspension/Make-up Work Credit

More serious and persistent violations of school policy will result in suspension from school. Proper notification will be sent to parents in all cases. Suspensions may range from 1-10 days. **Students suspended from school may make up work missed during the suspension (The Pupil Fair Dismissal Act) Teachers are expected to have make-up work to the office by 3:00 PM the following school day.** Necessary make-up work/homework will be collected in the office. Work missed may be in an alternative form, however, not punitive.

Students are given two school days to make up schoolwork for an excused absence. One additional day is allowed for the second consecutive day missed, and one day allowed for each day missed thereafter. Students who choose to be truant from school/class may not be allowed to make up missed work.

Supervision - [Link to Spreadsheet](#)

One constructive and positive step which may be taken to minimize problems concerning student discipline is for all staff to be conscientious and responsible in their approach to student supervision. This includes supervision before school, between classes, after school, and at school events. Teachers are expected to be in their classroom or immediate vicinity when students arrive for class.

General Supervision

"The culture of any organization is shaped by the worst behavior the leader is willing to tolerate." Todd Whitaker

We are all leaders. Anytime we are "around" students, we are in a supervisory role. Therefore, whenever you observe any inappropriate behavior, you must address the problem or you are giving the student or colleague "permission" to continue the behavior. In addition, it is not fair to those who do intervene, for you to turn your back on those situations you dislike.

Use supervisory time to build relationships. As long as you remain visible and observant, you will be effective. Teachers near "natural" problem areas such as bathrooms and exit doors must be particularly alert. Being proactive will deter most behavior.

All teachers, not on "assigned" supervision, are to be around their classroom each morning beginning at 7:45 a.m. and after school until students have exited the area. This will not only provide more effective supervision but will also make it possible for students to locate you for assistance. An explanation of designated areas of supervision follows. Teachers will be expected to be at their assigned areas **on time**.

- **BREAKFAST**

- JMS provides the opportunity for students to eat breakfast at school. Supervision for this will be assigned. Breakfast is served from 7:20 am to 7:55 am. Students are released to the POD areas at 7:45 am.

- **HALLWAY**

- You are responsible for student behavior in the POD area during the school day. Please step into the POD between classes and actively supervise students. All staff members **will** be available for hall supervision outside their first hour class at 7:55 am.

- **LUNCHROOM - Lunch Supervision Schedule**

- Some staff will be assigned to the lunchroom. Please see this schedule.
- [Process and Overview](#)



- **DETENTION**

- Will be assigned by the office and supervision determined as needed.

- **BUS - [Bus Supervision Schedule](#)**

- Staff will be assigned bus supervision following a rotating schedule. Please see this schedule. **If you have a conflict with your assigned supervision you are responsible to find coverage.**



- **ACADEMIC SKILLS-SIGN UP LINK**

- Academic skills is a supervisory time where staff will support the academic and behavioral needs of the building. Staff should sign up for a staff member with Academic Skills to come to their classroom for the following scheduled supervisory needs:
 - Supervising a class for teachers to communicate with families
 - Read assessments to students as needed.
 - Supervising a class when we are **UNABLE** to secure a substitute.
 - Staff should still attempt to get a substitute when absent.
 - JMS Office will schedule this in the morning.
- When not scheduled into a one of the above areas, Academic Skills Staff will do the following:
 - Pick up a walkie from the office and actively supervise the pod and hallway areas.
 - Staff needing support (escorting a student, covering a class, ect.) will call JMS Office and JMS Office will walkie the person to report to the staff members room.
 - Academic Skills Staff will support other staff members as needed.
 - Check in with Gina Goehring-Anderson on needs of Library

Teacher Development and Evaluation

- [TD & E Link](#)
- [TD & E Presentation \(2024\)](#)
- [Observation Schedule](#)
- [Peer Review](#)



Teacher development and evaluation will follow the board and union approved **TD&E plan**. The purpose of teacher evaluation is to improve the quality of instruction, to foster professional growth, to provide administrative support and to view the staff member and student body in learning situations.

- **Tenured Staff**
 - Administration will formally observe tenured teachers at least once every 3rd year. See TD&E plan for further details.
- **Non-Tenured Staff**
 - New teachers to the school system will be evaluated three times per year for the first three years of service. See TD&E plan for further details.

Wellness Room

Jordan Middle 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 request a key from the JMS Office and should return the key when they are finished using the space.



Assurance of Compliance-(Will be emailed from district office)

Once you have read and understand this handbook and school board policies, please complete the survey link above:

Board Policies

- A complete list of board policies – including those being reviewed, revised, and adopted – is provided on the District website. All staff are responsible for reviewing and understanding all board policies. Of particular importance, all staff are required to read and understand the following policies:
 - Directory Information (*see staff and student handbooks*)
 - **502:** Search of Student Lockers, Desks, Personal Possessions, and Student's Person
 - **506:** Student Discipline
 - **503:** Student Attendance
 - **505:** Distribution of Non-School Sponsored Materials
 - **904:** Distribution of Materials

- **514:** Bullying Prohibition Policy
- **602:** Organization of School Calendar and School Day
- School Cancellation Policy (*noted in employee contracts*)
- **420:** Students and Employees with Communicable and Infectious Diseases
- **413:** Harassment and Violence
- **501:** School Weapons Policy
- **419:** Tobacco-Free Environment
- Student/Parent Rights Under FERPA (*see staff and student handbooks*)
- Parents Right to Review Curriculum/Texts (*see staff and student handbooks*)
- **524:** Internet Acceptable Use and Safety Policy
- Telephone Numbers and/or Email Addresses (*see staff and student handbooks*)
- Asbestos Update Report (*See Health and Safety Policy and Jordan Journalist*)
- School District Security Policy (*see Emergency Action Plan*)
- **402:** Disability Nondiscrimination Policy
- Equal Access to Programs (Inclusive Education)
- Student Accident Report Procedure (*see building nurse procedures*)
- Clean Indoor Air Act (*See Health and Safety Policy and Jordan Journalist*)
- Emergency Closing Procedures (*noted in employee contracts*)
- **806:** Crisis Management Policy
- **526:** Hazing Prohibition
- **531:** The Pledge of Allegiance
- Pesticide Application Notice (*See Health and Safety Policy and Jordan Journalist*)
- **520:** Student Surveys
- **529:** Staff Notification of Violent Behavior by Students
- **407:** Employee Right to Know - Exposure to Hazardous Substances
- Employee I9 Form (*refer to hiring packet*)
- Workers Comp. Notification (*noted in employee contracts*)
- **418:** Drug Free Workplace / Drug Free School
- Minnesota Teacher Code of Ethics-[Link](#)

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

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

- Any person who feels they have been inappropriately denied Section 504 or Title IX services, or have been a victim of religious, racial, sexual or other forms of harassment or violence by a pupil, teacher, administrator or other school personnel should report the alleged acts immediately to an appropriate District official designated by this procedure. The District encourages the reporting party or complainant to use the report form available from the Administrator of each building or available from the administrative office, but oral reports shall be considered complaints as well. Nothing in this procedure shall prevent any person from reporting grievances or alleged acts directly to the District Human Rights Officer or the Executive Director.
- Reprisal
 - The District will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who makes a good faith report of alleged religious, racial, sexual or other forms of harassment or violence, or a grievance for Section 504 or Title IX services, or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such grievance. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.
- Hazing Prohibition Policy
 - A. No student, teacher, administrator, volunteer, contractor or other employee of the District shall plan, direct, encourage, aid, or engage in hazing.
 - B. No teacher, administrator, volunteer, contractor or other employee of the District shall permit, condone, or tolerate hazing.
 - C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
 - D. This policy applies to behavior that occurs on or off school property and during and after school hours.
 - E. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
 - F. The District will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the District who is found to have violated this policy. The complete policy #526 - Hazing Prohibition is available on the District website.
- Staff Notification of Violent Behavior by Students
 - The purpose of this policy is to address the circumstances in which data should be provided to classroom teachers and other school staff members about students with a history of violent behavior in order to serve the student and protect students and staff members. The policy incorporates a written notice to assure that appropriate data are made available to school staff members and to guarantee an accurate record of data provided. Each classroom teacher of a student with a history of violent behavior will receive written notification from the administration prior to placement of the student in the teacher's classroom. In addition, notice will be given by the administration to other school staff members who have a legitimate educational interest. The notice given to school staff must be in writing and must include the following: name of student, date of notice, the history of violent behavior, and a reminder of the private nature of all the data provided. The notice may include, if appropriate: an explanation of what occurred in each incident, types of situations that might trigger violent behavior, successful strategies or interventions, and documents that the staff member may review to assist understanding of the student (e.g. IEP or 504 plan). The complete policy #529- Staff Notification of Violent Behavior by Students is available on the District website.
- Use of Personal Equipment
 - The District prefers that individuals do not bring their personal electronic devices for use in the District's schools. The District accepts no responsibility or liability for the loss, theft, or damage to the devices. Individuals who bring these items to school do so at their own risk.