



Jordan School District #717
Health & Safety Meeting Agenda

Monday, August 3, 2020 at 6:30 PM
Special Meeting
CERC Multi-purpose Room
500 Sunset Drive; Suite 3
Jordan, MN 55352

1. Call to Order
2. Pledge of Allegiance
3. Roll Call
4. Consideration of Agenda
5. Discussion on Fall 2020 Planning
6. Consent Agenda
 1. Resignation - HS Administrative Assistant - Nicole Schmitz
 2. Resignation - Preschool Teacher & B Squad Volleyball Coach - Megan Geis
 3. Resignation - MS Paraprofessional & 8th Grade Football Coach - Mitchell Kelly
 4. Leave of Absence Request - MS Teacher, Special Education - Anna Pederson
 5. Contract Renewal - Principals 2020-2022
7. Action Items
 1. Review and Act on 20-21 JES Staff Handbook
 2. Review and Act on 20-21 JMS Staff Handbook
 3. Review and Act on 20-21 JHS Staff Handbook
 4. Review and Act on Resolution for 20-21 Planning
8. Adjourn Special Meeting

Principal Negotiations Final Settlement

Salary:

- Increase steps from 4 to 10
- Year 1: 1.5% + Steps and Lanes
- Year 2: 1.5% + Steps and Lanes
- Add longevity language after step 10

Article 5, Section 6

- Change meeting allowance to education allowance with a \$1,000 annual allowance

Article 6, Section 2, Subd. 1

- Increase maximum contribution to \$60,000

Article 6, Section 7

- Increase Lifetime Limitation to \$60,000

Article 8, Section 1, Subd. 7

- Increase unused sick leave to \$150.00/day

Article 10, Section 1

- List eligible holidays

Article 13

- Add Unrequested Leave of Absence (ULA) and Seniority language



CONTRACT

between

Independent School District No. 717
Jordan, Minnesota

and

Jordan Principals

July 1, 2020, through June 30, 2021

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**ARTICLE I
PURPOSE**

This Agreement is entered into between *Independent School District No. 717, Jordan, Minnesota*, hereinafter referred to as the District or School District, and the *Jordan ES, MS, & HS Principals* hereinafter referred to as the Principals, pursuant to and in compliance with the Minnesota Public Employment Labor Relations Act of 1971, as amended, hereinafter referred to as PELRA, to provide the terms and conditions of employment for principals for the duration of this Agreement.

**ARTICLE II
DEFINITIONS**

Section 1. Terms and Conditions of Employment: The term, "terms and conditions of employment," means the hours of employment, the compensation therefor including fringe benefits except retirement contributions or benefits other than School District payment of, or contributions to, premiums for group insurance coverage of retired principals or severance pay, and the School District's personnel policies affecting the working conditions of the principals. The term does not mean educational policies of the School District. "Terms and conditions of employment" is subject to the provisions of PELRA.

Section 2. Principal: The word, "principal," shall include all persons in the appropriate unit employed by the School Board in a position for which the persons must be licensed by the State of Minnesota as a principal or assistant principal and who devote more than fifty percent (50%) of their time to administrative and supervisory duties, excluding the following: Superintendent, assistant superintendent, confidential employees, supervisory employees, and such other employees excluded by law. Reference to "principal" in this Agreement shall mean principals and assistant principals except in those cases in which a clear distinction between the two positions exists.

Section 3. District or School District: For purposes of administering this Agreement, the word/term, "District/School District," shall mean the School Board or its designated representative(s).

Section 4. Other Terms: Terms not defined in this Agreement shall have those meanings as defined by PELRA.

**ARTICLE III
SCHOOL DISTRICT RIGHTS**

Section 1. Inherent Managerial Rights: The Principals recognize that the School District is not required to meet and negotiate on matters of inherent managerial policy, which include, but are not limited to, such areas of discretion or policy as the functions and programs of the School District, its overall budget, utilization of technology, the

organizational structure, and selection and direction and number of personnel.

Section 2. School Board Responsibilities: The Principals recognize the right and obligation of the School Board to efficiently manage and conduct the operation of the School District within its legal limitations and with its primary obligation being to provide educational opportunities for the students of the School District.

Section 3. Effect of Rules, Regulations, Directives, and Orders: The Principals recognize that all principals covered by this Agreement shall perform the services prescribed by the School Board and shall be subject to School Board rules, regulations, directives, and orders issued by properly designated officials of the School District. The Principals also recognize the right, obligation, and duty of the School Board and its duly designated officials to promulgate rules, regulations, directives, and orders, from time to time, as deemed necessary by the School Board insofar as such rules, regulations, directives, and orders are not inconsistent with the terms of this Agreement.

Section 4. Reservation of Managerial Rights: The foregoing enumeration of rights and duties shall not be deemed to exclude other inherent managerial rights and managerial functions not expressly reserved, and all managerial rights and managerial functions not expressly delegated in this Agreement are reserved to the School District.

ARTICLE IV PRINCIPAL RIGHTS

Section 1. Right to Views: Pursuant to PELRA, nothing contained in this Agreement shall be construed to limit, impair, or affect the right of any principal or his/her representative to the expression or communication of a view, grievance, complaint, or opinion regarding any matter related to the conditions or compensation of public employment or their betterment, so long as the same is not designed to and does not interfere with the full, faithful, and proper performance of the duties of employment or circumvent the rights of the Principals.

Section 2. Right to Join: Pursuant to PELRA, principals shall have the right to form and join labor or employee organizations and shall have the right not to form and join such organizations. Principals in an appropriate unit shall have the right, by secret ballot, to designate a Principal for the purpose of negotiating grievance procedures and the terms and conditions of employment for such principals.

Section 3. Fair Share Fee: In accordance with PELRA, any principal included in the appropriate unit who is not a member of the Principals may be required by the Principals to contribute a fair share fee for services rendered as a Principal. The fair share fee for any principal shall be in an amount equal to the regular membership dues of the Principals, less the cost of benefits financed through the dues and available only to members of the Principals, but in no event shall the fee exceed eighty-five percent (85%) of the regular membership dues.

The Principals shall provide written notice of the amount of the fair share fee

assessment and the name of each principal to be assessed to the School District and the written notice of the amount to each principal to be assessed the fair share fee.

A challenge by a principal or by a person aggrieved by the assessment shall be filed, in writing, with the Commissioner of the Bureau of Mediation Services (Commissioner), the School District, and the Principals within thirty (30) days after receipt of the written notice. All challenges shall specify those portions of the assessment challenged and the reasons therefor, but the burden of proof relating to the amount of the fair share fee shall be on the Principals. The School District shall deduct the fee from the earnings of the principal and transmit the fee to the Principals within thirty (30) days after the written notice was provided, or, in the event a challenge is filed, the deductions for a fair share fee shall be held in escrow by the School District pending a decision by the Commissioner or a court. Any fair share challenge shall not be subject to the grievance procedure.

The Principals hereby warrants and covenants that it will defend, indemnify, and save the School District harmless from any and all actions, suits, claims, damages, judgments, and executions or other forms of liability, liquidated or unliquidated, which any person may have or claim to have, now or in the future, arising out of or by reason of the deduction of the fair share fee specified by the Principals as provided in this Agreement.

Section 4. Personnel Files: Pursuant to M.S. 122A.40, Subd. 19., all evaluations and files relating to individual principals shall be available during regular School District business hours to the particular principal upon his/her written request. The principal shall have the right to reproduce any of the contents of the files at the principal's expense and to submit for inclusion in the file written information in response to any material contained in it. However, the School District may destroy such files as provided by law.

ARTICLE V COMPENSATION

Section 1. Salary Schedule:

July 1, 2020 – June 30, 2021			
Step	Elementary School	Middle School	High School
Step 1	\$114,227	\$118,262	\$119,392
Step 2	\$115,369	\$119,444	\$120,586
Step 3	\$116,522	\$120,639	\$121,792
Step 4	\$117,687	\$121,845	\$123,010
Step 5	\$118,864	\$123,064	\$124,240
Step 6	\$120,053	\$124,294	\$125,482
Step 7	\$121,253	\$125,537	\$126,737
Step 8	\$122,466	\$126,793	\$128,005
Step 9	\$123,691	\$128,061	\$129,285
Step 10	\$124,927	\$129,340	\$130,578

July 1, 2021 – June 30, 2022			
Step	Elementary School	Middle School	High School
Step 1	\$115,940	\$120,036	\$121,183
Step 2	\$117,099	\$121,236	\$122,395
Step 3	\$118,270	\$122,448	\$123,619
Step 4	\$119,453	\$123,672	\$124,855
Step 5	\$120,647	\$124,910	\$126,104
Step 6	\$121,854	\$126,158	\$127,365
Step 7	\$123,072	\$127,420	\$128,638
Step 8	\$124,303	\$128,695	\$129,925
Step 9	\$125,546	\$129,981	\$131,224
Step 10	\$126,801	\$131,281	\$132,536

Section 2. Longevity: Upon completion of step 10 the district employee will receive an additional \$1,200 per year longevity recognition.

Section 3. Technology Allowance: The school district will provide \$100.00 per month as reimbursement for technology hardware and software used for professional development and/or a home work station in accordance with School District procedures, policies and practices.

Section 4. Life Insurance: The Board of Education shall provide group term life insurance protection in the amount of \$100,000.00 for each full-time administrator. The policy will also provide for double-indemnity payments in the event of an administrator's accidental death and settlement on the policy will be made with the administrator's designated beneficiary, if any, otherwise to the administrator's estate. Administrators may purchase additional term life insurance to be paid by the administrator through payroll deduction.

Section 5. Long-Term Disability Insurance: The Board of Education shall provide long-term disability insurance for each full-time principal employed by the Board who qualifies for and is enrolled in the School District group disability insurance program. The program will provide sixty-six and two-thirds percent (66-2/3%) of the principal's basic compensation.

Section 6. Education Allowance: All employees are eligible for a \$1,000 annual education allowance, to be used for class fees with pre-approval of Superintendent. Payment will be paid upon presentation of expense receipts to the district's Finance Director.

Section 7. Workshops: The Board of Education may direct the administrators to attend local, state, or national employment-related workshops in any number, in any year, and at any time they deem necessary for the betterment of the district's

educational program or administrator's performance in accordance with the district's reimbursement policy.

Section 8. Association Membership: The Board of Education shall pay each administrator's national and state professional associate membership dues, realizing that membership provides attendance opportunities in workshop programs leading to improved performances in each position. The dues payment in no way is to support organization leading to adverse action or organization against the Board of Education.

Section 9. Vandalism: The Board of Education shall reimburse to the Administrator their insurance deductible up to a maximum of three hundred dollars (\$300.00) per incident for vandalism done to their home or car. Payment will be verified by a report to the Board of Education and paid by voucher.

Section 10. Health Insurance – Retirement:

Subd. 1. Single health insurance after retirement based on the following criteria:

- Must have been an administrator in the district for at least ten (10) years
- Will be eligible for one (1) year of insurance for every four (4) years of service for the district to a maximum of six years of insurance.
- If the administrator takes employment elsewhere upon leaving Jordan, which employment provides single insurance as an option, this benefit is voided.
- The Administrator has the option of taking family insurance with the understanding that the difference in premium cost be borne by the administrator.

Subd. 2. Upon retirement, an employee may continue to participate in health and dental group insurance as outlined in Section 9. Subdivision 1. This benefit will continue until the employee is eligible for Medicare.

Section 11. Pay Deduction: Whenever pay deduction is made for a principal's absence, the annual salary divided by the number of principal duty days shall be deducted for each day's absence. "Annual salary" shall include a principal's basic salary and pay for additional/extended assignments if any.

ARTICLE VI 403(b) MATCHING CONTRIBUTION PLAN

Section 1. Eligibility: Pursuant to the provisions of M.S. 123B.02, Subd. 15. and Section 403(b) of the Federal Internal Revenue Code, the School District will make matching contributions for each principal.

Section 2. Amount of School District Contribution:

Subd. 1. Full-time Principals: Full-time, eligible principals shall be eligible for

an annual School District matching contribution as follows:

<u>Years of Service</u>	<u>Maximum Matching Contribution</u>
0-1	\$ 1,700.00
2-3	\$ 2,200.00
4	\$ 2,700.00
5-6	\$ 3,200.00
7+	\$ 3,700.00
Maximum Contribution	\$60,000

Subd. 2. Part-time Principals: Eligible part-time principals shall receive a matching contribution on a pro-rata basis equal to their percentage of full-time employment.

Section 3. Vendors: Participation in the benefits of this article is limited only to principals who select one (1) of the following vendors:

Ameriprise Financial Services, Inc.	VOYA
Equitable	Minnesota Deferred Comp (457)
ESI Education Minnesota	Modern Woodmen of America
Fidelity	New York Life Insurance Company
First Investors	Orchard Trust (457) (No UVA Required for
457 Contributions)	
Franklin Templeton	Thrivent Financial
Great West Life & Annuity	VALIC
Horace Mann Life Insurance	

Section 4. Notice of Participation: To be eligible for the provisions of this article, a principal must notify the School District, in writing, by September 1st of his/her intention to participate in this matching program and the amount of the principal's contribution. This notice shall continue from year to year at the specified amount unless the principal notifies the School District, in writing, otherwise.

Section 5. Payment: The principal's contribution shall be made by payroll deduction.

Section 6. Unpaid Status: A principal on unpaid leave status may not participate in the provisions of this article.

Section 7. Lifetime Limitation: The maximum lifetime School District contribution to any principal pursuant to this article shall be in the amount of \$60,000.00 and, upon reaching this maximum, the principal shall no longer be eligible for School District contributions

Section 8. Deduction for Severance Pay: In the event a principal is eligible for a severance or retirement payment pursuant to any other article of this Agreement, any School District contribution made pursuant to this article shall be deducted from such

severance/retirement payment at the time of the principal's retirement.

Section 9. Applicable Statutes: The provisions of this article are subject to all limitations relating to such plans as provided by Federal and State laws.

ARTICLE VII GROUP INSURANCE

Section 1. Selection of Carrier: The selection of the insurance carrier and policy shall be made by the School District as provided by law.

Section 2. Health and Hospitalization Insurance – Single Coverage: The School District shall contribute the premium for individual coverage for each full-time principal employed by the School District who qualifies for and is enrolled in single coverage in the School District's group health and hospitalization insurance plan.

Section 3. Health and Hospitalization Insurance – Family Coverage: The School District shall contribute the premium for family coverage for each full-time principal employed by the School District who qualifies for and is enrolled in family coverage in the School District's group health and hospitalization insurance plan.

Section 4. Claims Against the School District: The School District's only obligation is to purchase an insurance policy and pay such amounts as agreed to in this Agreement, and no claim shall be made against the School District as a result of a denial of insurance benefits by an insurance carrier.

Section 5. Duration of Insurance Contributions: A principal is eligible for School District contributions as provided in this article as long as the principal is employed by the School District, on paid status, and enrolled in the School District's group health and hospitalization insurance plan. Upon termination of employment, all School District contributions shall cease.

Section 6. Eligibility: Full benefits provided in this article are designed for principals who are employed as principals an average of at least thirty-seven and one-half (37.5) hours* per week. Principals who are employed as principals an average of at least thirty (30) hours* per week shall be eligible for partial benefits proportional to the extent of their employment. Eligibility is subject to any limitations contained in the contract between the insurance carrier and the School District.

ARTICLE VIII LEAVES OF ABSENCE

Section 1. Sick Leave:

Subd. 1. Earning: A full-time principal employed as a principal shall earn twelve (12) days of sick leave each year of employment by the School District. Annual sick leave shall accrue monthly as it is earned on a proportionate basis to

the principal's work year.

Subd. 2. Accumulation: Unused sick leave days may accumulate to a maximum of one hundred twenty five (125) days of sick leave per principal.

Subd. 3. Use: Sick leave with pay shall be allowed whenever a principal's absence is found to have been due to the principal's illness and/or disability which prevented his/her attendance at school and performance of duties on that day or days. Pursuant to M.S. 181.9413*, a principal who performs services for at least twelve (12) consecutive months preceding the request for paid sick leave and for an average number of hours per week equal to one-half (½) of a full-time equivalent position in the principal's job classification as defined by the School District's personnel policies or practices or pursuant to the provisions of this Agreement during those twelve (12) months may use sick leave for absences due to an illness of or injury to the principal's child for such reasonable periods as the principal's attendance to the child may be necessary on the same terms the principal is able to use sick leave benefits for his/her own illness or injury.

Subd. 4. Medical Certificate: The School District may require a principal to furnish a medical certificate from a qualified physician as evidence of any illness and/or disability pursuant to this section, indicating such absence was due to illness and/or disability, in order to qualify for sick leave pay. However, the final determination as to the eligibility of a principal for sick leave is reserved to the School District. In the event that a medical certificate will be required, the principal will be so advised.

Subd. 5. Deduction: Sick leave allowed shall be deducted from the accumulated sick leave days earned by the principal.

Subd. 6. Approval: Sick leave pay may be approved only upon the principal's submission of a signed request upon the authorized sick leave pay request form available in the central District office.

Subd. 7. Unused Sick Leave: The administrator will receive credit for unused sick leave at a rate of \$150.00/day to a maximum of 1,000 hours; payable at the time the administrator leaves the district or retires from the district.

Section 2. Personal Leave: Two (2) days per year, accumulative to four (4) days may be used for business or personal reasons which are of a nature that cannot be resolved after school hours or on a weekend.

Section 3. Workers' Compensation: Pursuant to M.S. Chapter 176, a principal injured on the job in the service of the School District and collecting workers' compensation insurance may draw sick leave and receive full salary from the School District, the salary to be reduced by an amount equal to the insurance payments, and only that fraction of the days not covered by insurance will be deducted from accrued sick leave.

Section 4. Bereavement Leave: Subject to the discretion of the Superintendent, up to five (5) days of leave may be allowed, the days to be deducted from sick leave, for death in a full-time principal's immediate family. "Immediate family" is defined as the principal's spouse, child, parent, brother, sister, or other relative who was living in the same household as the principal.

Section 5. Child Care Leave:

Subd. 1. Use: A child care leave may be granted by the School District, subject to the provisions of this section, to one (1) principal-parent of a natural or adopted infant child, provided such principal-parent is caring for the child on a full-time basis.

Subd. 2. Request: A principal making application for child care leave shall inform the Superintendent, in writing, of the request to take the leave at least three (3) calendar months before commencement of the intended leave.

Subd. 3. Medical Statement: A principal will provide, at the time of the leave application, a statement from the attending physician indicating the expected date of delivery.

Subd. 4. Duration: In making a determination concerning the commencement and duration of a child care leave, the School Board shall not, in any event, be required to:

- (1.) grant any leave for more than twelve (12) months in duration;
- (2.) permit the principal to return to employment prior to the date designated in the request for child care leave.

Subd. 5. Reinstatement: A principal returning from child care leave shall be reinstated in a position for which he/she is licensed unless previously discharged or placed on unrequested leave of absence.

Subd. 6. Failure to Return: Failure of the principal to return by the date determined under this section shall constitute grounds for termination unless the School District and the principal mutually agree, in writing, to an extension in the leave.

Subd. 7. Salary and Fringe Benefits: Leave under this section shall be without pay or fringe benefits.

Section 6. General Leave of Absence:

Subd. 1. Application: Principals with a minimum of three (3) years of experience as a principal in the School District may apply, in writing, for an unpaid leave of absence subject to the provisions of this section. The granting of such leave shall be at the sole discretion of the School District.

Subd. 2. Purpose: Such leave may be granted by the School District for overseas teaching, participation in the Peace Corps, Vista, and/or National Teacher Corps, extended illness of the principal, extended illness in the principal's immediate family as defined in Section 3. above, civic activities, alternative occupational experiences, principal organization activity, service in public office, or other reasons deemed appropriate by the School District.

Subd. 3. Notification: A principal on such leave shall notify the Superintendent, in writing, no later than April 1st of the final leave year of the principal's intention to return at the conclusion of the leave or to request an extension of the leave. The granting of an extension shall be at the sole discretion of the School Board. The School Board may also, in its sole discretion, waive the April 1st notice date if the School Board determines special circumstances are involved. A principal who fails to notify the Superintendent as required may be subject to discipline.

Section 7. Family and Medical Leave (FMLA): FMLA leave shall be granted pursuant to applicable law.

Section 8. Jury Service: A principal who serves on jury duty shall be granted the day or days necessary as stipulated by the court to discharge this responsibility without any salary deduction or loss of basic leave allowance. The compensation received for jury duty service shall be remitted to the School District.

Section 9. Military Leave: Military leave shall be granted pursuant to applicable law.

Section 10. Medical Leave: Pursuant to M.S. 122A.40, Subd. 12., principals shall have a right to a leave of absence for health reasons.

Section 11. Insurance Application: A principal on unpaid leave is eligible to continue to participate in group insurance programs if permitted under the insurance policy provisions. The principal shall pay the entire premium for such insurance commencing with the beginning of the leave and shall pay to the School District the monthly premium in advance, except as otherwise provided in law. In the event the principal is on paid leave from the School District under Section 1 above or supplemented by sick leave pursuant to Section 2 above, the School District will continue insurance contributions as provided in this Agreement until sick leave is exhausted. Thereafter, the principal must pay the entire premium for any insurance retained.

Section 12. Credit: A principal who returns from unpaid leave shall retain experience credit for pay purposes and other benefits which had accrued at the time the leave began. No credit shall accrue for the period of time that a principal was on unpaid leave.

Section 13. Eligibility: Full leave benefits provided in this article shall apply only to principals who are employed as principals an average of at least thirty-seven and one-half (37.5) hours* per week. Principals who are employed as principals an average of at least twenty (20) hours* per week shall be eligible for partial benefits proportional to the extent of their employment.

ARTICLE IX DUTY YEAR

Section 1. Principal Duty Days: The School Board shall establish the calendar and principals' duty days for each school year, and the principals shall perform services on those days as determined by the School Board, including those legal holidays on which the School Board is authorized to conduct school and, pursuant to such authority, has determined to conduct school.

Section 2. Duty Year: The duty year for principals shall be twelve (12) months.

Section 3. Scheduling of Duty Days: The duty day schedule for principals shall be subject to the approval of the Superintendent.

Section 4. Non-Duty Days: Unless otherwise approved, in writing, by the Superintendent, all non-duty time to which a principal is entitled for a given contractual year shall be taken by the following August 31st.

Section 5. School Closings: In the event a duty day(s) is lost for any reason, the principal shall perform duties on such other day(s) in lieu thereof as the School Board shall determine.

Section 6. Duty Days: The number of principal duty days per year will be 260 days.

ARTICLE X HOLIDAYS & VACATION

Section 1. Holidays:

Subd. 1. Each Principal shall be entitled to twelve (12) paid holidays, including two floating holidays, designated by the School Board each Contract year.

Subd. 2. Eligible holidays are: New Year's Day, Good Friday, Memorial Day, 4th of July, Labor Day, Day after Thanksgiving, Thanksgiving Day, Christmas Eve, Christmas Day, New Year's Eve, and two floating holidays approved by the superintendent.

Section 2. Vacation: Each Principal shall earn twenty (20) working days of annual paid vacation each Contract year. Unused vacation must be taken within six (6)

months after the end of the Contract year in which it is earned, or the days will be deemed lost. Each Principal shall ensure that a current and accurate record is kept by the District's business office of his/her vacation usage. Upon voluntary termination of employment the Principal shall be entitled to payment for a maximum of twenty (20) unused vacation days earned and accrued pursuant to the provisions of this section; however, if the Principal is involuntarily terminated, he/she shall not be entitled to any unused earned and accrued vacation days. The daily rate of pay for any such payment shall be calculated using the following formula: annual salary at the time of voluntary termination divided by 228 days per year.

ARTICLE XI GRIEVANCE PROCEDURE

Section 1. Definitions:

Subd. 1. Grievance: The word, "grievance," shall mean an allegation, in writing, by a principal that the principal has been injured as a result of a dispute or disagreement between the principal and the School District as to the interpretation or application of specific terms and conditions contained in this Agreement.

Subd. 2. Grievant: The word, "grievant," shall mean an individual principal who files a grievance as defined in Subd. 1 above.

Subd. 3. Days: Any reference to the word, "days," regarding time periods in this procedure shall refer to working days. The term, "working day," is defined as all week days not designated as holidays by state law.

Section 2. Representation: The grievant, other administrator, or School Board may be represented during any step of the procedure by any person or agent designated by such party to act on the party's behalf.

Section 3. Interpretations:

Subd. 1. Extension: Time limits specified in this Agreement may be extended by mutual, written agreement.

Subd. 2. Computation of Time: In computing any period of time prescribed or allowed by procedures in this article, the date of the act, event, or default for which the designated period of time begins to run shall not be included. The last day of the period so computed shall be counted, unless it is a Saturday, a Sunday, or a legal holiday, in which event, the period runs until the end of the next day which is not a Saturday, a Sunday, or a legal holiday.

Subd. 3. Filing and Postmark: The filing or service of any notice or document required by this Agreement shall be timely if it is personally served or if it bears a certified postmark of the United States Postal Service within the time

period.

Section 4. Time Limitation and Waiver: A grievance shall not be valid for consideration unless the grievance is submitted to the School District's designee in writing, signed by the grievant, setting forth the facts and the specific provision(s) of the Agreement allegedly violated and the particular relief sought within twenty (20) days* after the date of the first event giving rise to the grievance occurred. Failure to file any grievance within such period shall be deemed a waiver of that grievance. Failure to appeal a grievance from one level to another within the time periods hereafter provided shall constitute a waiver of the grievance. An effort shall first be made to resolve an alleged grievance informally between the principal and the School District's designee.

Section 5. Resolution of Grievance: The School District and the principal shall attempt to resolve all grievances which may arise during the course of employment as follows:

Subd. 1. Level I: If the grievance is not resolved through informal discussion, the School District's designee shall give a written decision on the grievance to the parties involved within ten (10) days* after receipt of the written grievance.

Subd. 2. Level II: In the event the grievance is not resolved in Level I, the decision rendered may be appealed to the School Board, provided such appeal is made, in writing, within five (5) days* after receipt of the decision in Level I. If a grievance is properly appealed to the School Board, the School Board shall set a time to hear the grievance within twenty (20) days* after receipt of the appeal. Within twenty (20) days* after the meeting, the School Board shall issue its decision in writing to the parties involved. At the option of the School Board, a committee or representative(s) of the School Board may be designated by the School Board to hear the appeal at this level and report the findings and recommendations to the School Board. The School Board shall then render its decision.

Section 6. Denial of Grievance: Failure by the School Board or its representative(s) to issue a decision within the time periods provided in this article shall constitute a denial of the grievance, and the grievant may appeal it to the next level.

Section 7. Arbitration Procedures: In the event that the grievant and the School Board are unable to resolve any grievance, the grievance may be submitted to arbitration as defined in this article.

Subd. 1. Request: A request to submit a grievance to arbitration must be in writing signed by the aggrieved grievant, and such request must be filed in the office of the Superintendent within ten (10) days following the decision in Level II of the grievance procedure.

Subd. 2. Prior Procedure Required: No grievance shall be considered by

the arbitrator which has not been first duly processed in accordance with the grievance procedure and appeal provisions.

Subd. 3. Selection of Arbitrator: Upon the proper submission of a grievance under the terms of this procedure, the parties may, within ten (10) days* after the request to arbitrate, attempt to agree upon the selection of an arbitrator. If no agreement on an arbitrator is reached, either party may request the Commissioner to submit a panel of seven (7) arbitrators to the parties, pursuant to PELRA, provided such request is made within twenty (20) days* after the request for arbitration. The request shall ask that the panel be submitted within ten (10) days* after the receipt of said request. Within ten (10) days* after receipt of the panel, the parties shall alternately strike names, and the remaining name shall be the arbitrator to hear the grievance. The order of striking will be determined by lot. Failure to agree upon an arbitrator or the failure to request an arbitrator from the Commissioner within the time period as provided in this article shall constitute a waiver of the grievance.

Subd. 4. Hearing: The grievance shall be heard by a single arbitrator, and both parties may be represented by such person(s) as they may choose and designate, and the parties shall have the right to a hearing at which time both parties will have the opportunity to submit evidence, offer testimony, and make oral or written arguments relating to the issues before the arbitrator. The proceeding before the arbitrator shall be a hearing de novo.

Subd. 5. Decision: Decisions by the arbitrator in cases properly before him/her shall be final and binding upon the parties, subject, however, to the limitations of arbitration decisions as provided in PELRA. The arbitrator shall issue a written decision and order including findings of fact which shall be based upon substantial and competent evidence presented at the hearing. All witnesses shall be sworn upon oath by the arbitrator.

Subd. 6. Expenses: Each party shall bear its own expenses in connection with arbitration, including expenses relating to the party's representatives, witnesses, and any other expenses which the party incurs in connection with presenting its case in arbitration. A transcript or recording of the hearing shall be made at the request of either party. The parties shall share equally the fees and expenses of the arbitrator, the cost of the transcript or recording if requested by either or both parties, and any other expenses which the parties mutually agree are necessary for the conduct of the arbitration. However, the party ordering a copy of such transcript shall pay for such copy.

Subd. 7. Jurisdiction: The arbitrator shall have jurisdiction over disputes or disagreements relating to grievances properly before him/her pursuant to the terms of this procedure. The jurisdiction of the arbitrator shall not extend to proposed changes in terms and conditions of employment as defined and contained in this written Agreement; nor shall an arbitrator have jurisdiction over any grievance which has not been submitted to arbitration in compliance with

the terms of the grievance and arbitration procedure as outlined in this article; nor shall the jurisdiction of the arbitrator extend to matters of inherent managerial policy, which shall include, but are not limited to, such areas of discretion or policy as the functions and programs of the School District, its overall budget, utilization of technology, the organizational structure, and selection and direction and number of personnel. In considering any issue in dispute, the arbitrator's order shall give due consideration to the statutory rights and obligations of the School Board to efficiently manage and conduct its operation within the legal limitations surrounding the financing of such operations.

Section 8. Election of Remedies and Waiver: A party instituting any action, proceeding, or complaint in a federal or state court of law or before an administrative tribunal, federal agency, state agency, or seeking relief through any statutory process for which relief may be granted, the subject matter of which may constitute a grievance under this Agreement, shall immediately thereupon waive any and all rights to pursue a grievance under this article. Upon instituting a proceeding in another forum as outlined in this Agreement, the principal shall waive the right to initiate a grievance pursuant to this article, or, if the grievance is pending in the grievance procedure, the right to pursue it further shall be immediately waived. This section shall not apply to actions to compel arbitration as provided in this Agreement or to enforce the award of an arbitrator.

ARTICLE XII PROGRESSIVE DISCIPLINE

Section 1. Discipline: Discipline shall consist of oral reprimand, written reprimand, suspension with pay, suspension without pay, and discharge. However, the School District reserves the right to impose discipline at any level as determined by the School District based upon the circumstances surrounding the action. A conference between the principal and his/her supervisor(s) shall be held prior to the imposition of a written reprimand, suspension, or discharge.

Section 2. Grounds for Disciplinary Action: The imposition of an oral reprimand shall not be subject to the grievance procedure. A principal may challenge the contents of any written materials in his/her personnel file pursuant to the provisions of M.S. 122A.40, Subd. 19. A principal shall be suspended without pay only for just cause, and such action shall be subject to the grievance procedure. A principal who is the subject of a discharge shall be governed by M.S. 122A.40, and such action shall not be subject to the provisions of this article.

Section 3. Opportunity to Meet: Suspension with or without pay shall be imposed only by the Superintendent or his/her designee. If a suspension without pay is to be considered pursuant to Section 2. above, the principal shall be afforded an opportunity to meet with the Superintendent or his/her designee, and the principal may elect to have a representative in attendance at any such meeting.

Section 4. Subject to Arbitration: Suspension without pay shall take effect only after written notification from the Superintendent or his/her designee to the principal

stating the grounds for suspension without pay. The principal shall have the right to invoke the grievance procedure set forth in this Agreement at the arbitration level, provided written notification requesting arbitration is sent to the Superintendent or his/her designee within five (5) working days after receipt of the written notice of suspension without pay. The arbitrator's authority shall include a review of whether the suspension without pay and length thereof were appropriate considering the circumstances surrounding the action.

Section 5. Removal from Duty – Investigation: Nothing in this article shall apply to a principal who is removed from duty pending investigation of allegations, which period shall be covered by a paid suspension, unless such suspension is invoked under the provisions of M.S. 122A.40, Subd. 13., and which shall not be subject to the grievance procedure.

ARTICLE XIII UNREQUESTED LEAVE OF ASBSENCE (ULA) AND SENIORITY AGREEMENT

Section 1. Purpose: The purpose of this article is to implement the provisions of M.S. 122A.40, Subd. 10., that article, when adopted, shall constitute the required plan for ULA because of discontinuance of position, lack of pupils, financial limitations, or merger of classes caused by consolidation of school districts.

Section 2. Definitions: For purposes of this article, the terms defined shall have the meanings respectively ascribed to them.

Subd. 1. Principal: "Principal" shall mean those members of the unit as defined by PELRA and this Agreement.

Subd. 2. Qualified: "Qualified" shall mean a principal who, in addition to the state license, has, as solely determined by the School District, successfully had experience as a principal within the past five (5) years.

Subd. 3. Seniority: For purposes of this article, "seniority" commences with the first day of continuous administrative service as a principal in the School District.

Section 3. ULA:

Subd. 1. Terms: The School Board may place on ULA such principals as may be necessary because of discontinuance of position, lack of pupils, financial limitations, or merger of classes. Such leave of absence may continue for a period of five (5) years,* after that the right to reinstatement shall terminate; provided the principal's right to reinstatement shall also terminate if the principal fails to file with the School District,** by April 1st of each year, a written statement requesting reinstatement. Such leave shall be effective no later than the close of the school year or at such earlier time as mutually agreed upon by the principal and the School Board.

Subd. 2. Notice: Principals placed on such leave shall receive notice by June 30th of the school year prior to the commencement of such leave with reasons for said placement.

Subd. 3. Placement: Principals shall be placed on ULA in inverse order of seniority in the position and grade level assignment employed with the following exception: no principal shall be placed on ULA if any other qualified principal employed in the same position and grade level assignment is on a "Principal Improvement Plan" as provided for in M.S. 123B.147.

Subd. 4. Affirmative Action Program: This section shall not apply if its application will result in any violation of the School District's affirmative action program which shall include ethnicity, race, color, or sex; and any principal employed in an affirmative action program may be retained in the category of a principal with greater seniority if such retention is necessary to effectuate the purposes of such affirmative action program.

Subd. 5. Tie-Breaker: In the event a reduction in number of principals creates a situation requiring that a choice be made among principals who have equal seniority, the selection of the principal(s) for purposes of reduction shall be at the discretion of the School District based on criteria including performance, training, experience, skills in special assignments, and other relevant factors.

Subd. 6. Years of Service: Any principal placed on such leave may engage in administrative work or any other occupation during such period and may be eligible for re-employment insurance if otherwise eligible for such compensation under that law, and such leave will not result in a loss of credit for years of service in the School District earned prior to the commencement of such leave.

Section 4. Realignment: For purposes of placement on ULA or reinstatement from ULA, nothing in this article shall require the School District to reassign a senior principal to a different position for the principal is not qualified, as defined in Section 2. above, to accommodate the seniority claims of a junior principal.

Section 5. Reinstatement:

Subd. 1. Process: No new principal shall be employed by the School District while any qualified principal is on ULA. Principals placed on ULA shall be reinstated to the positions from which they have been placed on ULA or any other available positions in the School District in which they are qualified as such positions become available. The order of reinstatement shall be in inverse order in which principals were placed on ULA.

Subd. 2. Notices: When placed on ULA, a principal must file his/her name and address, to which any notice of reinstatement or availability of position

shall be mailed, with the School District personnel office. Proof of service by the person in the School District depositing such notice to the principal at the last known address shall be sufficient. The principal on ULA shall be responsible to provide an address for forwarding of mail or for address changes. Failure of a notice to reach a principal shall not be the responsibility of the School District if any notice has been mailed as provided in this article.

Subd. 3. Acceptance of Re-employment: If a position becomes available for a qualified principal on ULA, the School District shall mail the notice to such principal, who shall have ten (10) days from the date of such notice to accept the re-employment. Failure to accept re-employment, in writing, within such ten (10)-day period shall constitute a waiver on the part of the principal to any further rights of employment or reinstatement, and that principal shall forfeit any future reinstatement or employment rights.

Subd. 4. Reinstatement Rights: Reinstatement rights shall automatically cease five (5) years* from the date ULA was commenced, and no further rights to reinstatement shall exist unless extended by written mutual consent of the School Board and the qualified principal.

Section 6. Establishment of Seniority List:

Subd. 1. Preparation: The School Board shall annually cause a seniority list (by name, date of employment, qualification, position, and grade level assignment) to be prepared from its records. This list shall be available by request to principals at any time.

Subd. 2. Request for Change: Any principal whose name appears on such list and who may disagree with the order of seniority in said list shall have ten (10) days from the date of posting to supply written documentation, proof, and request for seniority change to the Superintendent.

Subd. 3. Final List: Within twenty (20) days from the date of posting, the School District shall evaluate any and all such written communications regarding the order of seniority contained in said list and may make such changes the School District deems warranted. A final seniority list shall then be prepared by the School District, which list, as revised, shall be binding on the School District and any principal.

Section 7. Filing of Licenses: In any year that a reduction of principal positions is occurring and the School Board is placing principals on ULA, only those licenses actually received in the Superintendent's office for filing as of January 15th of such year shall be considered for purposes of determining ULA within areas of licensure for the following school year. A license filed after January 15th shall be considered for purposes of reinstatement but not for the current reduction.

Section 8. Effect: This article shall be effective at the beginning date of this

Master Agreement and shall be governed by its duration clause. This article shall govern all principals, as defined in Section 2., Subd. 1. above, and shall not be construed to limit the rights of any other licensed employee not covered by the Master Agreement or other Master Agreement affecting such licensed employee.

Section 9. Procedure: Any challenge by a principal who is proposed for placement on ULA or reinstatement therefrom shall be subject to the hearing and review procedures, as provided in M.S. 122A.40, Subd. 14., and, therefore, shall not be subject to the grievance procedure.

ARTICLE XIV DURATION

Section 1. Terms and Reopening Negotiations: This Agreement shall remain in full force and effect for a period commencing upon the date of its full ratification through June 30, 2022, and thereafter as provided by PELRA. In the event a successor Agreement is not entered into prior to the expiration date of this Agreement, a principal shall be compensated according to the previous year's compensation until such time that a successor Agreement is ratified. If the Principals desire to modify or amend this Agreement commencing on July 1, 2022, it shall give written notice of such intent pursuant to PELRA no later than May 1, 2022, including complete language and detail of proposed changes. If such notice is not timely served, the School District shall not be required to negotiate any terms of employment for the following school year. Unless otherwise mutually agreed, the parties shall not commence negotiations more than ninety (90) days prior to the expiration of this Agreement.

Section 2. Effect: This Agreement constitutes the full and complete Agreement between the School District and Principals. The provisions of this Agreement relating to terms and conditions of employment supersede any and all prior Agreements, resolutions, practices, and School District policies, rules, and regulations concerning terms and conditions of employment inconsistent with these provisions. Nothing in this Agreement shall be construed to obligate the School District to continue or discontinue existing or past practices or prohibit the School District from exercising all management rights, functions, and prerogatives, except insofar as this exercise would be in express violation of any term or terms of this Agreement.

Section 3. Finality: Any matters relating to the current Agreement term, whether or not referred to in this Agreement, shall not be open for negotiation during the term of this Agreement. The exception being to discuss the terms and conditions of the health insurance section as impacted by the Affordable Care Act.

Section 4. Severability: The provisions of this Agreement shall be severable, and if any such provision or the application of any such provision under any circumstances is held invalid, it shall not affect any other provisions of this Agreement or the application of any provision.

IN WITNESS WHEREOF, the parties have executed this Agreement as follows:

For The Jordan School District Principals

For the School District

High School Principal

Deb Pauly, Board Chair

Middle School Principal

Sandy Burke, Board Clerk

Elementary School Principal

Dated this ____ day of _____, 20__.

Dated this ____ day of _____, 20__.

Jordan Public Schools #717



Jordan Elementary School

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

2020 - 2021

JES Staff Handbook

815 Sunset Drive

Jordan, MN 55352

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

Introduction

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

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

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

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

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

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

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

Melissa

ETHICS FOR EDUCATORS 8700.7500 CODE OF ETHICS FOR MINNESOTA TEACHERS.

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

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

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

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

JORDAN ELEMENTARY EMPLOYEE DIRECTORY

BOARD OF EDUCATION

Ms. Deb Pauly Chairperson
Mr. Tom Vogel Vice Chairperson
Ms. Sandy Burke Clerk
Ms. Connie Hennen Treasurer
Mr. Ryan Dahnert Director
Mr. Rob Langheim
Director
Ms. Lauren PedersenDirector

ADMINISTRATION

Ms. Ranae Case Evenson Interim Superintendent
Ms. Melissa Barnett PreK-4 Principal
Mr. Ben Bakeberg 5-8 Principal
Mr. Jeff Vizenor9-12 Principal
Ms. Erin HjelmelandDirector of Teaching & Learning
Mr. Chad WilliamsDirector of Special Services
Ms. Jenna WendorffEarly Learning Services Director
Mr. Stephen DamloTechnology
Director
Mr. Steven JensenCommunity Education & Recreation
Director

Mr. Joe PerklActivities Director

Mr. Tim BisekFacilities Manager

Ms. Amy HafemannFinance Director

Ms. Andrea SchaakNutritional Services Director

Ms. Kat PassCommunications, Marketing & Events Director

JES OFFICE STAFF

Ms. Aileen DaltonOffice Assistant

Ms. Terri OakesAdministrative Assistant

Ms. Kristina StresnakSchool Nurse

JES INSTRUCTIONAL STAFF

Ms. Leah Aamlid 4th Grade

Ms. Katie AndersonEarly Childhood

Ms. Michelle ArmstrongGrade 1

Ms. Shannon AukesMath RTI Specialist

Ms. Lauralie Axtell SPED/ECSE

Ms. Barb Buthe SPED/Speech and Language

Ms. Nikki CarlsonGrade 4

Mr. Mike CoddingtonPhysical
Education/DAPE

Ms. Beth Dietel Technology

Mr. Greg Dietel Grade 3

Ms. Nicole Dietz Kindergarten

Ms. Tracy EddingtonSchool Psychologist

Ms. Katie FisherEarly Childhood

Ms. Brittany Flicek SPED/ASD

Ms. Mindy Foyer Music

Ms. Megan GeisEarly Childhood

Mr. Jason GeiselPhysical Education

Mr. Max Haakonson SPED/Lifeskills

Ms. Mary HanekEarly Childhood

Ms. Tricia HentgesEarly Childhood

Ms. Stacy Hess-NorskogOccupational Therapist

Ms. Diane Hesse Media/Tech

Ms. Jessica Hoffman Kindergarten

Ms. Maggie HolbeckEnglish Language

Ms. Julie Holzwarth SPED/EBD

Ms. Sarah Houdek Grade 1

Ms. Rachel HouleGrade 3

Ms. Ariane JensenGrade 1

Ms. Gwen SchultzMath RTI Specialist

Ms. Holly Johnson Kindergarten

Mr. Kyle JohnsonGrade 4

Ms. Lindsay JohnsonGrade 4

Ms. Kristin Kilgren Art

Mr. Tony KingGrade 2

Mr. Joe KlattGrade 1

Mr. Adam LarsonGrade 2

Ms. Lanae McClellanGrade 4

Ms. Jenni McDonaldSPED/Speech and Language

Ms. Amanda McMahanGrade 1

Ms. Lauren MeyerGrade 2

Ms. Renae MilawskiReading RTI/Title Specialist

Ms. Sarah MillerBehavior Specialist/Instructional Coach/CRT Specialist

Ms. Molly NefsteadSocial Worker

Ms. Steph Olstad Kindergarten

Ms. Kimberly PettinelliRTI Reading/Title Specialist

Ms. Kelly PongratzGrade 2

Ms. Kirsten RakersPhysical Therapist

Ms. Meghan Reinholt Kindergarten

Ms. Britney SchulzGrade 1

Mr. Drew Sinke Grade 2

Ms. Taylor SoineGrade
3

Ms. Cherie StemigGrade 3

Ms. Tammy Stensland

.....SPED/LD
Ms. Laura TheisGrade 3
Ms. Rachel VollbrechtEarly Childhood/Birth to 3
Ms. Haley Warden SPED/LD

PARAPROFESSIONALS

Mr. Jacob Allen Special Education Paraprofessional
Ms. Gloria Althoff Early Childhood Paraprofessional
Ms. Maria BaheEarly Childhood Paraprofessional
Ms. Brie Birchem..... Special Education Paraprofessional
Ms. JeriAnne CieluchEarly Childhood Paraprofessional
Ms. Julene Davenport Special Education Paraprofessional
Ms. Heather FrySpecial Education Paraprofessional
TBD.....MN Reading Corps Tutor
Ms. Sue GerdesSpecial Education Paraprofessional
Ms. Leah GregoriaRTI Paraprofessional
Ms. Kristin Hagen.....Lunchroom Paraprofessional
TBD..... Playground Paraprofessional
Ms. Angie KeiserLunchroom Paraprofessional
Ms. Justyne KinsellaEarly Childhood Paraprofessional
Ms. Patty KreuserEarly Childhood Paraprofessional
Ms. Krystal LambrechtSpecial Education Paraprofessional
Ms. Lori LoveSpecial Education Paraprofessional

Ms. Mary PieperMorning Supervision Paraprofessional

Ms. Sunny Pho Special Education Paraprofessional

Ms. Tina Plechaty Special Education Paraprofessional

Mr. Tanner RogersSpecial Education
Paraprofessional

TBDMedia/Tech
Paraprofessional

Ms. Kim ThompsonRTI Paraprofessional

Ms. Heather TessinSpecial Education Paraprofessional

Ms. Tiffany ValleSpecial Education Paraprofessional

Ms. Shirley VanGarvenSpecial Education Paraprofessional

Ms. Heather Van HeuvelnSpecial Education
Paraprofessional

Mr. Jim Violett Playground Paraprofessional

Ms. Janae VogelSpecial Education Paraprofessional

Ms. Beth Wacker Playground Paraprofessional

Mr. Jason Way Playground Paraprofessional

Ms. Jennie WaySpecial Education
Paraprofessional

KIDS' COMPANY

Ms. Pam GoingCoordinator/Early Ed-Ventures

Ms. Tammy BeckerGroup Leader

Ms. Michelle BedneyGroup Leader

Ms. Sarah MollenhoffGroup Leader

Ms. Rosie MoriartyGroup Leader

Mr. Dillon BedneyGroup
Leader

KITCHEN STAFF

Ms. Kelly RaserKitchen Manager

Ms. Pauline KerberAssistant Kitchen Manager

Ms. Amy SharkeyCook Helper

Ms. Anita WormCook Helper

CUSTODIAL STAFF

Mr. Bob FimonLead Custodian

Ms. Linda Nesbitt Custodian

Mr. Mark Sokol Custodian

JORDAN PUBLIC SCHOOLS STRATEGIC PLAN

Mission Statement

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

Vision

Jordan Public Schools will:

- Help students attain high academic achievement
- Provide a safe, collaborative and innovative culture and environment in which to learn and work
- Be fiscally responsible and maintain quality facilities
- Engage with all stakeholders in an intentional and effective manner

Core Values

Excellence: *Relentless and intentional effort in continuous improvement*

Integrity: *Doing the right things at all times with honesty, trust, and respect*

Expectations: *Setting a high bar for myself and others in learning, behavior, commitment, and service*

Innovation: *Finding courageous ways to excel through research and action*

Collaboration: *Working in partnership for shared goals*

Respect: *Showing pride in who we are and celebrating our differences*

Strategic Directions

- Improve student achievement, learning, and career and college readiness
- Integrate data-informed instruction, assessment, and learning as a core competency in every classroom
- Provide a safe and collaborative culture in which to learn and work
- Manage resources (human, financial, and physical)
- Improve community connection, satisfaction, and engagement

ACCIDENTS

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

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

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

Once you have completed the nurse line call, please complete the attached Accident Investigation form. Please send the completed Accident Investigation form to Katie

Pekarna-Damlo in the District Office within **24 hours** of the accident.

ADMINISTRATION

The chain of command in the building regarding emergencies:

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

ADVERTISING/SOLICITORS

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

ABSENCES

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

We believe that all students in our school must be in attendance on a regular basis in order for us to provide the best possible educational program. We expect all of our students to attend school every day unless they are home sick or there is a family emergency. Any chronic absences should be reported to the school administrator and/or social worker. Families may be asked to submit a doctor's note or get clearance from the school nurse for an absence to be excused. It is the responsibility of the student to make up work that is missed when they are absent from school. **These arrangements should be made with the student's teacher(s), with make-up work being completed after the student returns.** Even though parents have the right to take their children out of school, it is the role of administration to determine if these absences will be excused or unexcused. Please allow for a reasonable amount of time for students to complete work they missed while being absent. Typically, students should have 2 days to complete work for every one day missed

of school.

Vacations

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

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

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

PROCESS FOR ATTENDANCE REPORTING

1. Teachers will report attendance to the office on a daily basis **via Infinite Campus by 8:20 each day**. Teachers will maintain regular contact with parents of students with repeat absences. Any chronic absences need to be reported to administration and/or social worker. Families may be asked to submit a doctor's note or get clearance from the school nurse for an absence to be excused. The school office monitors attendance via a monthly report.
2. Following the twelfth (12th) day of excused absences, a letter will be sent to parents notifying them that eight (8) days of absences remain for the year.
3. Following the fifteenth (15th) day of excused absences, a letter will be sent to parents that only five (5) days of absences remain for the year.

4. Following the twentieth (20th) day of excused absences, a conference will be held with the principal, the parents, and the student regarding the absences. The parents/guardian will be informed that no parent-approved absences will be accepted for the remainder of the year.

5. If more than three (3) unexcused absences occur, a petition will be filed with Scott County for violating the school's attendance policy and to report potential educational neglect or truancy.

TARDIES

School starts at 8:10 AM. A student will be considered tardy if they arrive five minutes after the start of the school day. Exceptions may be made at the start of the school year as transportation issues are corrected and modified, as well as on a case-by-case basis. **Three unexcused tardies will result in an unexcused absence.**

BRANDING AND MARKETING

Jordan Public Schools has a very specific marketing and branding plan to follow (as shared on the District website: [JPS District Branding Manual](#)). Specifically, any communications, apparel design and ordering, publications, advertisements, etc. must use the proper branding tools. In order to access these tools, please follow the following steps: 1. Log into the district website 2. Click on the Department toolbar 3. Click on Communications and Marketing 4. Select the appropriate logo/item (Please note that our branding plan calls for the use of Century Gothic font)

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

BULLYING

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

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

1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the

conduct is repeated or forms a pattern; or

2. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

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

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

CLASSROOM EXPECTATIONS

Teachers may use varying techniques to provide a positive learning environment for students. Make sure to incorporate classroom expectations that relate to our school-wide J-Town Pride/PBIS model of being respectful, responsible and safe, as well as honoring our CRT/RAC practices. Students and families need to be informed about procedures and expectations for their child. At the start of the school year, each student should receive information in a newsletter and/or on the teacher website explaining the teacher's process for creating classroom rules and establishing behavior expectations.

CONFERENCES

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

DATA WAREHOUSE

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

DISMISSAL

Students getting picked up at the end of the day will be dismissed at 2:45 to the Multi-purpose Room (please discuss this procedure with students at the start of the school year). A supervisor will be waiting to dismiss them to the back pickup lot where parents will pick them up in their vehicles. Each family will receive signage with their child's/children's name(s) to display in the front window area of the vehicle. Each teacher will take the rest of their students who are walking and taking the bus home to the front of the building for dismissal, **starting with 4th grade at 2:47, followed by 3rd (2:49), 2nd grade (2:51), Kindergarten (2:53), and 1st grade (2:55).**

EMERGENCY DRILLS

Please refer to the JPS Emergency Action Plan and evacuation maps posted in the building. We are required to have 5 fire drills, 5 lockdowns, and 1 tornado drill each school year. These drills may be planned or may be done without notice to staff in order to be prepared for the unexpected. **Remember to listen for communication from administration for directions on lockdown drills with our “Lockdown with Options” plan. Make the appropriate observations to determine your course of action if you don’t receive or hear a communication. Please remember to bring a walkie-talkie outside with you if you plan to take students outdoors at any time during the school day.**

EMPLOYEE ABSENCES

Obtaining a Substitute/Creating an Absence

Requesting an absence/requesting a substitute procedure Staff is responsible for requesting a substitute and filling the vacancy for their absence by utilizing *Teachers on Call* (a branch of *Kelly Services*). *Frontline* software is used to request time off and request a substitute (if needed). *Frontline* offers both phone and Web Services so you can create an absence anytime, anywhere. You will be given an ID and PIN to log-on to the *Frontline* system. To

request an absence using the Internet go to <http://www.aesopeducation.com/> or to request an absence by phone 1-800- 942-3767. As soon as you create an absence you will have the option to request the substitute of your choice or *Frontline* will start working to find a substitute from the school list. To view your time-off balances please use the Smarter website.

EMPLOYEE INJURY

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

EVENT PASSES

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

FACILITY USE

Throughout the year, activities are scheduled after school hours. The teacher in charge is responsible to schedule these activities through the Facilities Scheduling Office at JHS so that conflicts do not occur. Teachers must schedule larger spaces both during the school day and after school hours. Call Krista Halvorson at 4481 to make reservations.

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

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

should remain confidential to district employees only.

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

Door location for entrance/exit during alarm hours (must use these doors): JES: ELS (Early Learning Services) entrance JMS: Back entrance by the mat room JHS: Loading dock entrance. **Security Alarm Tutorials:** JES > bit.ly/JES_security_1617 JMS > bit.ly/JMS_security_1617 JHS > bit.ly/JHS_security_1617

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

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

FIELD TRIPS

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

A. Teachers must submit a Field Trip/Bus Request Form at least 30 days prior to the field trip. A box will be added to the form asking teachers to contact Katie Damlo at the DO about the field trip. This will trigger communication about chaperones needing background checks (form can be found on JPS website).

B. When a field trip is approved, the teacher must complete a JES Field Trip Permission Form to send home to families (found on JPS website).

C. All students who will attend the field trip should submit a Field Trip Permission Form, which teachers should take on the field trip because they include parent phone numbers.

D. Teachers should track field trip payments on the grade level Google Docs that will be shared with teachers at the start of the school year in order to better monitor field trip

funds. Cash and checks should be submitted daily to the office to track payments made by families.

E. Teachers should e-mail the staff (including the kitchen staff) of the upcoming field trip.

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

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

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

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

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

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

FLEXIBLE ONLINE LEARNING DAYS

What is flexible learning?

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

What are the goals of JPS Flexible Learning Days?

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

- To maximize the use of JPS's one-to-one technology.

What does Flexible Learning look like at JPS?

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

How will families be notified that flexible learning is expected?

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

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

- Parents should visit with their child's teachers about how Flex Days will be handled for their classes and work out special arrangements, if needed, for a particular student prior to the first Flex Day. Families are asked to inform the teacher if they do not have Internet access at home since access to Schoology 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 Schoology 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 have been asked to:

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

GRADING

JES System of Grading:

E= Exceeds Expectations S= Satisfactory P= Progressing N= Needs Improvement

Each grade level should have a consistent method for grading and use common assessments to ensure students are mastering grade level standards. **All grades will be inputted into Infinite Campus throughout the year in order to prepare for standards based grading in the future.** Report cards will be sent home **two** times a year.

HOMEWORK GUIDELINES

It is important for children to develop good study skills at the beginning of their school career. This includes the development of good study habits. Homework may include reading assignments from textbooks and/or completing assigned work. It is strongly recommended that each student include recreational (outside) reading as part of his/her study time. The amount of time spent on homework will vary, according to the developmental needs and abilities of each student. Please be consistent as a grade level as to how often, and how much homework you give to students. Generally speaking, Wednesdays is a night when homework should not be given, as well as on weekends in order to be mindful of family time and commitments. Homework should be an opportunity to extend learning outside of the classroom and allow for repeated practice. Make sure to provide clear directions and examples for students to bring home to support them, and their families, in completing the homework. If a student is consistently struggling with completing homework, be sure to investigate the cause and make every effort to resolve the issue with the child and the family before a logical consequence occurs at school.

JES PTO

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

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS)

JES staff works diligently with students to support their social and emotional needs at

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

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

At JES a team of approximately ten representatives composed of administrators, classroom and special education teachers, and non-certified staff meet on a regular basis to plan events and support staff and students following our school rules: Be Respectful, Responsible, and Safe. We will continue to have a District-wide PBIS committee that will collaborate to ensure a more consistent PBIS model across the district. Families will be invited to participate with the goal of building a stronger PBIS model, and ensure all stakeholders are involved in supporting a positive school culture in each building and as a District.

When students demonstrate expected behaviors, they are acknowledged in various ways such as receiving “J-Town Pride” slips that are entered into special drawings, or by a simple high five or compliment. If students struggle with following the school rules, they might receive a verbal warning and redirection. For repeated behaviors or more serious offences, students may receive a “Just Stop and Think” slip from the classroom teacher naming the inappropriate behavior and what school rule the student needs to improve on, or an office referral that may require the attention of building administration. Either of these slips will go home for parents to be informed about their child's behavior and will need to be signed and returned to school the next day.

All staff will become familiar and trained in the following Tier I practices:

Social-Emotional Learning and Social Thinking

- Expected/Unexpected Behaviors
- Group Plan

Mindfulness

The mindfulness curriculum is offered to students throughout the school day as a way to learn skills to develop self-regulation, manage strong emotions and build physical and emotional strength. This integrated approach to wellness uses mindful-based movement,

breathing techniques, social/emotional skill development and relaxation techniques to meet children's emotional, physical and mental needs.

Mindfulness is used by thousands of educators, parents and mental health professionals nation-wide. Supported by the latest research in neuroscience, trauma and social-emotional learning, the curriculum creates optimal learning environments that improve children's focus, behavioral skills, physical health and emotional stability. Students at JES will be intentionally taught mindfulness practices in the classroom, and have opportunities to practice it each day as a class, in small groups, or on an individual needs basis.

Restorative Justice

- Classroom Discipline Reflection Sheet
- Affective Statements
- Circles
- Restorative Questions

Culturally Responsive Teaching (CRT)

- Collaboration Contracts
- Responsiveness
 - Attention Signals
 - Response Protocols
 - Movement Protocols
 - Discussion Protocols
- Competency
- Relevance

Harambee

Harambee, which means pulling together, is a celebration event (taking place on the 3rd Wednesday of each month starting in October) that creates an environment that generates positive energy and **recognizes** the individual, **acknowledges** positive behaviors, and celebrates differences.

Harambee focuses on unity by empowering the youth culture to build strong relationships and connections between grade levels. Harambee is an opportunity for staff and students to **Recognize** the uniqueness of each individual. The assembly **Acknowledges** positive behaviors that promote celebrating our differences and developing a love for learning and school. By coming together, we make meaningful **Connections** with the adults and students of our larger school community.

WHAT DOES HARAMBEE LOOK LIKE? This 30-minute event will follow the structure below:

- Introduction (explaining Harambee)
- Cheers and Chants (create unity and positive energy)
- Topic Discussion (recognize and celebrate differences)
- Celebration Song (theme song)
- Recognitions (all grades acknowledge students for positive behaviors)
- POWER Chant (create unity and positive/high energy)
- Moment of Silence (calm energy and quiet mind)

Peaceful Bus

The *Peaceful School Bus* program was designed to reduce student behavior problems on our school buses. It also creates a sense of community and responsibility among students on each bus route. We hope this program will make a child's experience on the bus easier and more enjoyable. Two times a year, students on each school bus will gather together for a 45-minute meeting during the school day. They will get to know each other and learn how to act responsibly on the bus. This program is a natural extension of our J-Town Pride efforts already in place. Bus drivers will join them in these meetings whenever possible. Seeing bus drivers, teachers, other school staff members, and parents/guardians working together, will demonstrate to students that we all care about what happens on the school bus.

TENNESSEN WARNING

When students or staff are being questioned about a serious incident that occurred at school, the building administrator will provide the Tennessee Warning. The Minnesota Government Data Practices Act (Minn. Stat. 13.01 et seq.) provides that an individual asked to supply private or confidential data concerning the individual has the right to be informed of the following:

1. The purpose and intended use of the requested data;
2. Whether the individual may refuse or is legally required to supply the requested data;
3. Any known consequence of supplying or refusing to supply the private or confidential data; and
4. The identity of persons or entities authorized by state or federal law to receive the data (Minn. Stat. 13.04, subd. 2).

School-Wide Expectations

Classroom

- Check voice level
- Be polite
- Do your best

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

Hallway

- Use voice levels 0 or 1
- Hands at your side
- Face forward
- Walk
- Be aware of hallway space

Bathroom

- Use voice level 0,1,2
- Do your job
- For soap and paper towels, use what you need
- Keep Clean
- Report Problems

Lunchroom

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

Voice Levels

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

Playground

- Use kind words

More Information on J-Town Pride, Mindfulness, Culturally Responsive Teaching, Restorative Justice, and Peaceful Bus is available on the school website as well as in the quarterly school newsletter.

LESSON PLANS

Teachers are expected to have up-to-date weekly lesson plans outlined and visible in the event that a substitute is needed. Staff members may be asked to provide weekly lesson plans for the building principal. Lesson plans need to list the state standards addressed for each particular lesson and/ or unit, as well as the intended Learning Target(s).

All certified staff will need to create a substitute folder to be kept in the elementary office.

The folder should contain a class list/roster, lesson plans, an outline of the daily schedule, phone code for access to voice mail, and student support and a behavior/crisis management plan specific to their classroom needs. Office staff will send an email each morning as to who will be gone for the day, who the substitute will be, or if there is no coverage for that person.

LIABILITY

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

LOCKERS

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

MEALS The price for lunch and breakfast are as follows:

Student Lunch: \$2.65, Breakfast: \$1.80 (**free for Kindergarten**) Milk: \$0.50

Staff Lunch: \$3.85, Breakfast: \$2.00

NEWSPAPER AND SOCIAL MEDIA PUBLICITY

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

OFFICE HOURS

The JES office is open on regular school days M-F from 7:00am-4:00pm during the school year. Summer hours vary and will be posted at the main entrance during the months of June through August.

PARENTAL CUSTODY

The school will assume, unless informed differently, that the parents listed on the family data sheet have legal and physical custody rights of a child. Legal custody allows the parent access to all educational data and involvement in school meetings for the child. Parents who have physical custody rights can make decisions regarding who can pick up or drop off the child, and may volunteer or visit the child at school. If parental custody of a child is changed or restricted, the school office must be given legal written notification from the court indicating the restrictions. No child will be released to anyone without permission from the custodial parent with physical custody rights. Any questions on custody issues must be clarified by the court and presented to the school. **Teachers are responsible for checking their students' profile pages on Infinite Campus and noting any "flags" labeled "Custody" next to the child's name. This is an indication that a custody and/or guardianship issue has been noted on enrollment forms or shared with administration. Teachers will need to check the student's cum file and speak with administration regarding information and/or court documents.**

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

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

PARKING LOTS

Please adhere to the following for staff parking procedures:

All K-4 staff members will need to park in the north, northwest, or northeast lots of the elementary school. **The back parking lot will be designated as an Early Learning Services lot for families.** This will ensure our youngest children can safely enter the building and avoid the busy area of delivery trucks and buses in the front of the school.

PETS IN SCHOOL

Due to health and indoor air quality concerns, dogs, cats, rodents, rabbits, reptiles, fish,

birds or exotic animals are not allowed on school property, unless pre-arranged with the principal. Certified therapy dogs will be permitted. Science curriculum approved by the principal may bring in the above listed animals. Organizations that may be approved for presentations may include, but are not limited to Critters & Co., Raptor Center, and Humane Society. Animals brought in for "show and tell" should be scheduled with the classroom teacher for fall or spring, thus permitting the viewing of these animals in an outside location of the school.

PLANNERS

The staff, students, and parents of the Jordan Elementary School agree that the planner is an excellent tool for communication between home and school. Parents/Guardians of students in grades 2-4 are asked to pay for a planner that is covered with the classroom supplies money submitted at the beginning of the school year. Families will be asked to pay for the planner prior to receiving it at Back to School Conferences. Planners are most effective when expectations of all three members of the partnership are fulfilled. Those expectations are listed below:

Staff is expected to...

- Record all assignments on the board.
- Sign or initial each planner every day before dismissing.
- Write notes to parents when needed.

Students are expected to...

- Take planner to and from school every day.
- Copy assignments from board to planner.
- Designate a certain time nightly to do homework, discuss planner, and have a parent sign planner.

Parents/Guardians are expected to....

- Sign / initial planner every evening.
- Write notes to the teacher when needed.

PHONE USE

Students will be discouraged from using school telephones except in emergency cases. Students are prohibited from using cell phones, pagers, and other electronic/SMART communication devices (which may include SMART watches and fitness trackers) during the instructional day that disrupt the teaching and learning environment. The only exception is stated below and/or when a teacher allows students to bring an electronic mobile device to class for educational purposes (i.e.: use a graphing calculator app in an upper level math course or for a teacher- assigned instructional activity/project). Students also are prohibited from using a cell phone or other electronic/SMART communication device to engage in conduct prohibited by school district policies including, but not limited to, cheating, bullying, harassment, gang activity, etc. **No student will take or share a picture or video of another person during the instructional day without their permission.** School district policies on *Internet Acceptable Use and Safety* and *Student Discipline* may be applied to this action.

Personal phone conversations during student contact time will only be allowed in emergency and unexpected situations. In addition, texting should not be done during class time while supervising/instructing students. Please try to conduct your phone transactions during prep, lunch, and before and after school, as quickly as possible to avoid tying up lines. (Try to keep calls to five minutes.) Limit the use of your personal calls. Staff making phone calls should NOT tie up office phones. Please do not sit and conduct phone business in the main office.

PHYSICAL FORCE

Corporal punishment, a violation of state law, is not to be used. Students may be restrained for the safety of the student or others. Reasonable force for the purpose of restraint or as a last resort for the protection of other people and property is the only time physical force is used with students (follow CPI procedures). Reasonable force is the necessary amount of force a reasonable person would use to stop and control a student or situation. Common sense is critical when dealing with aggressive or out of control students. Staff members must consider the totality of what is happening and what might happen if that situation is allowed to continue. It may be necessary at some point for a staff member to use some type of reasonable force to direct or control a student or students, to defuse or maintain control of an altercation or situation that may turn physical or harmful. Staff members should not use physical force for a minor infraction. If a student refuses to follow directions and is not an immediate threat to other persons, themselves, or the school, do not touch, and seek support from administration.

PLEDGE OF ALLEGIANCE

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

POLICIES AND HANDBOOKS

School Board policies and applicable Student Handbooks referring to policy may be found via the District's website and are referenced below. It is important that all employees are familiar with the district handbooks and policies. Employees are required to review specific policies and sign the "assurance of compliance" form associated with these policies. The District office will be sending out a Google Form for you to electronically sign stating you have read and understand the policies. This is required by law. Questions or reports regarding harassment violations should be reported to:

Ranae Case Evenson, Interim Superintendent/Human Rights Officer at the District Office.

Board Policies

- A complete list of board policies – including those being reviewed, revised, and adopted – is provided on the District website. All staff members are responsible for reviewing and understanding all board policies. Staff will need to complete a Google Form to document they have read the following policies ([Assurance of Compliance Form](#))

Of particular importance, all staff are required to read and understand the following policies:

- o **402:** Disability Nondiscrimination Policy
- o **407:** Employee Right to Know - Exposure to Hazardous Substances
- o **413:** Harassment and Violence
- o **418:** Drug Free Workplace / Drug Free School
- o **419:** Tobacco-Free Environment
- o **420:** Students and Employees with Communicable and Infectious Diseases
- o **501:** School Weapons Policy
- o **502:** Search of Student Lockers, Desks, Personal Possessions, and Student's Person
- o **503:** Student Attendance
- o **505:** Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees
- o **506:** Student Discipline

- o **514:** Bullying Prohibition Policy
- o **520:** Student Surveys
- o **524:** Internet Acceptable Use and Safety Policy
- o **526:** Hazing Prohibition
- o **529:** Staff Notification of Violent Behavior by Students
- o **531:** The Pledge of Allegiance
- o **602:** Organization of School Calendar and School Day
- o **806:** Crisis Management Policy
- o **904:** Distribution of Materials on School District Property by Nonschool Persons
- o Directory Information (*see staff and student handbooks*)
- o School Cancellation Policy (*noted in employee contracts*)
- o Student/Parent Rights Under FERPA (*see staff and student handbooks*)
- o Parents Right to Review Curriculum/Texts (*see staff and student handbooks*)
- o Telephone Numbers and/or Email addresses (*see staff and student handbooks*)
- o Asbestos Update Report (*See Health and Safety Policy and Jordan Journalist*)
- o School District Security Policy (*see Emergency Action Plan*)
- o Pesticide Application Notice (*See Health and Safety Policy and Jordan Journalist*)
- o Employee I9 Form (*refer to hiring packet*)
- o Workers Comp. Notification (*noted in employee contracts*)
- o Equal Access to Programs (Inclusive Education)
- o Student Accident Report Procedure (*see building nurse procedures*)
- o Clean Indoor Air Act (*See Health and Safety Policy and Jordan Journalist*)
- o Emergency Closing Procedures (*noted in employee contracts*)

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

- Human Rights Officer
 - o The Governing Board designates Ranae Case Evenseon as the District Human Rights Officer to receive reports or complaints of harassment or violence, hazing, bullying, and also responsible for coordinating Title IX and Section 504/ADA concerns. The Human Rights Officer may delegate investigations of complaints as deemed appropriate. If the complaint involves the District

Human Rights Officer, the complaint shall be filed directly with the Executive Director. Katie Pekarna-Damlo 500 Sunset Drive, Suite 1, Jordan, MN 55352 Telephone: 952-492-4379 e-mail: kdamlo@isd717.org.

- Drug and Alcohol Testing for Type III Vehicle Drivers
 - o 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
 - o 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
 - o 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

- o 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

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

PROFESSIONAL APPEARANCE

As educators it is important to maintain a professional appearance. Improper clothing distracts from, and undermines, the authority and respect of the classroom staff. School staff shall wear clothing that is appropriate to their subject areas. No shorts or jeans should be worn Monday through Thursday, unless there are special circumstances or events, or if required for your position. Jeans may be worn on Friday, especially with spirit wear (Jordan shirts/colors). Please use professional judgment. It is also important for staff to wear JPS badges at all times. Staff will be provided with a JES lanyard. It is also recommended you attach your access card to the building onto your lanyard in order to re-enter the building.

PURCHASING

Teachers are asked to budget for supplies with their allocated funds, and are responsible for maintaining their classroom budget with support from the administrative assistant. Teachers should only order supplies that are a needed expense for teaching and learning at the beginning of the school year. Purchase orders will need to be submitted into SmarteR Finance by the administrative assistant for approval by administration **BEFORE** any supplies are purchased, including items purchased with Box Top money, etc. The DO will still accept receipts for reimbursement; however, it is highly recommended that there be a PO submitted into SMARTeR in order to account for the purchase.

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

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

RECESS

Students are expected to go outside for approximately 25 minutes before lunch. Students will not go outside if:

- The wind chill or air temperature is below 0 degrees.
- The child is ill **and** has a doctor's note.
- It is raining / severe weather.

Staff may also take students out for additional recess time. **Please do not take the privilege of participating in recess away from a student unless it is a logical consequence for a poor choice they made during recess.** Please make sure to bring a radio with as well as the emergency folder in case of an emergency.

REPORTING OF MALTREATMENT OF MINORS

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

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

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

SCHOOL CLOSING PROCEDURES

When school is cancelled, late, or if there is an early release, staff will be notified via email, text and/or phone call via the school messenger system. An automated phone call will be made to the numbers staff members have provided to the office. Closings, early dismissals and late starts will also be broadcast over local radio and television stations: WCCO (830 AM), KEEZ (99.1 FM), and KRBI (1310 AM) and on television channels 4 (WCCO), 5 (KSTP), 9 (KMSP), and 11 (KARE).

SNACKS

Students will have a snack time as part of their daily routine. Students may bring a snack if they so choose or take advantage of the optional snack program at school. Families can choose to sign up for this option for an additional cost. The Grab and Go option provides a healthy snack for each day for the students participating. Snacks that may be offered are fresh fruit, fruit/nutrition bars, veggies, breakfast/cereal bars, etc. The cost for the Grab and

Go Snack is \$50.00 for the school year. Students in grades 1-4 can also have milk as an option for snack time (Kindergarten is free). The cost of milk for the year is also \$50.00. If this is a hardship to pay all at once, parents can contact the school office to discuss an alternative payment plan.

Please be sure the snack is a healthy snack (**more details are in the District Wellness Policy**) and does not include ingredients that other classmates may be allergic to, such as nuts. It is recommended that no candy or beverages high in sugar should be sent to school as a snack. If a student brings an unhealthy snack to school, please communicate healthier options with families. Below you will find a list of acceptable and unacceptable snacks, which can also be found in the JPS Wellness Policy.

Acceptable Snacks Include:

Popcorn, Cheese and Crackers, Peanut Butter and Crackers, Sandwiches, Unsweetened Cereal, Fruit, Vegetables, Juice (Pure Fruit Juice - Not 10%), Cheese Sticks, Beef Jerky, Crackers, Graham Crackers, Muffins, Pretzels, Nuts, Raisins, Granola Bars, Banana or Date Bread.

Unacceptable Snacks Include:

Fruit Snacks and Fruit Rollups, Cake and Cookies, Pudding, Potato Chips, Cheese Balls, Kool-Aid or Pop, 10% Fruit Juice (i.e. Hi-C), Marshmallows, Rice or Krispy Bars.

STAFF LOUNGE

This area is for all staff at JES to use. We have set up a rotation to keep the lounge respectful looking by cleaning off tables, placing food into the refrigerator from staff gatherings, cleaning the microwave and checking the refrigerator for expired food at least twice a month, and making sure the sink remains clean and free from dirty dishes. Refrigerators/freezers will be totally cleaned out by custodial staff over winter break and at the end of the school year, so please make sure to remove any personal items prior to those times.

September – Media, PE, Music, Art

January – 1st grade staff

October – Office staff

February – 2nd grade staff

November – Paraprofessionals

March – 3rd grade staff

December – Kindergarten staff

April – 4th grade staff

May - Special Ed staff

June- All Staff

STAFF MEETING SCHEDULE

(AM Meetings, 7:20-7:50; PM Meetings, 2:50-3:20)

Tuesday Meetings

- Building Advisory
 - 1st Tuesday (AM)
 - Instructional Leadership Team
 - 2nd Tuesday (AM)
 - MTSS Behavior Team
 - 3rd Tuesday (AM)
 - MTSS Academic Team
 - 4th Tuesday (AM)

Wednesday Meetings

- 2nd Wednesday of the month (AM): **Staff meeting** focused on “business” items and updates/discussions from the various committees that meet on Tuesdays
- 3rd Wednesday of the month (AM): **CRT/RAC**-PD for staff on topic(s) that our PLC Leadership Team chooses

Thursday PLC Meetings

- Grade Level/Dept. Teams
 - Meet every Thursday of the month (AM)
 - SPED:
 - 2nd Thursday of month-Child Study
 - 4th Thursday of month meeting w/Chad (AM)
- Discussion Topics:
 - Data discussions about students (Dufour/MTSS model)
 - Sharing effective instructional strategies (Dufour/MTSS model)
 - Discussions & reflections on building/district goals (Dufour/MTSS model)

STUDENT RECORDS/BIRTH CERTIFICATES

The school district maintains some information necessary to carry out an effective educational program for each child. Parents have the right to examine the contents of their children's records. Others having access to the records include school staff having a legitimate educational interest in the child; another school district; a college or educational institution in which the student may enroll; and the courts when a record is

requested by judicial subpoena. Only with written parental consent will a student's record be available to any other party. When a student reaches 18 years of age, required consent and the rights accorded the parent shall thereafter be required of and accorded to the student. **In order for a student to be enrolled at Jordan Elementary School, we need a record of immunizations or a conscientious objection form on file by October 1st and also encourage families to submit a copy of a birth certificate.**

IEP'S – If there is a child in a classroom that is receiving Special Education services, it is the teacher's responsibility to know and understand the IEP and what support and modifications/accommodations are needed for the student. SPED staff should also share relevant information with specialists and paraprofessionals who work directly with those students.

504 Plan – If a child has a 504 Plan, it will be in the child's cumulative folder. It is the teacher's responsibility to follow the plan and what support and modifications are needed for the student to succeed in the classroom. The school social worker and building administration will work with families, students, and staff to ensure the 504 Plan is being followed.

SUPERVISION BEFORE AND AFTER SCHOOL

All staff should be present in the hallways before the school day and during dismissal whenever possible to welcome students and to end the day on a positive note. Certified staff will be assigned supervision of students before or after the student day, and will be on a rotation schedule throughout the school year. Staff supervising the front doors should report by 7:45 and make sure students are safely in the building and in the designated areas until 7:55, when they can be excused to the classrooms. Students should not be dropped off from a vehicle at the front of the building between 7:45-8:10 AM, and staff should make an attempt to remind parents of the drop-off area located at the back of the building. Administration should be notified if it becomes a repeated behavior, or if the parent becomes agitated and unwilling to cooperate. Staff supervising students being picked up by parents in the back lot should report to the Multi-purpose Room for duty by 2:45. If students are not picked up by 3:00, they should be brought to the office in order for the administrative assistants to call families. Because there is no formal supervision following dismissal at 2:50 p.m., students should leave the school grounds immediately unless they have to stay for school related business.

SUPPLIES

General supplies are located in the workroom and/or storage room. Other supplies are kept in the office. Teachers need to be responsible for only using what they need for their classroom and be mindful that supplies are to be shared by the entire building staff,

including copy paper. Please be purposeful in the copies you make and that they best meet the learning needs of students. We have a limited amount of office and paper supplies that need to last the whole school year. **Please do not send students to the office for additional supplies or photocopies for instructional use.**

SUSPENSION/EXPULSION

Occasionally, it becomes necessary to suspend or expel a student from school. In this event, all procedures will be governed by MSA 127.26-127.40, more commonly known as the Minnesota Pupil Fair Dismissal Act. Under the provisions of this law, students may be suspended or expelled from school for any of the following: - Willful violation of any reasonable school board regulation. - Willful conduct which materially and substantially disrupts the rights of others to an education. - Willful conduct which endangers the student, other students, or school property. Students may be summarily suspended from school for one day by administration. Students may be suspended for two to five days by the building principal following a brief hearing in the office. Expulsions may be imposed by the school board upon recommendation by the principal. Expulsions may be for the remainder of the school year or less and may occur after the school board has held a hearing in accordance with the law.

TEACHER EVALUATION (FORMAL AND INFORMAL)

The purpose of teacher evaluation is to improve the quality of instruction, to foster professional growth, to provide administrative support, and to view the staff member and student body in learning situations. A building administrator will formally evaluate non-tenured teachers three times per year until they earn tenure. This is typically for a duration of three years unless the teacher has earned tenure in another district in Minnesota, in which case the duration is one year. All formal evaluations will include a pre-observation conference, observation, and a post-conference with the teacher. Written documentation will be shared with the staff member as well as filed in the district office. All tenured staff on the formal review cycle (once every three years) have the option of being formally evaluated by administration or complete a portfolio that will be evaluated by the building administrator and complete a peer review by the end of the school year. Tenured staff not scheduled to be formally evaluated will complete a peer review by the end of the school year.

It is the intention of JES administration to complete a **summative evaluation for Tenured and Non-tenured teachers by the end of the school year.** During this process, the evaluator and teacher(s) will review individual professional goals and analyze the evidence of teacher impact on student growth through student data and results from the entire professional review cycle. The teacher(s) may elect to invite his/her peer reviewer to this meeting.

It is the goal of building and District administration to complete informal walkthroughs and administrative rounds on a regular basis throughout the school year. The purpose of these walkthroughs is to drop in and look for specific instructional practices, observe the overall classroom environment, and share informal feedback and ask the teacher questions to positively impact teaching and learning.

The following is the schedule for formal observations:

2020-2021	2021-2022	2022-2023
Max Haakonson- Year 1	Non-Tenured	Non-Tenured
Jessica Hoffman-Year 3		
Rachel Houle-Year 3	Britt Flicek	Leah Aamlid
Britney Schulz- Year 2	Jason Geisel	Shannon Aukes
Taylor Soine- Year 2	Sarah Houdek	Lauralie Axtell
	Joe Klatt	Barb Buthe
Michelle Armstrong	Tony King	Nikki Carlson
Maggie Holbeck	Lanae McClellan	Mike Coddington
Julie Holzwarth	Amanda McMahon	Greg Dietel
Kyle Johnson	Kimberly Pettinelli	Nicole Dietz
Lauren Meyer	Kelly Pongratz	Tracy Eddington
Ariane Jensen	Jessica Rance	Mindy Foyer
Rena Milawski	Rachel Volbrecht	Diane Hesse
Steph Olstad	Leah Weber	Holly Johnson
Meghan Reinholt		Lindsay Johnson
Gwen Schultz		Kristin Kilgren

Drew Sinke		Adam Larson
Cherie Stemig		Jenni McDonald
Tammy Stensland		Molly Nefstead
		Kylee Ohme
		Laura Theis
		Haley Warden

TEACHER HOURS

The contracted workday is flexible from 7:20-7:45 to 3:20-3:45. Teachers should be available for meetings to start promptly at 7:20 and be in the classrooms by 7:55 to welcome students. Teachers who may arrive late on occasion should call the principal. The principal should also be contacted if a teacher needs to leave the building during the day or before their contracted day.

VISITING SCHOOL

Volunteers, parents, guardians and grandparents are always welcome at JES. Because of student safety, we do require visitors to sign in at the office and wear a visitor's badge before visiting any classroom. If a parent/guardian wishes to visit for an extended length of time, approval from the classroom teacher and principal is required to ensure that the visit will not interfere with instructional time. Please refer to the school handbook for our district policy regarding Visitors in District Buildings.

VOLUNTEER GUIDELINES

Jordan Public Schools welcome volunteers of all ages who want to share their talents, skills and resources to help support students, teachers, and school programs. Volunteers play an important role in our efforts to ensure academic success for every student. Every day parents, grandparents, community and business members bring fresh perspectives and enthusiasm to our schools while enriching the learning experience of our students. Volunteers have discovered that spending time and sharing talents with students is an energizing and worthwhile experience. Whether you have an hour a day, a week or month, we have students and classrooms that can use your help.

Some of the ways you can share your skills and contribute are:

- Read to students or listen to them read
- Work one-on-one or in small groups helping students master basic skills in math, reading or writing
- Visit a classroom as a resource speaker and add first-hand experience by sharing your career, travel or ethnic heritage
- Assist with classroom and school activities
- Work behind the scenes on school projects and events
- Serve on a school or district-wide committees and councils

We are committed to working with you to ensure volunteering is a rewarding experience for everyone. We ask that you follow the policies and expectations outlined below to help us maintain a safe and respectful environment for students, staff, and volunteers.

Confidentiality

Confidentiality is very important. While volunteering, you may observe, read or hear much about individual students and their school or home experience. Do not discuss your observations or opinions about a student with anyone other than the student's teacher or school principal. All information about student abilities, behavior, relationships, grades or background is confidential. We depend on our volunteers to maintain confidentiality of our students, staff and volunteers.

Sign-In/Out

You are required to sign-in before you begin your volunteer activity. Stop in the office immediately upon arrival each time you volunteer. For the safety of everyone, we need to know who is in the building and where to locate you in case of an emergency. Don't forget to sign out.

Name Badges

Volunteers must wear an official volunteer name badge while in the building. Name badges identify you to students, staff and other volunteers as a registered volunteer.

Student Discipline

Volunteers may not discipline students beyond maintaining order in their group or activity. Please report any problems with a student's behavior to the supervising staff person. The professional staff of the school is always responsible for discipline.

Student Contact

For the protection of both you and the students, observe the following when working with students:

- Avoid being isolated with a child, such as a room with a closed door. Work only in areas of the school that are in continual, direct supervision of district staff.
- Use the staff/adult restroom facilities rather than the student facilities.
- Refrain from giving students gifts, rewards, or food items without the teacher's permission.
- Interactions between you and students may take place only at scheduled times and in the school.

Cultural Differences

Our school community is diverse. It is important that we work with one another without bias and consider cultural, moral, and value differences.

Younger Children

Many of the volunteer jobs require your undivided attention, and bringing your younger child with you to school could prohibit you from doing your best work. Please talk to your staff contact about volunteer projects that you can do at home instead.

Use of Controlled Substances

The distribution, possession or use of tobacco, alcohol or controlled substances by staff, students, visitors or volunteers is prohibited on school grounds.

Criminal Background Check

Minnesota state statute 123B.03 requires that a background check be performed as this volunteer position may involve working with or near children. Jordan Public School District policy 404 outlines the procedures for a background check. If you will be volunteering in the school under the direct supervision of a school district employee, the District **will not require a criminal background check**. However, if you are volunteering in the school and will be working with children in areas not supervised by a school district employee, you will need to **complete the appropriate documents on the *Trusted Employees* website for a paid criminal background check**. For volunteers chaperoning for field trips or other events **outside of school, the volunteer will need to pay for a criminal background check to be completed via the *Trusted Employees* website**. Please complete the form(s) if you plan on volunteering at Jordan Elementary School for the upcoming school year.

WEBSITE PARAMETERS

Teacher homepages are an important part of the school experience not only for current students and families but also for prospective students and parents. It is an effective recruiting and retention tool that requires some time and effort at the beginning but then can become a simple routine. It is the district's expectation that all pages are updated weekly with current information. The following are guidelines and suggestions for your teacher page.

- Welcome Page (professional bio and contact info): The JPS Marketing and Communication Specialist has already created this page using your current information
- Classroom Expectations (related to PBIS model and school rules)
- Daily Schedule
- Academics: curriculum information, assignments, and upcoming projects
- Newsletter
- Other **optional** items that can be included but are not limited to:
 - o Field Trip Information
 - o Class wish list o Class highlights
 - o Educational links for students and/or parents
 - o Academic enrichment activities
 - o Pictures of field trips or classroom experiences (if permission granted)
 - o Homework Drop Box/Schoology/Google Classroom Link

WITHDRAWAL FROM SCHOOL

Any student withdrawing from school will have a form completed on which the homeroom teacher will indicate the grade, materials checked in, etc. When teachers initial a withdrawal slip, this should indicate that the books have been returned. If the student has not checked in books or other materials, indicate on the form the name of the book, book number, and value. Prior to the student's withdrawal from school, please submit this form to the office for it to be fully completed and filed.

WORK ORDERS

When staff has a work order for a technology or custodial request (ex: heating/ cooling, computer or phone hardware repair, electrical, etc.) staff will need to complete an online request using the *School Dude* found on the school website by clicking on Staff Login.

Requests should NOT include requests for general cleaning or supplies/questions. If there is a spill in the classroom, or a student gets sick, please notify the office immediately so it can be taken care in order to maintain a healthy learning environment.

Below is a list of the changes and additions being made in the JES Staff Handbook for the 2020-2021 school year:

All affected sections revised in the JES staff handbook where new Interim Supt. Ranae Case Eversen's name replaced outgoing Supt. Matthew Helgerson.

STAFF

- Revised/added current JES staff members

CLASSROOM EXPECTATIONS: PBIS

- Added information that we will be honoring CRT/RAC practices within our J-Town Pride/PBIS model of being respectful, responsible and safe

DISMISSAL

- Will be revising staggered dismissal procedures and times based on current building model chosen for school year

FLEXIBLE ONLINE LEARNING DAYS

- Changed Schoology to Google Classroom

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS)

- Added Social-Emotional Learning practices to be used for Tier I instruction and professional development needed for staff
- Added language on Restorative Justice and Culturally Responsive Teaching (CRT) practices used in the classroom
- Added description of CRT language RAC (Recognize, Acknowledge, Connect) to help teachers reinforce expected behaviors in the classroom

STAFF MEETINGS

- Modified schedule of meetings from last year

TEACHER EVALUATION

- Modified teacher observation schedule by adding new staff and cycle of observing tenured teachers

Additional changes will/may be needed based on the instructional model we are in at the start of the school year as well as COVID health and safety guidelines needing to be implemented.

Jordan Middle School



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

2020 - 2021 STAFF HANDBOOK

Ben Bakeberg
Middle School Principal

500 Sunset Drive
Jordan, Minnesota
(952)492-2332
www.jordan.k12.mn.us

Jordan Middle School Staff

<p><u>JMS Office</u> Ben Bakeberg – Principal Kelly Kochlin – Administrative Assistant Brenda Boeckmann – Administrative Assistant Laura Menden – Nurse Nicole Langheim - Nurse</p>	<p><u>Exploratory Classes</u> Kelsey Munson-Art Kacie Rothmeier– Family & Consumer Science Leo Willaert – Industrial Technology Travis Paulsen –Technology Craig Albers - Technology Kendra Olson – Spanish</p>
<p><u>Grade 8</u> Ashley Hyatt– Science Ansley Peters – Social Studies Kaylee Doherty – Language Alicia Lhotka – Math Lisa Ruehling - Math</p>	<p><u>Physical Education/Health</u> Colleen Chambers Brian Heller Anthony Kusske</p>
<p><u>Grade 7</u> Kelly Hyer – Science Bruce Borowicz – Math Tammy Randolph – Language Gina Goehring Anderson – Language Darren Ripley – Social Studies</p>	<p><u>Student Support</u> Chelsey Meyer – School Counselor Rachel Rydberg – School Social Worker Tammy Randolph– REACH Lisa Ruehling –Academic Interventionist Gina Goehring Anderson – Academic Interventionist Rose Gulbranson - Behavior Interventionist Tatiana Hamer - ELL</p>
<p><u>Grade 6</u> Heather Davis – Math Aaron Gorath – Social Studies Michael Mangone – Language/Reading Brandon Arnold– Language/Reading Meredith Schuettpelz – Science</p>	<p><u>Music</u> Logan Burnside – Band Tracy Cederstrom – Band Tobias Thietje – Choir/Drama</p>
<p><u>Grade 5</u> Nathan Steele – Math Jennifer Bahn – Language/Reading Sarah Fritzke – Language/Reading</p>	<p><u>Food Service Staff</u> Sherri Glazer – Manager Tami DuGuay Kim Krautkremer</p>

<p>Nikki Elliott – Science Nate Kucera – Social Studies</p>	<p>Shari Schmit Devon Fye Mary Jane Schroeder</p>
<p><u>Special Education</u> Sarah Curren – Speech Becca Pauly– Life Skills Jessica Devine – EBD Anna Pederson – SLD Eric Reger – SLD Rose Johnson-SLD Laurie Schmidt – ASD Jamie Burr-JMS/JHS School Psychologist</p>	<p><u>Paraprofessionals</u> Marilyn Gall Jane Glaccum Billie Jo Johnson Marissa Sotelo Sheila Pelowski Laurie Schanus Joy Streefland Kevin Way Amanda Nolden Kirstin Brown Terri Pekarna</p>
<p><u>Custodians</u> John Nugent Norman Hull James Lehen</p>	

JORDAN PUBLIC SCHOOLS STRATEGIC ROADMAP

MISSION

Jordan Public Schools will:



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

VISION

Jordan Public Schools will:



- Help students attain high academic achievement
- Provide a safe, collaborative and innovative culture and environment in which to learn and work
- Be fiscally responsible and maintain quality facilities
- Engage with all stakeholders in an intentional and effective manner



Excellence

Relentless and intentional effort in continuous improvement



Integrity

Doing the right things at all times with honesty, trust and respect



Expectations

Setting a high bar for myself and others in learning, behavior, commitment and service



Innovation

Finding courageous ways to excel through research and action



CORE VALUES

Collaboration

Working in partnership for shared goals



Respect

Showing pride in who we are and celebrating our differences

STRATEGIC DIRECTION

Jordan Public Schools will:



- Improve Student Achievement, Learning and Career and College Readiness
- Provide a safe and collaborative culture in which to learn and work
- Manage Resources (Human, Financial and Physical)
- Improve Community Connection, Satisfaction, and Engagement
- Integrate data-informed instruction, assessment and learning as a core competency in every classroom

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.

2020-2021 School Year Building Goal for JMS



- In order to positively impact each student's achievement and community relationships we will implement MTSS frameworks and PBIS to support the school's vision.
 - **JMS 2020-2021 Action Plan**-Will be linked following data retreat

General Information

- Know and Live your "Why" daily. Your students and colleagues deserve this.
- Build positive relationships with students and colleagues.
 - Greet students at the classroom door daily.
 - We will all have good and bad days.
 - Vent once you have voiced.
 - Not going to be friends with everyone but we need to be respectful.
- Take risks and grow as a professional!
 - Keep the "Bigger 20" in mind!
 - 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, 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's progress is unsatisfactory, the following steps should be taken:

- Work with the student to develop a plan to fix the issue.
- Talk with the grade level team and advisory teacher.
- Proactively communicate with parents to develop a plan and build a positive relationship.
- Refer student to counselor.
- If a student is in jeopardy of failing a CORE class for the year, we must meet with families to discuss.

As a staff, we will develop plans to meet the learning needs of our students.

Advisory

The purpose of the Jordan Middle School advisory program is to strengthen student connectedness to the school community. There are three parts to the advisory program.

Parts of JMS Advisory Program	Staff Responsibility	Student Responsibility
<ul style="list-style-type: none"> ● Character Education/Ramp Up/PBIS 	Deliver prepared curriculum. This will be developed as a grade level team or building need.	Participate in discussion
<ul style="list-style-type: none"> ● Academic Coaching 	Meet with each student weekly about progress.	Homework/read while others meet with the teacher.
<ul style="list-style-type: none"> ● Community Building 	Engage in community building with students.	Engage in community building with advisory.

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

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

WIN-(What I Need)

- WIN is a dedicated time during the school day for students and staff to collaborate and connect.
- Students will be assigned to a “WIN” class on their schedule. Teachers are expected to take daily attendance.
- Once students have checked into their assigned “WIN”, students will have the option of choosing different activities to engage in.
 - These activities may be:
 - **Academic** (reteaching of a lesson, meeting with a teacher, ect.)
 - **Exploratory** (technology, fitness, etc.),
 - **Required** (failing classes, missing work, intervention).

Accidents

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

- In case of a medical emergency, take care of the employee first by calling 911. After the employee has been taken care of, immediately call the nurse care line so they can contact the hospital and assist with the claim.
- Once you have completed the nurse line call, please complete the Accident Report Form. Please send the completed Accident Investigation form to Katie Pekarna-Damlo in the District Office within **24 hours** of the accident

Activity Nights

Activity nights will be offered and divided by 5th/6th grade and 7th/8th grade.

- 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 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 comfortable 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 OFFICE.

Attendance

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

Building Security Alarm

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

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

Live alarm hours for ALL BUILDINGS:

- Monday – Friday: 10PM - 5AM
- Saturday – Sunday: 24 hours
- Holidays: 24 hours

Special Note: *You must be out of the buildings by 1:00AM as the system automatically rearms.*

- Door location for entrance/exit during alarm hours (must use these doors):
 - JES: ELS (Early Learning Services) entrance
 - JMS: Back entrance by the mat room (Door 5)
 - JHS: Loading dock entrance

Security Alarm Tutorials

- JMS > bit.ly/JMS_security_1617

CERC/Weight Room/Track

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

Classroom - Flexible Space Checkout Form

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

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

Notify custodians of items that need repair via the [SchoolDude](#) 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 4:00 to 8:00 PM during two days each semester. Below are open house and conference information for the 2020-2021 school year:

- August 26th - Family Resource Night (Open House/Curriculum Night)
- October 12th - Invitation Conferences (Digital Learning Day for JMS)
- November 19th - Open House Conferences
- February 25th - Invitation Conferences (Digital Learning Day for JMS)
- March 18th - Open House Conferences

Cooks/Food Service

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

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

Coaches and Advisors

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

- **Scheduling of school events**
 - All activities involving middle school students or faculty must be scheduled through the Community Education/Activities Director's office.
- **Out of Town Events**
 - Students representing the school in out of town activities will travel to and from the events in school sanctioned transportation.
 - Students must return with the team unless a prior note signed by a parent/guardian is given, or the parent/guardian visits with the coach for approval.
 - A supervisor must travel with the students and attend all out of town functions.
- **Passes to School Events**
 - Complimentary passes to local athletic events and other local extracurricular activities will be given to members of the Jordan School Staff. **These passes are good for the individual staff member only, not spouse or family.**

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 [SchoolDude](#) 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)

End of Year Procedures

At the close of the school year, all staff members will complete the Teacher/Staff Checkout.

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 cancelled, families, teachers and students will receive an announcement regarding Flexible Learning expectations through the school messaging system.

- In addition, a notice will be placed on the JPS website, and *if possible*, the implementation of a Flexible Learning Day will be broadcast in conjunction with the school closing announcements on radio and television.

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

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

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

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

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

What is required of teachers during Flexible Learning Days?

During Flex Days, teachers are asked to:

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



Fire Drills/Tornado/Emergency Response Drills

- [Full Plan with Scenarios](#)
- [Universal Procedures-Presentation](#) (Goes in Sub Folder)
- [EAP Resource Link](#)

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

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

Fire Drill/Emergency

Are you supervising students at the time of the drill?

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

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. All chaperones must have completed a background check prior to the trip. Below is the process used to receive chaperone approval. The chaperone must complete and pass the volunteer background check. Please use this process for all field trips that require a chaperone.

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

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

Grading

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

The following grading scale will be used for reporting grades:

A	94%	C	73%
A-	90%	C-	70%
B+	87%	D+	67%
B	83%	D	63%
B-	80%	D-	60%
C+	77%	F <	0%

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

- **LONG TERM PROJECTS**

- For 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.
- As part of the registration process, staff will offer feedback for the placement of students into remedial courses. Final placement of courses will be made by the building principal.
 - Please reference JMS Remedial Course Requirements in grade level registration manual for the criteria:
 - [5th Grade Registration Handbook](#)
 - [6th Grade Registration Handbook](#)
 - [7th Grade Registration Handbook](#)
 - [8th Grade Registration Handbook](#)
 -
- If concerns arise about a student's performance, the parent should be communicated with PRIOR to communicating with a child.

IEPs, 504s and Parent Meetings

- [Referral Process Flow Chart](#)
- [i Team Video](#)

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. A minimum of one teacher per team is required to attend IEP and 504 meetings. 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.) .

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.**

Lunch (See Schedule) & Breakfast (7:25 AM - 8:00 AM)

Students and staff must all eat during the scheduled lunch times to respect the food service staff time. Please put money into your account at the start of the year or pay for your lunches daily. All students/staff need to make sure they maintain a positive balance in their lunch accounts.

Lunchroom Process/Procedure

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

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

Mail

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

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

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



Money

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

Parking

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

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

Passes

Any time a student is in the building during school hours and not in class, he or she must have a pass signed by a teacher, administrator, or secretary. Students are not allowed to be out of class at any time without a pass signed by a teacher stating the purpose for being outside of the classroom. Any student found in the lavatory 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.
 - **Seperate folder for Flexible Learning Days**
 - Calendar with assignment due dates
 - Syllabus/Syllabi and classroom expectations
 - Optional items that can be part of course folders include but are not limited to:
 - Presentations (PowerPoint, Prezi, etc.)
 - Links
 - Videos
 - Assignments/quizzes to be completed digitally
 - Curriculum information
 - Newsletters
 - Field trip information
 - Extra-curricular related to the program – i.e. pictures of field trips or classroom experiences
 - Student educational links
 - Parent educational links
 - Academic enhancement activities
 - Class highlights
 - **School Website** pages should include the following:
 - Syllabus/syllabi for courses including classroom expectations and grading procedures.
 - Link to Google Classroom
- **Newspaper**
 - An extremely valuable source of good public relations is the local paper. Please publicize activities in your classroom or in the organization that you advise. Articles for Thursday's paper should arrive at the Jordan Independent by 4:00 p.m. on the Friday before. Email these to the principal for review and the principal will forward to the Jordan Independent.
- **Social Media**
 - 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 Kat Pass at kpass@isd717.org / 952-492-4408 to establish district social media accounts.
 - ***It is not advised to be "friends" with students on Social Media.***
- **Building Tours**
 - Building tours will be done to promote the excellence happening at Jordan Middle School and the district. Please continue your normal routine unless otherwise noted. At times staff will be asked to help prepare or "stage" the building for special events. Whenever possible, tours will be highlighted on the weekly News and Notes.

- **External Communication to Families (Branding Expectations)**
 - All external communication from school staff must be professional and follow [The Jordan School District Visual Identity Brand Manual](#). The program is composed of a system of coordinated graphic elements, including a district logo, athletics logo, and a specific color palette.
 - [Jordan Middle School Generic Letterhead](#) - (Make a Copy)
 - [Jordan Middle School Principal Letterhead](#) - (Make a Copy)
 - This is to ensure a consistent and professional image is presented to families so families can focus on the message and not the manner in which the communication is sent.
 - If you have any questions about how these logos are supposed to be used, please reference the school district Brand Manual below or contact Kat Pass at kpass@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.

Below are the procedures that should be followed:

1. Staff complete GOOGLE DOC REQUEST FORM – (found on District Website under Staff Links) and submit form to building administrative assistant - requests should include a detailed listing of all items being purchased.
2. Administrative assistant enters PO information into REGION (SMARTer Finance) and routes for the proper approval from the administrator.
3. Once approved, the administrative assistant will print out the purchase order.
4. The administrative assistant will place the order via credit card (online or phone) or fax/mail PO to get invoiced at a later date.

Items to be aware of:

- Purchase orders are not needed for purchases made from a local merchant where the school district has a charge account - the staff member needs to make sure the administrator is aware of the purchase prior to the purchase being made.
- Local merchants where the school district has a charge account are:
 - Rademacher's
 - Ace Hardware
- The Staff member needs to turn in a detailed receipt to the administrative assistant immediately upon return.
- Budget account codes need to have funds available before a purchase order will be approved. If funds are not available in the account code, a budget transfer will need to be done from an account code that has funds available.
- The purchasing procedures also need to be followed for purchases made with the district credit card.
- Purchases made with the district credit card should be done by the building administrative assistant or administrator – the purchaser will need to ensure sales tax **is not** charged. If

sales tax is charged, it will be the purchaser's responsibility to get that money refunded or to reimburse the district that amount.

- If a staff member wishes to take the credit card to a store, such as Walmart, JoAnn Fabrics, etc., the purchasing process still needs to be followed before making the purchase. Staff should use an estimated dollar amount when filling out a request. Receipts need to be turned into the Administrative Assistant immediately upon return. It is best practice to get a Sales Tax Exempt form to take with to the store.
- Please note it is not appropriate or acceptable for any employee to write down the number of the credit card to be used for later purchases as this compromises card security.
- Purchases made with the district's Amazon account need to have a purchase order first. If a purchase order number is not entered on the Amazon order, Nicky in Accounts Payable has the authority to cancel that order.

Staff Work Day/School Day

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

Wednesday is designated as family night at 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](#)
- [Hybrid Schedule-Draft](#)

Secretaries

While the secretaries are happy to help you in any way they can, please remember much of the day to day operations of the school are in their hands. Their work is assigned by the administration.

Please be considerate and abide by the following rules:

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

Study Halls

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

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

Staff Absence

When you are ill and unable to come to work, please make sure you call in by **6:00 AM** to our sub calling line (Teachers On Call/Kelly Services) so a substitute can be secured for your classes.

Substitute Teachers

- Substitute teachers are extremely important to us and are hard to get. When a teacher has a sub, they should be treated with courtesy and consideration. Always leave detailed lesson plans if you know in advance you will be gone. Remember -- be organized at all times in case of unexpected absences. Follow through on any notes regarding discipline problems the sub may have left. We want our subs to want to come back. Please help in any way you can.

Staff Dress

All staff are expected to dress in accordance with the dress code in the student handbook. We are role models and must set an example of appropriate and professional dress. Casual dress is not considered professional dress. Jeans are considered casual dress and may only be worn in conjunction with Spirit Day on Friday of each week.

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	MTSS Staff Development	PBIS
Wednesday				
Thursday	Team Meeting	Team Meeting SPED	PLC Meeting	Team Meeting • Data Meeting SPED (Chad)
Friday	Positive Cup	Positive Cup	Positive Cup	Positive Cup

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 a 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 *(Will be updated following the Data Retreat)*

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.

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](#)
- **SWIS**
- **PBIS Days Plan**

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 interactions
 - [Steve Forsythe Video](#)
 - [Look Inside](#)
- ***Acknowledge***
 - Acknowledge the positive behavior
 - The PBIS Committee will share avenues to recognize students displaying positive behavior. Please utilize these approaches and recognize positive student behavior.
 - J-Town P.R.I.D.E pass
 - Student of the Month
 - Advisory Teacher, classroom teacher positive call home
 - All school celebrations for filling up the Pride Pass Bucket
 - Positive Social Media Stories/News stories
 - Positive Postcards

- Acknowledge the negative behavior
 - Many minor behaviors (tardiness, inconsistent work habits, noisy or disruptive behavior) generally require more of a process approach. Use the following approach under **connect**.
 - Always refer major behaviors to the office immediately.
- **Connect - Conversations, Consequences, and Punishments**
 - Connects students to the group
 - Does the student need a conversation, consequence or punishment in order to learn? (Red, yellow, green)
 - Reestablishes relationship between student and others
 - Conversation, consequence or a punishment is given because we care
 - Connects school culture and personal culture
 - Teaches students to be situationally aware of their environment
 - Provides the teaching, time, and space for the student to Rearrange, Restore, and Change their negative behaviors into positive behavior

STEP 1: Conversation

- Ask yourself the following questions PRIOR to addressing behavior.
 - Am I coherent or 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?
 - How will my students rearrange, restore, and change?
- 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 office.*
 - 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 communicate with families whenever a student is sent out of the classroom. Communication is critical to ensure a referral is not a surprise to students and families.

STEP 3: Punishment (Major Referral)

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

Techniques and Tools to Recognize, Acknowledge, and Connect

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

- **Recognize**

- **Classroom**

- [Significant 72-Ideas to recognize students and build relationships](#)

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

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

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

- **School**

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

- **Community**

- Activity Night
- Heritage Night

- **Acknowledge**

- **Call and Response Options**

Call	Response
Peace	Quiet
Bring it	Down
When you hear my voice	Clap Once
Maroon	Gold
What	Up
Turn it	Up
Are you focused?	Yes I am
Holy Moly	Guacamole
Hocus Pocus	Everybody Focus
Hands on Top	That means stop
Zip it Lock it	Hands in the pocket
Ready, Set	You bet
J-Town	Pride
All set	You, bet
Brilliant	Minds

- **Chants** - Good Job, Take A Seat, Clean Up, Circle Up, Thank you

- Circle Up (clap, clap) Circle Up, (clap, clap) It's time for us to circle up (clap, clap) Grab a friend (clap, clap) Bring 'em in (let the lesson begin)
- Take a seat (clap, clap), Take a seat (clap, clap) Take a load off your feet (clap, clap) Say twice..... Sit on Down, Sit on Down, WHATTTTTT.....
- Good Job Good Job (clap, clap) twice ... G..double O D JOB Good Job Good Job (clap, clap)
- Thank you (same as Good Job)

- **Movement Managers**

- Mix and Mingle with Music
- Partner Power
- Walk and Talks
- Bottoms Up - Heads together
- Thermometer of agreement

- Letters around the room
 - Agree/disagree
 - Where do you fall scale (Love on one side, accountability on the other)
- **Student Response Managers**
 - Raise a hand
 - Blurt out
 - Clap once if you think, stomp if the answer is ... stand up if...
 - Point to the speaker
 - Hands on your head, hands on your 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.
- 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 principal’s office immediately.
- Once you deal with a student’s inappropriate behavior, find a way to reaffirm his/her self-worth by saying or doing something of a complimentary or positive nature. 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

“ISP-” I Solve Problems Room Intervention

At JMS, we believe all students can learn from their mistakes by processing and fixing the results of their behavioral choices. The purpose of the ISP room is for students to take responsibility for and develop a plan to correct behavior. In collaboration with the behavior interventionist teacher, the student and eventually the adult will reflect and correct the situation. 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 need fulfilling, without disrupting others' needs.

It is expected each classroom teacher has rendered two interventions prior to sending a student to ISP. 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 ISP/office within our school is to assist students and teachers in the R.A.C process (Outlined above). It is never productive to use sarcasm, shaming, blaming, or guiltting a student.

Removal from Class

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

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

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

Suspension/Make-up Work Credit

More serious and persistent violations of school policy will result in suspension from school. Proper notification will be sent to parents in all cases. Suspensions may range from 1-10 days. **Students suspended from school may make up work missed during the suspension (The Pupil Fair Dismissal Act of 2001.) Teachers are expected to have make-up work to the office by 3:00 PM the following school day.** Necessary make-up work/homework will be collected in the office. Work missed may be in an alternative form, however, not punitive.

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

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 7:55 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 7:55 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.
- **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.

Teacher Development and Evaluation

- [TD & E Link](#)
- [Observation Schedule](#)

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

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

Assurance of Compliance

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

Board Policies

- A complete list of board policies – including those being reviewed, revised, and adopted – is provided on the District website. All staff are responsible for reviewing and understanding all board policies. Of particular importance, all staff are required to read and understand the following policies:
 - Directory Information (*see staff and student handbooks*)
 - **502:** Search of Student Lockers, Desks, Personal Possessions, and Student's Person
 - **506:** Student Discipline
 - **503:** Student Attendance
 - **505:** Distribution of Non-School Sponsored Materials
 - **904:** Distribution of Materials
 - **514:** Bullying Prohibition Policy
 - **602:** Organization of School Calendar and School Day
 - School Cancellation Policy (*noted in employee contracts*)
 - **420:** Students and Employees with Communicable and Infectious Diseases

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

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

- Human Rights Officer
 - The Governing Board designates Ranae Case Evenson as the District Human Rights Officer to receive reports or complaints of harassment or violence, hazing, bullying, and also responsible for coordinating Title IX and Section 504/ADA concerns. The Human Rights Officer may delegate investigations of complaints as deemed appropriate. If the complaint involves the District Human Rights Officer, the complaint shall be filed directly with the Executive Director. Katie Pekarna-Damlo 500 Sunset Drive, Suite 1, Jordan, MN 55352 Telephone: 952-492-4379 e-mail: kdamlo@isd717.org.
- Drug and Alcohol Testing for Type III Vehicle Drivers
 - Minnesota state law includes various regulations pertaining to the transportation of students. These regulations may include, but are not limited to, required certification training, background checks, safety equipment, safety procedures, etc. The Executive Director and

his/her designee shall oversee and direct the transportation program. The District reserves the right to request a Drug & Alcohol test of any Type III driver involved in an accident while operating a district vehicle. If the accident involves the loss of human life or if the driver receives a citation for a moving traffic violation arising from the accident which results in bodily injury or disabling damage to a motor vehicle, Drug & Alcohol testing of the driver is mandatory, in accordance with MN state statutes. The complete policy #709 - Transportation by School Vehicles is available on the website.

- Grievance Procedure for Filing Complaint, Comment or Concern Harassment & Violence, Section 504, Title IX
 - Any person who feels they have been inappropriately denied Section 504 or Title IX services, or have been a victim of religious, racial, sexual or other forms of harassment or violence by a pupil, teacher, administrator or other school personnel should report the alleged acts immediately to an appropriate District official designated by this procedure. The District encourages the reporting party or complainant to use the report form available from the Administrator of each building or available from the administrative office, but oral reports shall be considered complaints as well. Nothing in this procedure shall prevent any person from reporting grievances or alleged acts directly to the District Human Rights Officer or the Executive Director.
- Reprisal
 - The District will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who makes a good faith report of alleged religious, racial, sexual or other forms of harassment or violence, or a grievance for Section 504 or Title IX services, or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such grievance. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.
- Hazing Prohibition Policy
 - A. No student, teacher, administrator, volunteer, contractor or other employee of the District shall plan, direct, encourage, aid, or engage in hazing.
 - B. No teacher, administrator, volunteer, contractor or other employee of the District shall permit, condone, or tolerate hazing.
 - C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
 - D. This policy applies to behavior that occurs on or off school property and during and after school hours.
 - E. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
 - F. The District will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other

employee of the District who is found to have violated this policy. The complete policy #526 - Hazing Prohibition is available on the District website.

- Staff Notification of Violent Behavior by Students
 - The purpose of this policy is to address the circumstances in which data should be provided to classroom teachers and other school staff members about students with a history of violent behavior in order to serve the student and protect students and staff members. The policy incorporates a written notice to assure that appropriate data are made available to school staff members and to guarantee an accurate record of data provided. Each classroom teacher of a student with a history of violent behavior will receive written notification from the administration prior to placement of the student in the teacher's classroom. In addition, notice will be given by the administration to other school staff members who have a legitimate educational interest. The notice given to school staff must be in writing and must include the following: name of student, date of notice, the history of violent behavior, and a reminder of the private nature of all the data provided. The notice may include if appropriate: an explanation of what occurred in each incident, types of situations that might trigger violent behavior, successful strategies or interventions, and documents that the staff member may review to assist understanding of the student (e.g. IEP or 504 plan). The complete policy #529- Staff Notification of Violent Behavior by Students is available on the District website.
- Use of Personal Equipment
 - The District prefers that individuals do not bring their personal electronic devices for use in the District's schools. The District accepts no responsibility or liability for the loss, theft, or damage to the devices. Individuals who bring these items to school do so at their own risk.



STAFF HANDBOOK 2020-2021

MISSION STATEMENT:

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

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

The Jordan School District's vision is to:

- Help students attain high academic achievement
- Provide a safe, collaborative, and innovative culture and environment in which to learn and work
- Be fiscally responsible and maintain quality facilities
- Engage with all stakeholders in an intentional and effective manner

STAFF MEETINGS:

Faculty Meetings will occur on the first Wednesday of every month at 7:30 in the Lecture Room. The fourth Tuesday of every month will be a brainstorming session on a topic that our staff development team chooses. **Other regularly scheduled meetings are scheduled for the second Tuesday of each month at 7:30 am:**

COMMITTEE MEMBERSHIP:

Staff Development:

Elizabeth Beckman
Nick Casterton
Sean O'Brien
Chris Olson
Ryan Rasmussen
Ozzie Sand
Katie Schuld
Michelle Spies

Kelley Walerius

Faculty Council:

Craig Albers
Mary Bright
Brian Gustafson
Kevin Gutzmer
Tony Rydberg
Sara Sievers
Matt Urbanek
Laura Weiers
Robin Whiteside

PBIS:

Steven Beckman
Logan Burnside
Kris Dyrhaug
Amy Peters
Anne Jans
Randy Koch
Jenny Kusske
Bryan Martin
Nicole Schmitz
Lisa Wycoff

MTSS/Data Team:

Chase Buthe
Heidi Graf
Lisa Leary
Megan Pivec
Shane Peters
Margy Schipper
Ben Nylander
Robin Whiteside
Janet Geib

SUPERVISIONS:

Homecoming Dance:

October 10

Lisa Leary
Sean O'Brien

**Christmas
Concert/Art Show:**

December 14

Sara Sievers
Anne Jans
Margy Schipper
Jess Barnd

Frosty Dance:

February 6

Janet Geib
Steve McClellan

NHS Induction:

March 22

Randy Koch
Bryan Martin

Grand March: April 24

Kevin Gutzmer
Ryan Rasmussen

Prom: April 24

Ozzie Sand
Megan Pivec

Pops Concert: May 19

Nick Casterton
Amy Peters
Michelle Spies
Steven Beckman

Graduation: May 29

Mary Bright
Logan Burnside
Elizabeth Beckman
Jenny Kusske
Chris Olson
Chase Buthe

Tony Rydberg
Katie McKnight
Ben Nylander
Laura Weiers
Lisa Wycoff
Matt Urbanek

Heidi Graf
Shane Peters
Kris Dyrhaug
Robin Whiteside

BELL SCHEDULES:

Schedule with Advisory

First Hour:	8:15 – 9:02	47 minutes
Second Hour:	9:06 – 9:52	46 minutes
Third Hour (SNAP):	9:56 – 10:21	25 minutes
Fourth Hour:	10:25 – 11:11	46 minutes
Fifth Hour:	11:15 – 12:29	49 minutes
	First Lunch:	11:11 – 11:37 26 minutes
	Second Lunch:	11:37 – 12:03 26 minutes
	Third Lunch:	12:03 – 12:29 26 minutes
Sixth Hour:	12:33 – 1:19	46 minutes
Seventh Hour:	1:23 – 2:09	46 minutes
Eighth Hour:	2:13 – 3:00	47 minutes

Schedule 2: Early Release

First Hour	8:15 – 8:47
Second Hour	8:51 – 9:23
Fourth Hour	9:27 – 9:58
Sixth Hour	10:02 – 10:33
Seventh Hour	10:37 – 11:09
Fifth Hour	11:13 – 12:27
First Lunch	11:09 – 11:35
Second Lunch	11:35 – 12:01
Third Lunch	12:01 – 12:27
Eighth Hour	12:31 – 1:00

Schedule 3: Late Start

First Hour	10:15 – 10:47
Second Hour	10:51 – 11:23
Fifth Hour	11:27 – 12:38
First Lunch	11:23 – 11:48
Second Lunch	11:48 – 12:13
Third Lunch	12:13 – 12:38
Fourth Hour	12:42 – 1:14
Sixth Hour	1:18 – 1:49
Seventh Hour	1:53 – 2:24
Eighth Hour	2:28 – 3:00

ACCIDENTS:

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

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

ADMINISTRATION:

The chain of command in the building regarding emergencies follows:

- Principal
- Dean of Students

- Counselors/Social Worker
- Activities Director

ADVERTISING/SOLICITORS:

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

ADVISER/ADVISEE (SNAP: STUDENTS IN NEED AND PREPAREDNESS):

All teachers will be assigned an Advisor group. On Tuesdays, teachers will present Ramp Up to Readiness lessons that will be stored on Google Classroom. On Mondays, teachers will monitor students in a quiet study hall setting. During the other three days, students can meet with teachers to make up tests or quizzes and get additional help with their work if necessary. This will also be a time to meet with groups. Teachers should schedule their meetings with Ms. Schmitz in the office.

ASSEMBLIES AND PEP FESTS:

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

ATTENDANCE:

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

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

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

BEHAVIOR REPORTS:

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

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

CLASSROOM EXPECTATIONS:

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

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

CLASSROOMS:

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

CONFERENCES:

Conferences will be held three times a year. The first conference for first semester will be by appointment. Teachers who are shared between buildings are not required to attend this conference. Grade Level teams will determine a list of students who would benefit from a conference. Parents and students will be invited to meet with the grade level team and established a contract to help the student become more successful in school. General conferences will be held once each semester in the Commons and all parents are invited to visit with teachers about academic progress. All teachers are required to attend. Conferences for 2020-2021 will be October 12 (invite), November 12, and March 11.

DANCES:

The following rules will apply to all dances:

- A. Any dance held at Jordan High School and sponsored by a class or organization of the high school shall be for students of Jordan High School and guests when permitted.
- B. Dances will generally begin and 8:00 and conclude at 11:30.
- C. A student of JHS may invite a guest to the dance.
 - The guest must be at least a freshman in high school and not older than 21 years of age. However, freshmen are not permitted to attend Prom. Sophomores are allowed to attend Prom if they are invited by an upper-classperson who attends Jordan High School.
 - The guest must be registered in the office prior to the dance by completing a Dance Guest Registration Form.
- D. Once doors are locked at 9:00, students will not be admitted. Students cannot leave the dance and re-enter.
- E. Students not dressed appropriately will be refused admittance.
- F. Chemical, alcohol, or tobacco use must be reported at once to the advisor in charge. This person will inform the principal of details. Students under the influence of mood altering chemicals or alcohol will be detained and the parents/guardians and police will be called.

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

DEPOSIT SLIPS:

Money collected by teachers for various reasons must be turned in the day it is collected. When turning in money teachers must use one of the building deposit slips; one is specifically for Student Activity Accounts and the other is for money that should be deposited in the General Fund. Staff members should submit two copies to the office and keep one copy. Staff members will be responsible for maintaining their own records.

DETENTION:

Detention is from 3:05 – 3:30 Monday through Friday in the office ISS room (or other assigned area). Teachers should not detain students after school in their classrooms without first notifying the dean and the student's parents.

DISCIPLINE:

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

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

Five principles for decreasing disciplinary problems are:

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

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

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

DRESS CODE:

Teachers should dress professionally. However, on Fridays teachers may wear jeans and Jordan wear. During spirit week, teachers may dress up per the theme of the day. Staff should also wear district ID badges daily.

EMERGENCY DRILLS:

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

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

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

Evacuation/Relocation: Procedures ARE USED WHEN CONDITIONS ARE SAFER OUTSIDE THE BUILDING THAN INSIDE THE BUILDING. When staff members hear the announcement to evacuate they should listen for alternate routes and then do the following:

- Take emergency go-kit (Red Folders) and class roster
- Take the closest and safest way out as posted or announced
- Use a secondary route if the primary route is blocked or hazardous
- Assist those needing special assistance
- Do not lock classroom doors when leaving
- Do not stop for student or staff belongings
- Go to Assembly Area
- When outside the building:
 - Check for injuries
 - Account for all students
 - Immediately report any missing, extra or injured students to building administration or incident command
 - Continue to contain and maintain students
 - Wait for additional instructions
 - Listen for the “all clear” announcement **TWICE** which signals the threat has ceased and staff and students can re-enter the building.

Lock Down with Warning: Procedures are used when there is a threat outside the building or there is a non-threatening circumstance when people need to be kept away from areas (e.g. medical emergency or disturbance). When staff members hear the announcement “lockdown with warning” they should:

- Lock all exterior doors
- Cover interior and exterior windows
- Keep students away from the windows
- Continue classes. Move on announcement only
 - Wait for further instructions
 - Listen for the “all clear” announcement **TWICE** which signals the threat has ceased

Lockdown with Options

- Is instituted in a crisis situation where district occupants are in immediate danger such as a violent intruder
- Whenever possible, provide law enforcement with updates during the event
- Wait for further instructions from law enforcement
 - Incorporates the basic tenets of self defense referred to as run, hide, fight. These tenets do not necessarily need to follow the given order.
 - Staff and students should be aware that a lockdown with options may be initiated by:
 - Students or staff reacting to an immediate threat
 - An announcement over the intercom
 - A threat that is heard or seen
 - Other

- Occupants should exit the building if it is safe to do so.
 - When running, spread out and avoid running in a straight line if possible
 - Do not take personal belongings with
 - Leave with your hands raised over your head
 - Get safely away from the building
 - Call 911 when it is safe to do so
 - If possible, go to the primary or secondary reunification site
- If it is unsafe to exit the building, the 'Hide' option should be implemented
 - Lock the classroom door
 - Turn off the lights
 - Silence all electronic devices, including cell phone notifications, and remain quiet
 - Call 911
 - Barricade doors and obstruct windows
 - Use desks and tables to create shelters
 - If possible, shelters should be out of sight of doors and windows
 - Spread out
 - Find classroom objects to use for self defense if necessary
 - Be prepared to fight back if intruder enters the room
 - Be prepared to use an object as a shield in the event of a weapon being fired
 - After securing the room, plan an escape route through a window or door and consider reverting to the 'run' option
- If an intruder enters an area where you are in hide mode, be prepared to fight back
 - The intruder is the most vulnerable when they enter the room
 - Utilize classroom objects to distract and subdue the intruder
 - Overtake the intruder if possible and attempt to remove the weapon from the intruder's grasp if appropriate.
 - If able to remove the weapon, place a garbage can or other option over the weapon and be prepared to remove it in the event you are able to run
 - Utilize textbooks or other objects in the event that the intruder fires a weapon
 - Always revert to 'run' if possible

The entire Emergency Action Plan is located on the google drive. Teachers should keep updated rosters and seating charts in their Red Emergency/Substitute Teacher folders. Link is [here](#).

END OF YEAR PROCEDURES:

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

- Hand in a copy of student grades for both semesters, which includes all assignments.

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

EVENT PASSES:

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

FACILITY USE:

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

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

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

FAILURE NOTICE TO PARENTS:

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

FAMILY VACATION ABSENCE SLIPS:

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

FAMILY NIGHT/SUNDAYS:

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

FIELD TRIPS:

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

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

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

FUND RAISING ACTIVITIES:

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

GRADING:

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

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

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

High School Grading Scale:

- A 93 – 100%
- A- 90 – 92%
- B+ 87 – 89%
- B 83 – 86%
- B- 80 – 82%
- C+ 77 – 79%
- C 73 – 76%
- C- 70 – 72%
- D+ 67 – 69%
- D 63 – 66%
- D- 60 – 62%
- F 0 – 59%

GRADE POINTS:

Students who complete Advanced Placement, Concurrent Enrollment, or College in the Schools courses will receive weighted grades. The letter grades, if transposed to numerical grades, will be as follows:

	CIS/CE	
	<u>Regular</u>	<u>& AP</u>
A	4.0	4.40
A-	3.67	4.04
B+	3.33	3.66
B	3.0	3.30
B-	2.67	2.94
C+	2.33	2.56
C	2.0	2.20
C-	1.67	1.84
D+	1.33	1.46
D	1.0	1.10
F	0	0

HALLWAY SUPERVISION:

Teachers are responsible for student behavior outside classrooms during class changes. Active supervision is important for a positive school climate. Teachers should step outside their doors between classes and control all running, pushing, yelling, etc. All staff members will be available

for hall supervision outside their first hour class at 8:05. All teachers will sign up for 2 weeks of before or after school supervision in the commons.

HAZING PROHIBITION:

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

HONOR ROLLS:

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

INCOMPLETES:

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

LESSON PLANS:

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

LIABILITY:

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

LOCKERS:

Each student will be assigned a locker and a lock. Advise students not to leave money and valuables in their lockers. Students should not give their combination to other students, nor should they share their locker with friends.

MEALS:

The price for lunch and breakfast are as follows:

	Students	Staff
Lunch:	\$2.75	\$3.85
Breakfast:	\$1.80	\$2.00

NEWSPAPER PUBLICITY:

An extremely valuable source of good public relations is the local paper. Teachers are encouraged to publicize activities in their classroom or in any organizations they advise. Articles for Thursday's paper should arrive at the Jordan Independent by 4:00 p.m. on the previous Friday. Twitter is another good way to share the story of the great things going on at JHS.

PARKING:

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

PASSES:

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

PERMANENT RECORDS:

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

PHYSICAL FORCE:

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

PLEDGE OF ALLEGIANCE:

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

PROFESSIONAL LEAVE:

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

PURCHASING:

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

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

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

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

REPORTING OF MALTREATMENT OF MINORS:

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

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

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

SCHEDULE CHANGES:

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

GOOGLE CLASSROOM/WEBSITE:

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

The following should be included on Google Classroom sites:

- Folders organized by courses. Course folders should include units labeled with a clear title and dates the unit spans
- Calendar with assignment due dates

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
- Syllabus/Syllabi and classroom expectations
- Field Trip Information
- Extra-curricular related to the program – i.e. Pictures of field trips or classroom experiences
- Student educational links
- Parent educational links
- Academic enhancement activities
- Class highlights

School Website pages should include the following:

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

SEVERE WEATHER PROCEDURES:

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

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

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

What is flexible learning?

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

What are the goals of JPS Flexible Learning Days?

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

What does Flexible Learning look like at JPS?

- ***Students in grades K-4*** will have no planned academic requirements on these days. Enjoy some time outside and with family - play games, read books and enjoy some physical activity outside.
- ***Students in grades 5-12*** will complete assignments posted on Google Classroom, the school's online learning platform. All assignments will be posted by 10:00 AM with teachers available to answer questions via email throughout the day until 3:00 PM. It is understood that students will have a wide variety of responsibilities at home during Flexible Learning Days and that some may not have access to the internet. Staff members understand this and will be flexible with those situations. However, the

expectation is that students will complete the work in a timely manner as developed between student and teacher.

- ***Students with disabilities***, as required under Chapter 125A, will have assignments designed to meet the needs of IEP/504 plans.
- ***Students and parents without home Internet access or with limited Internet access*** must inform teachers of this fact so that needed modifications to assignments and due dates can be made.

How will families be notified that flexible learning is expected?

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

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

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

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

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

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

- Communicate with colleagues to ensure common expectations, communications and protocols.

What is required of teachers during Flexible Learning Days?

During Flex Days, teachers have been asked to:

- Check Google Classroom and/or email throughout the Flexible Learning Day from 10:00 AM to 3:00 PM.
- Complete the [Flex Learning Day: School Closings Google Form](#) by 10:00 AM. This form will allow district administrators and staff to better answer questions from parents on student assignments and will allow administrative staff to better support your own personalized growth on this day.
- Continue your work as a team or individual on professional development topics (for 20120-2021 this would be continuing the work on Standards Based Instruction and CRT).

SICK DAYS:

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

STUDENT ACTIVITY ACCOUNTS:

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

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

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

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

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

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

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

STUDY HALLS:

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

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

SUBSTITUTE TEACHERS:

As we move into the 2020-2021 school year, we will not be requesting substitute teachers unless absolutely necessary in order to save money. We should be using the skills and tools we accrued during distance learning to have valuable lessons for students in a virtual format when you are gone. Substitute teachers are extremely important and quite often hard to get. When teachers have substitutes, they should be treated with great courtesy and consideration. Always leave detailed lesson plans and follow through on any notes regarding discipline problems that the substitute may have had. Lessons should be completed and uploaded to Google Classroom for students to follow. Each lesson on Google Classroom for substitute teachers should have a formative assessment at the end to check for understanding and work.

SUPERVISION ASSIGNMENTS:

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

SUSPENSION/EXPULSION:

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

- Willful violation of any reasonable school board regulation

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

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

TEACHER EVALUATION:

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

The teacher evaluation process includes the following:

Professional Learning Communities:

The Jordan Public Schools Professional Learning Communities will:

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

SMART Goal Writing:

Each year during the fall teacher workshop week, the Jordan School District will provide time toward writing SMART goals.

- Teachers will develop individual professional goals after completing a self-assessment based on the Charlotte Danielson model. SMART goals will evolve into a Professional Development Plan (PDP). Individual Professional SMART goal must relate to best practice and/or student achievement.
- PLCs will develop SMART goals based on District and building goals developed by the data team. PLC SMART goal must relate to student achievement.

PDPs and PLC SMART goals will be developed and submitted to the building principal by October 1st. During winter workshop, teachers will review each SMART goal with their PLC group and work together to implement classroom strategies that will work toward accomplishment of SMART goals.

Peer Reviews

The Jordan Public Schools will provide teachers with training on how to be a peer reviewer. Principals will train selected licensed teachers in each building during the first month of school. With the peer review process, teachers will ask other members of their PLC group to observe them once during the school year or conduct a portfolio review.

- All reviews will need to be completed prior to the month of May.
- The peer reviewer will have the option to video-tape the observation and review the observation at a later date/time.
- The Jordan Public Schools will pay the equivalent of two prep periods to a peer reviewer for conducting peer reviews during their prep periods based on the dollar amount specified in the Teacher Master Agreement.

Tenure Process:

Jordan Public Schools **tenured** staff will:

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

Non-Tenure Process:

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

- follow the District’s non-tenured three-year cycle process (See Teacher Evaluation Flowchart).
- participate in the peer review process.
- create and maintain a portfolio to be presented to the building administrator in the 3rd year of the cycle. Portfolios and their artifacts will reflect the Charlotte Danielson’s Teacher Evaluation Model/SMART goals.
- receive three formal observations during the first two years of the cycle and two formal observations and portfolio review in the third year of the cycle.

Tenured Teacher Cycle:

Jordan Public Schools will use the 2013-2014 test data to develop a baseline for the start of the teacher evaluation cycle. This data will be used for the 35% student achievement component beginning in 2014-2015 year. To culminate this process, staff will write an annual reflection/summary on student achievement progress.

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

Following is the schedule for formal observations:

2020-2021	2021-2022	2022-2023	2023-2024
Bright, Mary (T)	Albers, Craig (T)	Beckman, Elizabeth (T)	Bright, Mary (T)
Burnside, Logan (T)	Steven Beckman (T)	Buthe, Chase (T)	Burnside, Logan (T)
Graf, Heidi (T)	Barnd, Jessica (T)	Casterton, Nick (T)	Graf, Heidi (T)
Jans, Anne (T)	Geib, Janet (T)	Dyrhaug, Kris (T)	Jans, Anne (T)
Koch, Randy (T)	Gustafson, Brian	Gutzmer, Kevin (T)	Koch, Randy (T)
Martin, Bryan (T)	McKnight, Katie	Leary, Lisa (T)	Martin, Bryan (T)
McClellan, Stephen (T)	O’Brien, Sean (3)	Ben Nylander (T)	McClellan, Stephen (T)
Olson, Chris (T)	Pivec, Megan (T)	Peters, Amy (T)	Olson, Chris (T)
O’Brien, Sean (2)	Rasmussen, Ryan (T)	Rydberg, Tony (T)	Paulsen, Travis (T)
Paulsen, Travis (T)	Sand, Ozzie (T)	Whiteside, Robin (T)	Peters, Shane (T)
Peters, Shane (T)	Schipper, Margaret (T)	Walerius, Kelly (T)	Spies, Michelle (T)
Spies, Michelle (T)	Urbanek, Matt (T)	Kusske, Jenny	Weiers, Laura (T)

Weiers, Laura (T)	Wyckoff, Lisa (T)		O'Brien, Sean (T)
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TEACHER HOURS:

The workday is an 8 hour day. Per the teacher contract, teachers can arrive between 7:15 and 7:45 and leave at the corresponding 8 hour time of 3:15 and 3:45. Teachers should be available for 7:30 meetings, help with students, etc. Teachers who may arrive late on occasion should call the principal. The principal should also be contacted if a teacher needs to leave the building during the day.

TELEPHONES:

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

TEXTBOOKS:

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

VAN:

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

VIDEOS/MEDIA:

The district mandates the following:

Films:

1. Teacher must have viewed films in advance of showing to students.
2. No films above a PG13 rating may be shown in the high school.
3. Films with a rating of PG or PG13 may not be shown, unless approval granted two weeks in advance by the principal.
4. Parents must be made aware of any films with a PG rating or higher to be shown. This notice may be by letter sent home with the students. The letter must include what in the film has resulted in the rating assigned.

5. Parents must have the option of requesting an alternative assignment for children when films with a PG rating or higher are approved for use. Parents must notify the school with a note sent with their child or phone call to the principal or teacher.
6. Films being shown in a class must be related to the curriculum. Any films taken off of TV or elsewhere, which don't have a rating attached to them, must be approved in advance by the building principal.
7. No films may be used as a "reward" without the prior approval of the principal.

Books:

1. Teachers must have read any book to be used in a class as a group activity.
2. No book with profanity or lewd innuendos may be used without prior approval of the principal.
3. Parents must be made aware of any book being used with any of #2 above included in the book. This notice may be by letter sent home with the students.
4. High school teachers will notify parents at the start of the year of any books, other than textbooks, that will be used as reading material for the entire class during the year. Should a book not on the list be selected to be used at a later date, parents will be notified in advance.
5. Parents must have the option of requesting an alternative assignment for their children when books with any of #2 or #4 above apply.

WITHDRAWAL FROM SCHOOL:

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

Data Warehouse:

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

MAJOR/MINOR BEHAVIOR INCIDENTS

ABUSE OF TECHNOLOGY

CLASSROOM MANAGEMENT

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

OFFICE REFERRAL

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

BULLYING

CLASSROOM MANAGEMENT

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

OFFICE REFERRAL

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

CYBER BULLYING: AUTOMATIC OFFICE REFERRAL

DISRUPTIVE CONDUCT

CLASSROOM MANAGEMENT

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

- Deliberate release of bodily functions
- Sleeping in class

OFFICE REFERRAL

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

DISORDERLY CONDUCT: IMMEDIATE OFFICE REFERRAL

ELECTRONIC DEVICES

CLASSROOM MANAGEMENT

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

OFFICE REFERRAL

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

FIGHTING: IMMEDIATE OFFICE REFERRAL

HARASSMENT/THREATS: IMMEDIATE OFFICE REFERRAL

HAZING: IMMEDIATE OFFICE REFERRAL

IMPROPER DRESS: IMMEDIATE OFFICE REFERRAL: AUTOMATIC OFFICE REFERRAL

NUISANCE OBJECTS

CLASSROOM MANAGEMENT

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

OFFICE REFERRAL

Objects that are distracting and dangerous like stink bombs, water balloons, silly string, lighters, and fire crackers

PLAGIARISM/CHEATING

CLASSROOM MANAGEMENT

All examples of cheating

OFFICE REFERRAL

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

THEFT/BUYING OR RECEIVING STOLEN GOODS: AUTOMATIC OFFICE REFERRAL

UNNECESSARY USE OF PHYSICAL FORCE

CLASSROOM MANAGEMENT

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

OFFICE REFERRAL

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

POSSESSION OF TOBACCO, MATCHES OR LIGHTER: AUTOMATIC OFFICE REFERRAL

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

ALTERING: AUTOMATIC OFFICE REFERRAL

VANDALISM

CLASSROOM MANAGEMENT

- Writing on a desk
- Drawing on posters

OFFICE REFERRAL

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

VULGAR LANGUAGE

CLASSROOM MANAGEMENT

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

OFFICE REFERRAL

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

WEAPONS: POSSESSION OR DISTRIBUTION: AUTOMATIC OFFICE REFERRAL

Appendix B:

JORDAN STUDENTS WILL FOLLOW THE JORDAN HIGH SCHOOL PRIDE EXPECTATIONS

P REPAREDNESS

All students will. . .

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

R ESPECT

All students will. . .

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

I NTEGRITY

All students will. . .

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

D EPENDABILITY

All students will. . .

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

E XCELLENCE

All students will. . .

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

Appendix C:

610 FIELD TRIPS

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

A. Instructional Trips

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

B. Supplementary Trips

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

C. Extended Trips

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

III. REGULATIONS

- A. Rules of conduct and discipline for students and employees shall apply to all student trip activity.

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

IV. SCHOOL BOARD REVIEW

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

Legal References: Minn. Stat. § 123B.36 (Authorized Fees)
 Minn. Stat. § 123B.37 (Prohibited Fees)
 Minn. Stat. § 123B.49 (Cocurricular and Extracurricular Activities; Insurance)
 Minn. Stat. § 169.011, Subd. 71(a) (Definition of a School Bus)
 Minn. Stat. § 169.454, Subd. 13 (Type III Vehicle Standards – Exemption)
Sonkowsky v. Board of Educ. for Indep. Sch. Dist. No. 721, 327 F.3d 675 (8th Cir. 2003)
Lee v. Pine Bluff Sch. Dist., 472 F.3d 1026 (8th Cir. 2007)

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

526 HAZING PROHIBITION

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

- A. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term hazing includes, but is not limited to:
 - 1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body.
 - 2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - 3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product, or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame, or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
 5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.
- B. "Student organization" means a group, club, or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities, or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy.
- B. The building principal is the person responsible for receiving reports of hazing at the building level. Any person may report hazing directly to a school district human rights officer or to the superintendent.
- C. Teachers, administrators, volunteers, contractors, and other employees of the school district shall be particularly alert to possible situations, circumstances, or events which might include hazing. Any such person who receives a report of, observes, or has other knowledge or belief of conduct which may constitute hazing shall inform the building principal immediately.
- D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades, or work assignments.

V. SCHOOL DISTRICT ACTION

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

agreements, applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act, school district policies and regulations.

VI. REPRISAL

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

VII. DISSEMINATION OF POLICY

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

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

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 525 (Violence Prevention [Applicable to Students and Staff])

Appendix E:

414 MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

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

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

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

- F. "Nonmaltreatment mistake" means: (1) at the time of the incident, the individual was performing duties identified in the center's child care program plan required under Minn. Rules Part 9503.0045; (2) the individual has not been determined responsible for a similar incident that resulted in a finding of maltreatment for at least seven years; (3) the individual has not been determined to have committed a similar nonmaltreatment mistake under this paragraph for at least four years; (4) any injury to a child resulting from the incident, if treated, is treated only with remedies that are available over the counter, whether ordered by a medical

professional or not; and (5) except for the period when the incident occurred, the facility and the individual providing services were both in compliance with all licensing requirements relevant to the incident. This definition only applies to child care centers licensed under Minn. Rules Ch. 9503.

- G. "Physical abuse" means any physical injury, mental injury, or threatened injury, inflicted by a person responsible for the child's care other than by accidental means; or any physical or mental injury that cannot reasonably be explained by the child's history of injuries or any aversive or deprivation procedures, or regulated interventions, that have not been authorized by Minn. Stat. § 121A.67 or § 245.825.

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

Actions which are not reasonable and moderate include, but are not limited to, any of the following that are done in anger or without regard to the safety of the child: (1) throwing, kicking, burning, biting, or cutting a child; (2) striking a child with a closed fist; (3) shaking a child under age three; (4) striking or other actions which result in any nonaccidental injury to a child under 18 months of age; (5) unreasonable interference with a child's breathing; (6) threatening a child with a weapon, as defined in Minn. Stat. § 609.02, Subd. 6; (7) striking a child under age one on the face or head; (8) purposely giving a child poison, alcohol, or dangerous, harmful, or controlled substances which were not prescribed for the child by a practitioner, in order to control or punish the child, or giving the child other substances that substantially affect the child's behavior, motor coordination, or judgment or that result in sickness or internal injury, or subject the child to medical procedures that would be unnecessary if the child were not exposed to the substances; (9) unreasonable physical confinement or restraint not permitted under Minn. Stat. § 609.379 including, but not limited to, tying, caging, or chaining; or (10) in a school facility or school zone, an act by a person responsible for the child's care that is a violation under Minn. Stat. § 121A.58.

- H. "School personnel" means professional employee or professional's delegate of the school district who provides health, educational, social, psychological, law enforcement, or child care services.

- I. "Sexual abuse" means the subjection of a child by a person responsible for the child's care, by a person who has a significant relationship to the child (as defined in Minn. Stat. § 609.341, Subd. 15), or by a person in a position of authority (as defined in Minn. Stat. § 609.341, Subd. 10) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include

sexual penetration as well as sexual contact. Sexual abuse also includes any act involving a minor which constitutes a violation of Minnesota statutes prohibiting prostitution, or use of a minor in a sexual performance. Sexual abuse includes threatened sexual abuse which includes the status of a parent or household member who has committed a violation which requires registration under Minn. Stat. § 243.166, Subd. 1b(a) or (b) (Registration of Predatory Offenders).

- J. "Mental injury" means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture.
- K. "Person responsible for the child's care" means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employees or agents, or other lawful custodian of a child having either full-time or short-term care responsibilities including, but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.
- L. "Threatened injury" means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to, exposing a child to a person responsible for the child's care who has subjected the child to, or failed to protect a child from, egregious harm, or a person whose parental rights were involuntarily terminated, been found palpably unfit, or one from whom legal and physical custody of a child has been involuntarily transferred to another.

IV. REPORTING PROCEDURES

- A. A mandated reporter as defined herein shall immediately report the neglect or physical or sexual abuse, which he or she knows or has reason to believe is happening or has happened within the preceding three years to the local welfare agency, police department, county sheriff, or agency responsible for assisting or investigating maltreatment.
- B. If the immediate report has been made orally, by telephone or otherwise, the oral report shall be followed by a written report within 72 hours (exclusive of weekends and holidays) to the appropriate police department, the county sheriff, local welfare agency, or agency responsible for assisting or investigating maltreatment. The written report shall identify the child, any person believed to be responsible for the abuse or neglect of the child if the person is known, the nature and extent of the abuse or neglect and the name and address of the reporter.

- C. Regardless of whether a report is made, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident has occurred and may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.
- D. A mandated reporter who knows or has reason to know of the deprivation of parental rights or the kidnapping of a child shall report the information to the local police department or the county sheriff.
- E. With the exception of a health care professional or a social service professional who is providing the woman with prenatal care or other health care services, a mandated reporter shall immediately report to the local welfare agency if the person knows or has reason to believe that a woman is pregnant and has used a controlled substance for a nonmedical purpose during the pregnancy, including, but not limited to, tetrahydrocannabinol, or has consumed alcoholic beverages during the pregnancy in any way that is habitual or excessive.
- F. A person mandated by Minnesota law and this policy to report who fails to report may be subject to criminal penalties and/or discipline, up to and including termination of employment.
- G. Submission of a good faith report under Minnesota law and this policy will not adversely affect the reporter's employment, or the child's access to school.
- H. Any person who knowingly or recklessly makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury, and the reckless making of a false report may result in discipline. The court may also award attorney's fees.

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

V. INVESTIGATION

- A. The responsibility for investigating reports of suspected neglect or physical or sexual abuse rests with the appropriate county, state, or local agency or agencies. The agency responsible for assessing or investigating reports of child maltreatment has the authority to interview the child, the person or persons responsible for the child's care, the alleged perpetrator, and any other person with knowledge of the abuse or neglect for the purpose of gathering the facts, assessing safety and risk to the child, and formulating a plan. The investigating agency may interview the child at school. The interview may take place outside the presence of a school official. The investigating agency, not the school, is responsible for either notifying or withholding notification of the interview to the

parent, guardian or person responsible for the child's care. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded.

- B. When the investigating agency determines that an interview should take place on school property, written notification of intent to interview the child on school property will be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school property.
- C. Except where the alleged perpetrator is believed to be a school official or employee, the time and place, and manner of the interview on school premises shall be within the discretion of school officials, but the local welfare or law enforcement agency shall have the exclusive authority to determine who may attend the interview. The conditions as to time, place, and manner of the interview set by the school officials shall be reasonable and the interview shall be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school officials and the local welfare or law enforcement agency. Every effort must be made to reduce the disruption of the educational program of the child, other students, or school employees when an interview is conducted on school premises.
- D. Where the alleged perpetrator is believed to be a school official or employee, the school district shall conduct its own investigation independent of MDE and, if involved, the local welfare or law enforcement agency.
- E. Upon request by MDE, the school district shall provide all requested data that are relevant to a report of maltreatment and are in the possession of a school facility, pursuant to an assessment or investigation of a maltreatment report of a student in school. The school district shall provide the requested data in accordance with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g.

VI. MAINTENANCE OF SCHOOL RECORDS CONCERNING ABUSE OR POTENTIAL ABUSE

- A. When a local welfare or local law enforcement agency determines that a potentially abused or abused child should be interviewed on school property, written notification of the agency's intent to interview on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct the interview. The notification shall be private data. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notice or any other related information

regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation has been concluded.

- B. All records regarding a report of maltreatment, including any notification of intent to interview which was received by the school as described above in Paragraph A., shall be destroyed by the school only when ordered by the agency conducting the investigation or by a court of competent jurisdiction.

VII. PHYSICAL OR SEXUAL ABUSE AS SEXUAL HARASSMENT OR VIOLENCE

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

VIII. DISSEMINATION OF POLICY AND TRAINING

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

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

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

Assurance of Compliance Information

Board Policies

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

- **526:** Hazing Prohibition
- **531:** The Pledge of Allegiance
- Pesticide Application Notice (*See Health and Safety Policy and Jordan Journalist*)
- **520:** Student Surveys
- **529:** Staff Notification of Violent Behavior by Students
- **407:** Employee Right to Know - Exposure to Hazardous Substances
- Employee I9 Form (*refer to hiring packet*)
- Workers Comp. Notification (*noted in employee contracts*)
- **418:** Drug Free Workplace / Drug Free School
- **904:** Distribution of materials

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

- Human Rights Officer
 - The Governing Board designates Matthew Helgerson 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.

Bottom of Form

Safe Learning Plan

Fall 2020

Jordan Public Schools

Team Member Involvement

District Level Leadership Team Members

Ranae Case Evenson
Chad Williams
Erin Hjelmeland
Kat Pass
Steven Jensen

Joe Perkl
Anne Jans
Nicole Langheim
Jenna Wendorff
Stephen Damlo

Andrea Schaak
Amy Hafeman
Tim Bisek
Laura Menden

Site Level Leadership Team Members

Melissa Barnett and Greg Dietel
Ben Bakeberg and Ansley Peters
Jeff Vizenor and Kevin Gutzmer

Expanded Feedback

Jordan Staff
Jordan Community
Health and Safety Committee
Jordan School Board



MDE Direction and Timeline

Governor Walz released the state's Executive Order 20-82 and the **Safe Learning Plan** for 2020-21.

The on-going decision-making framework allows for flexibility and **local control within a framework** based on county level health care data **and each district's ability to implement required mitigation best practices.**

Quick Overview of the Safe Learning Plan Process:

1. **Consult the MDH learning model selection parameters** as indicated by county-level data to determine the base learning model
2. **Consult with health officials (local public health and/or state officials) as needed** to examine the local epidemiology behind county-level data to assess whether increases or higher numbers of cases are likely the result of isolated outbreaks or whether they may be indicative of more widespread community transmission.
 - a. Districts electing to implement a less restrictive learning plan than what MDH has determined as the base model for their county, must have a consultation before making that decision.
3. **Evaluate the ability to implement required and recommended health best practices** to inform decision-making at the school or district level.
4. **Determine the learning model to begin the school year.**
5. **Monitor the community and school-level impact of COVID-19 on a regular basis** in consultation with public health to determine if adjustments are needed.

What data is used to determine a BASE LEARNING MODEL?

- Jordan Public Schools use Scott County Data.
 - The number of **positive COVID-19 cases per 10,000 residents at the county level** over a 14 day period will establish a recommended learning model;
 - The numbers **released last week are NOT the numbers that we will use** to determine a BASE LEARNING PLAN.
 - They are a starting point.
 - Current **by county data** (as of 7/30/2020)
- Superintendents will consult with local health care officials to examine local epidemiology for isolated outbreaks or community-wide transmission;
 - Local Service Cooperatives will be our resource.

Where is Scott County's most recent data?

14-day case rate per 10,000 people by date of specimen collection

5/31 - 6/13	6/7 - 6/20	6/14 - 6/27	6/21 - 7/4	6/28 - 7/11	7/5 - 7/18	7/12 - 7/25	7/19 - 8/1
5.93	5.93	8.65	13.18	19.39	20.99	19.73	20.60

Recommended policy options based on 14-day case rate range

Policy Option	Range (14-day case / per 10,000 people)
In-person learning for all students	0 to less than 10
Elementary in-person, Middle/high school hybrid	10 to less than 20
Both hybrid	20 to less than 30
Elementary hybrid, Middle/high school distance	30 to less than 50
Both distance	50 or more

Can the **BASE LEARNING MODEL** change throughout the school year?

- Yes
- Community and school-level data will be **monitored on an ongoing basis** by school and public health officials on a regular basis and they will **make adjustments to the learning model if needed.**
- BASE LEARNING PLANS are **subject to change** based on COVID-19 metrics.
 - At the district level
 - At the building level

What else helps determine what model can be implemented for a BASE LEARNING PLAN?

Schools, working with their incident command team (Leadership Team) will evaluate ability to implement the required and recommended mitigation best practices.

Requirements for Hybrid Models

- ✓ Social distancing of 6 feet at all times in school buildings
- ✓ School facilities at 50% capacity
- ✓ Transportation at 50% capacity
- ✓ Sufficient staffing levels to meet requirements of model

Requirements for In-Person and Hybrid Models

- ✓ Masking Policy
- ✓ PPE for direct support services
- ✓ Build routines of hygiene education and practices
- ✓ Daily and frequent cleaning of high touch surfaces throughout day
- ✓ Building level COVID-19 Coordinator
- ✓ Limit non-essential visitors/volunteers/external groups
- ✓ Discontinue large gatherings/activities that do not allow social distancing
- ✓ Monitor and exclude for illness

What else is important to consider?

- Schools may choose to implement strategies that are more restrictive, but schools **may not choose to implement less restrictive plans without permission.**
- Regardless of the learning model, **schools must offer an equitable distance learning option** to all families.
- In the case of a disagreement, the **Commissioners of Education and Health have the authority to restrict in-person learning.**

How does our previous planning fit into the Safe Learning Plan?

The Jordan Leadership Team and expanded site level teams have followed MDE/MDH guidance to prepare draft plans for the 2020-2021 school year.

- **Scenario 1:** In-person learning for all students
- **Scenario 2:** Hybrid model with strict social distancing and capacity limits
- **Scenario 3:** Distance learning only
- **JORDAN VIRTUAL ACADEMY OPTION:** Offered as a choice for any student throughout scenario one and two



ACADEMIC

We will provide opportunities and academic support to maximize the potential of all students and find courageous and innovative ways to meet the needs of all learners.



WELLNESS

We will commit to supporting healthy minds through social emotional, mental health, and equity supports for our all within our school community.



OPERATIONS

We will design and implement thoughtful systems and safe operations based on the best knowledge and guidance from local, state, and federal experts.

JORDAN PUBLIC SCHOOLS

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ELEMENTARY SCHOOL – HYBRID LEARNING PLAN OPTIONS

JES Option 1: *K–4 On-site 5 Days Per Week Daily*
















	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Grades					
K–4 (all students)					

K–4: On-site Schooling 5-Days Per Week

- The classrooms are at 50% capacity, following social distance recommendations and requirements. Teachers would use short-distance video conferencing across two rooms (where applicable) and circulate among their students.
- Morning and/or afternoon meetings occur each day to honor social-emotional needs, with mental health staff pushing in to offer classroom/small group support or pulling out individual students to mental health rooms.
- Special education and intervention staff will incorporate a push-in model to support academics; however, in an on-site model, support staff may be able to pull out students in larger learning spaces from multiple classrooms for interventions while maintaining health guidelines.
- Art will meet virtually, with Phy. Ed. being taught outdoors (weather permitting) and Music and Media/Tech being push-in models.

ELEMENTARY SCHOOL – HYBRID LEARNING PLAN OPTIONS

JES Option 2: *K-2 On-site Daily; Grades 3-4 ABAB/C Rotation*

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Grades K-2 (all students)					
Grades 3-4 GROUP A					
Grades 3-4 GROUP B					

K-2: On-site Schooling 5-Days Per Week

- The classrooms are at 50% capacity, following social distance recommendations and requirements. Teachers would use short-distance video conferencing across two rooms (where applicable) and circulate among their students.
- Morning and/or afternoon meetings occur each day to honor social-emotional needs, with mental health staff pushing in to offer classroom/small group support or pulling out individual students to mental health rooms.
- Special education and intervention staff will incorporate a push-in model to support academics; however, in an on-site model, support staff may be able to pull out students in larger learning spaces from multiple classrooms for interventions while maintaining health guidelines.
- Art will meet virtually, with Phy. Ed. being taught outdoors (weather permitting) and Music and Media/Tech being push-in models.

Grades 3-4: Each Class / Grade is divided in half: GROUP A and GROUP B











- A Group attend on Monday and Wednesday (distance learning when not on-site)
- B Group attend on Tuesday and Thursday (distance learning when not on-site)
- C Friday = All students distance learning (may include potential interventions as needed)

ELEMENTARY SCHOOL

HYBRID LEARNING PLAN OPTIONS

JES Option 3:

K-4 Elementary Two Days Per Week ABAB/C

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Grades K-4 GROUP A					
Grades K-4 GROUP B					
















Grades K-4: All students / Grade is divided in half: GROUP A and GROUP B

- A Group attend on Monday and Wednesday (distance learning when not on-site)
- B Group attend on Tuesday and Thursday (distance learning when not on-site)
- C Friday = All students distance learning (may include potential interventions as needed)

✓ Family groupings when possible (ie. all kids in the same family attend the same days)

MIDDLE SCHOOL – HYBRID LEARNING PLAN OPTIONS

JMS Option 1: 5-6 On-site Daily; Grades 7-8 ABAB/C Rotation

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Grades 5-6 (all students)					
Grades 7-8 GROUP A					
Grades 7-8 GROUP B					

Locations to be used when on-site

- Grade 5 will be located in Grade 5/6 Pod. Grade 6 will be located in the Grade 7/8 Pod.
- Grade 7 and 8 learning will take place in the JMS Commons, classroom areas near commons, and breakout rooms surrounding the commons.

How will the learning day look?

- Each day will begin with Advisory; the focus of this time is community building and academic and social-emotional needs of students.
- Classrooms will be considered flexible learning spaces meaning a teacher will not be in every space all the time.
- Special education and intervention incorporate a push-in model to support academics; however, in an on-site model, support staff may be able to pull out students in larger learning spaces from multiple classrooms for interventions while maintaining health guidelines.
- Students will have Phy. Ed. every other day while engaging in elective and exploratory classes centered around student passion projects.

Grades 5-6: On-site Schooling 5-Days Per Week











- 5-6 students on-site hybrid model will be in person 5 days per week. The classrooms are at 50% capacity, following social distance recommendations and requirements. Teachers would use short-distance video conferencing across multiple rooms (where applicable) and circulate among their students.

Grades 7-8: Each Class / Grades are divided in half: GROUP A and GROUP B

- A Group attend on Monday and Wednesday (distance learning when not on-site)
- B Group attend on Tuesday and Thursday (distance learning when not on-site)
- C Friday = All students flex learning (may include potential interventions, assessments, labs, large group music as needed)
 - Friday flex learning ends by 12:00pm (bussing is available morning/afternoon)

MIDDLE SCHOOL – HYBRID LEARNING PLAN OPTIONS

JMS Option 2: *Grades 5-8 ABAB/C Rotation; Each Grade Divided: Group A/Group B*

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Grades 5–8 GROUP A					
Grades 5–8 GROUP B					

Locations to be used when on-site

- Grade levels will be in their respective grade level pods and classrooms.

How will the learning day look?











- Each day will begin with Advisory; the focus of this time is community building and academic and social-emotional needs of students.
- Classrooms will be considered flexible learning spaces meaning a teacher will not be in every space all the time.
- Special education and intervention incorporate a push-in model to support academics; however, in an on-site model, support staff may be able to pull out students in larger learning spaces from multiple classrooms for interventions while maintaining health guidelines.
- Students will have their normal elective and exploratory options offered and signed up for through the registration process.

Grades 5–8: Each Class / Grades are divided in half: GROUP A and GROUP B

- A Group attend on Monday and Wednesday (distance learning when not on-site)
- B Group attend on Tuesday and Thursday (distance learning when not on-site)
- C Friday = All students flex learning (may include potential interventions, assessments, labs, large group music as needed)
 - Friday flex learning ends by 12:00pm (bussing is available morning/afternoon)

HIGH SCHOOL – HYBRID LEARNING PLAN OPTIONS

JHS Option: *Grades 9-12 ABAB/C Rotation; Each Grade Divided: Group A/Group B*

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Grades 9–12 GROUP A					
Grades 9–12 GROUP B					

Locations to be used when on-site

- The classrooms are at 50% capacity, following social distance recommendations and requirements.

How will the learning day look?

- 9:00am start time due to staggered bussing and distance learning office hours.
- Special education and intervention incorporate a push-in model to support academics; however, in an on-site model, support staff may be able to pull out students in larger learning spaces from multiple classrooms for interventions while maintaining health guidelines.
- Students will have their normal elective options offered and signed up for through the registration process.

Grades 9–12: Each Class / Grades are divided in half: GROUP A and GROUP B

- A Group attend on Monday and Wednesday (distance learning when not on-site)
- B Group attend on Tuesday and Thursday (distance learning when not on-site)
- C Friday = All students flex learning (may include potential interventions, assessments, labs, large group music as needed)
 - Friday flex learning ends by 12:00pm (bussing is available morning/afternoon)

Communication to our School Community

- Requirement to communicate to by the week before school starts.
 - Regional Support Teams are not available until August 24th.
- MSBA recommends communicating a plan
 - Communicate that plans can change if health data changes or of other factors impact the district's ability to implement a plan.
 - This allows families and staff to plan
- Jordan commitment to communicate as much information as we can **as soon as we can through multiple formats.**

FALL 2020 ACADEMIC ROADMAP



JORDAN PUBLIC SCHOOLS
JORDAN | MINNESOTA

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A Guide for our District Families and Staff

JORDAN

Questions or Comments?

Thank you for all of your support!

JORDAN

**Adoption of Base Learning Model for the 2020-2021 School Year
and Other COVID-19 Related Matters**

WHEREAS, Minnesota Statutes Section 123B.09 vests the care, management, and control of independent districts in the school board; and

WHEREAS, the Superintendent of Independent School District 0717 [hereinafter the “Superintendent”] is responsible for the management of the schools, the administration of all School District policies, and is directly accountable to the School Board; and

WHEREAS, when responsibilities are not specifically prescribed nor School District policy applicable, the Superintendent shall use personal and professional judgment, subject to review by the School Board, pursuant to School District Policy 302, *Superintendent*;

WHEREAS, on March 13, 2020, Minnesota Governor Tim Walz issued Emergency Executive Order 20-01, which declared a peacetime emergency in Minnesota in response to the COVID-19 pandemic; and

WHEREAS, on July 30, 2020, Minnesota Governor Tim Walz issued Emergency Executive Order 20-82 and the Safe Learning Plan for 2020-2021 (the “Safe Learning Plan”), which set forth five Learning Models (in-person learning for all, in-person learning for elementary students and hybrid learning for secondary students, hybrid learning for all students, hybrid learning for elementary students and distance learning for secondary students, and distance learning) and authorized all school districts in the State of Minnesota to select and implement an appropriate base Learning Model in accordance with, and subject to, the Safe Learning Plan; and

WHEREAS, the Minnesota Department of Education (“MDE”) has issued and may continue to issue written guidance for Minnesota schools on educational issues related to COVID-19; and

WHEREAS, the Minnesota Department of Health (“MDH”) has issued and may continue to issue written guidance for Minnesota schools on public health issues related to COVID-19; and

WHEREAS, the Superintendent and the administration of the School District have conferred with the School Board regarding the available Learning Models, the current MDE and MDH requirements for each, and other relevant information; and

WHEREAS, based upon the collective consideration of these factors, the Superintendent has recommended to the School Board that **Hybrid** will be the base Learning Model to be implemented at the commencement of the 2020-2021 school year.

NOW, THEREFORE, BE IT RESOLVED, by the School Board of Independent School District No. 0717 as follows:

Section 1: The Superintendent is hereby directed to implement the following base Learning Model to open the 2020-2021 school year: [INSERT DESCRIPTION OF LEARNING PLAN TO BE ADOPTED –

NOTE: School Districts may wish to consider designating a district-wide Learning Plan or separate building-specific plans in recognition of the possibility that school buildings may be located in different counties where the localized health data may vary].

Section 2: The Superintendent is hereby authorized, after consultation with the School Board Chair and notification to the School Board, to select and implement a different Learning Model for the School District or any specific school buildings without School Board action if the Superintendent reasonably believes that prompt implementation of a different Learning Model is necessary, and that constraints of time and public health considerations render it impractical to hold a School Board meeting to approve the implementation. The Learning Model selected and implemented by the Superintendent shall continue in effect unless and until the School Board, in consultation with the Superintendent and appropriate school district staff and public health officials, deems it in the best interest of the School District and its students to implement a different Learning Model.

Section 3: The Superintendent will provide regular updates to the School Board regarding the School District’s efforts to implement COVID-19 related educational and public health guidance issued by the MDE and the MDH, respectively.

Adopted this _____ day of _____, 2020.

Roll Call Vote

Aye: _____

Nay: _____

School Board Chair

School Board Clerk