Jordan School District #717
Regular Meeting Agenda

Monday, August 10, 2026 at 5:30 PM
Regular Meeting
CERC Multi-purpose Room
500 Sunset Drive; Suite 3
Jordan, MN 55352

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1. Call to Order
2. Pledge of Allegiance
3. Roll Call
4. Consideration of Agenda
5. Jordan Pride Awards
6. Public Comments 3
7. Consent Agenda
    1. Minutes 5
    2. Monthly Finance Reports 7
    3. Donations 44
    4. Policies
        1. 506: Student Discipline 45
        2. 524.1 Social Media Policy 71
        3. 722: Public Data Requests 82
        4. 806: Crisis Management Policy 93
        5. 208: Development, Adoption, & Implementation of Policies 107
        6. 402: Disability Nondiscrimination Policy 110
        7. 423: Employee – Student Relationships 112
        8. 507.5: School Resource Officers 115
        9. 509: Enrollment of Nonresident Students 119
        10. 521: Student Disability Non Discrimination 125
        11. 524: Internet Acceptable Use Policy 129
        12. 613: Graduation Requirements 145
        13. 621: Literacy and the READ Act 152
        14. 709: Student Transportation Safety Policy 164
        15. 721: Procurement Policy 188
    5. Matters of Employment 216
8. Action / Discussion Items

1. Review and Act on Student Handbooks
    1. JHS 217
    2. JMS 256
    3. JES 291
    4. Activities 338
2. Review and Act on Staff Handbooks
    1. JHS 351
    2. JMS 405
    3. JES 441
3. Review and Act on Local 284 Contract 492
4. SRO Contract 2026-2029 519

9. Board and Administrative Reports
    1. Superintendent's Report 525
    2. Director of Teaching and Learning's Report 527
    3. Community Education & Operations Director's Report 530
    4. Communications Director's Report 532
    5. Nutritional Services Director's Report 534
    6. Special Services Director's Report 536
    7. School Board Member Reports / Committee Reports 538
10. Adjourn into Closed Session per MN Statute 13D.05, Subd. 3(a)
11. Adjourn Regular Meeting

Request to Address the School Board

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

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

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

The following conduct is prohibited during the public comment period:

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

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

Name: _____ **Date:** _____

Phone Number: _____ **Email address:** _____

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

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

Please specifically state your purpose for addressing the School Board.

_____

_____

_____

_____

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

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

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

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

_____ _____

School District Clerk *Date/Time Received*

Regular Meeting

Monday,July 13, 2026 at 5:30 PM
Regular Meeting
CERC Multi-purpose Room
500 Sunset Drive; Suite 3
Jordan, MN 55352

- Call to Order
    - Deb Pauly called the meeting to order at 5:30pm.
- Pledge of Allegiance
- Roll Call
    - Present: Deb Pauly, Corinne Hennen, Jenny Kusske, Matt Bertrang, Molly Monyok arrived at 5:34. Lauren Pedersen joined remotely. Superintendent Ranae Case Evenson joined remotely.
    - Absent: Christina Olson
- Consideration of Agenda
    - Motion to approve the agenda made by M. Bertrang, Seconded by L. Pedersen. Motion passed 6-0.
- Jordan Pride Awards
    - Coaching Recognition
        - Kelly Hyer, Section 2AA Track & Field Assistant Coach of the Year
        - Nate Steele, Section 2AA Girls Golf Assistant Coach of the Year
    - Girls Golf:
        - Hanna Norberg, State Participant
    - Track & Field State Participants
        - Jordan Staloch: High Jump, Long Jump, Triple Jump
        - Anna Engelhart: Long Jump
        - Ava Hoffman: Shot Put
        - Maya Hage: Triple Jump, 100 M Hurdles, 300 M Hurdles
        - Loyalty Malone: 4x100 M Relay
        - Molly Church: 4x100 M Relay
        - Morgan Mengel: 4x100 M Relay
        - Keira Walkington: 4x100 M Relay
        - Owen Halvorson: 100 M Relay, 300 M Hurdles, 200 M
        - Blake Morin: High Jump
        - Noah Salzwedel: 400 M
- Public Comments- No Public Comment Requests
- Consent Agenda
    7.1. Minutes

- 6/8/26 - Regular Board Minutes
- 6/22/26- Special Board Meeting Minutes
- 6/22/26 - Board Workshop Minutes

7.2. Monthly Finance Reports
- Finance Director Amy Hafemann prepared reports for the board to review.

7.3. Matters of Employment

7.4. Disposition of Jewelry Making Equipment & Supplies
- Motion to approve Consent Agenda made by M.Monyok, seconded by J. Kusske Motion passed 6-0.

- Action / Discussion Items

8.1. Review and Act on Resolution for General School Board Election
- Motion to approve the Resolution for General School Board Election made by M. Monyok, seconded by C. Hennen. Motion passed via roll call vote 6-0.

8.2. Review and Act on Substitute Teacher and Paraprofessional pay rates
- Finance Director Amy Hafemann presented proposed Substitute Teacher and Paraprofessional pay rates.
- Motion to approve Substitute Teacher and Paraprofessional pay rates made by M. Bertrang, seconded by M. Monyok. Motion passed 6-0.

8.3. Review and Act on 10 Year LTFM Resolution Pay 2028
- Finance Director Amy Hafemann presented the 10 Year LTFM Resolution Pay 2028.
- Motion to approve 10 Year LTFM Resolution Pay 2028 made by M. Monyok, seconded by M. Bertrang. Motion passed via roll call vote 6-0.

8.4 Review and Act on Dissolution of Soccer Coop
- Athletic Director Brittany Barker presented the proposed Dissolution of the Soccer Coop with Belle Plaine Public Schools.
- Motion to approve Dissolution of Soccer Coop made by M. Monyok, seconded by L. Pedersen. Approved 6-0.

9. Board and Administrative Reports

9.1. Superintendent's Report

9.2. HS Principal's Report

9.3. MS Principal's Report

9.4. ES Principal's Report

9.5. Teaching and Learning Director's Report

9.6. Activities Director's Report

9.7. Community Education & Operations Director's Report

9.8. Communications Director's Report

9.9. Nutritional Services Director's Report

9.10. Special Services Director's Report

9.11. School Board Member Reports / Committee Reports

10. Adjourn Regular Meeting
- Motion to adjourn the meeting at 6:20pm made by M. Monyok.

_____ _____

School Board Clerk Date

717 JORDAN PUBLIC SCHOOLS
District Office
500 Sunset Drive, Suite #1
Jordan, Minnesota 55352
952-492-6200 main | 952-492-4445 fax

AMY HAFEMANN
Director of Finance
ahafemann@isd717.org

August 4, 2026

Board of Education Meeting

Finance Report

August, 2026 financial reports show activity that has been completed for the 2026-2027 thru July, 2026. There will be more invoices that will be paid out in the next couple of months.

The Vendor Payment Register gives the detailed activity of all vendors that have been paid in the month of July, 2026.

The Payroll Payment Register gives the detail of the Payroll Liability payments processed through July, 2026.

The pie chart shows the expenses by object codes in the General Fund that were paid thru July, 2026. This chart is as current as can be at this time and is for the current year – FY2026-2027.

The business office is very busy. Preparations for the 2025-2026 audit have begun. I have met with the auditors and they will be in our office the week of September 21st.

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

Jordan Public Schools

Detail Payment Register by Vendor

Fund Summary

Fund	Description	Total
01	General Fund	$616,933.07
02	Food Service Fund	$48,309.94
04	Community Education	$34,939.40
06	Building Fund	$14,127.71
Report Total		**$714,310.12**

Jordan Public Schools

Detail Payment Register by Vendor

Check Number: 0-2147483647 Payment Date: 7/1/2026-7/31/2026 Period: 202701-202701 Void Status: N

Code	Rcd	Vendor	Bank	Check No	Pmt/Void Date		Pmt Type		
24385		AFLAC	1932 WYNNTON ROAD COLUMBUS, GA 31999-0001						
			001				Wire		
			B 01 215 060			American Family/Flex Cancer	$40.15		
PO#:		Voucher #:	139606 Invoice	Invoice No:	S202624S10	7/31/2026		Paid Amt:	$40.15
			B 01 215 060			American Family/Flex Cancer	$40.15		
			B 01 215 060			AFLAC-Retiree-C Stemig	$25.60		
PO#:		Voucher #:	139846 Invoice	Invoice No:	S202624S11	7/31/2026		Paid Amt:	$65.75
								Check Amount:	$105.90
								Vendor Total:	$105.90
28892		AVIBEN	1995 E RUM RIVER DR S Suite 2 CAMBRIDGE, MN 55008						
			001				Wire		
			B 01 215 068			ING/Aetna	$6,019.46		
PO#:		Voucher #:	139616 Invoice	Invoice No:	S202624S10	7/15/2026		Paid Amt:	$6,019.46
			B 01 215 078			Horace Mann	$3,353.49		
PO#:		Voucher #:	139615 Invoice	Invoice No:	S202624S10	7/15/2026		Paid Amt:	$3,353.49
			B 01 215 078			Horace Mann	$453.34		
PO#:	9	Voucher #:	139578 Invoice	Invoice No:	S2027010	7/15/2026		Paid Amt:	$453.34
			B 01 215 068			ING/Aetna	$377.50		
PO#:		Voucher #:	139579 Invoice	Invoice No:	S2027010	7/15/2026		Paid Amt:	$377.50
			B 01 215 057			Thrivent Financial	$333.34		
PO#:		Voucher #:	139589 Invoice	Invoice No:	S2027010	7/15/2026		Paid Amt:	$333.34
			B 01 215 055			Equitable Life	$2,278.12		
			B 01 215 068			ING/Aetna	$1,211.00		
PO#:		Voucher #:	139609 Invoice	Invoice No:	S202624S10	7/15/2026		Paid Amt:	$3,489.12
			B 01 215 050			ECONOMIC SERVICES	$833.34		
PO#:		Voucher #:	139610 Invoice	Invoice No:	S202624S10	7/15/2026		Paid Amt:	$833.34
			B 01 215 056			American Express	$1,979.83		
PO#:		Voucher #:	139605 Invoice	Invoice No:	S202624S10	7/15/2026		Paid Amt:	$1,979.83
			B 01 215 053			Fidelity Investment	$1,168.68		
PO#:		Voucher #:	139612 Invoice	Invoice No:	S202624S10	7/15/2026		Paid Amt:	$1,168.68
			B 01 215 068			ING/Aetna	$173.36		
			B 01 215 080			First Investors Corporation	$316.68		
PO#:		Voucher #:	139613 Invoice	Invoice No:	S202624S10	7/15/2026		Paid Amt:	$490.04
			B 01 215 064			Franklin Templeton	$3,076.13		
PO#:		Voucher #:	139614 Invoice	Invoice No:	S202624S10	7/15/2026		Paid Amt:	$3,076.13
			B 01 215 055			Equitable Life	$83.34		
PO#:		Voucher #:	139575 Invoice	Invoice No:	S2027010	7/15/2026		Paid Amt:	$83.34
			B 01 215 064			Franklin Templeton	$31.25		

Code	Rcd	Vendor	Bank	Check No				Pmt/Void Date		Pmt Type		
28892		AVIBEN	1995 E RUM RIVER DR S Suite 2 CAMBRIDGE, MN 55008									
			001							Wire		
			B	01	215	068	ING/Aetna		$110.75			
PO#:		Voucher #:	139594	Invoice			Invoice No:	S202624S20	7/15/2026	Paid Amt:	$142.00	
			B	01	215	056	American Express		$915.00			
PO#:		Voucher #:	139573	Invoice			Invoice No:	S2027010	7/15/2026	Paid Amt:	$915.00	
			B	01	215	064	Franklin Templeton		$1,358.33			
PO#:		Voucher #:	139577	Invoice			Invoice No:	S2027010	7/15/2026	Paid Amt:	$1,358.33	
			B	01	215	068	ING/Aetna		$417.38			
PO#:		Voucher #:	139595	Invoice			Invoice No:	S202624S20	7/15/2026	Paid Amt:	$417.38	
			B	01	215	077	Modern Woodmen		$125.67			
PO#:		Voucher #:	139622	Invoice			Invoice No:	S202624S10	7/15/2026	Paid Amt:	$125.67	
			B	01	215	057	Thrivent Financial		$350.02			
PO#:		Voucher #:	139625	Invoice			Invoice No:	S202624S10	7/15/2026	Paid Amt:	$350.02	
			B	01	215	067	Valic		$648.59			
			B	01	215	068	ING/Aetna		$103.11			
PO#:		Voucher #:	139627	Invoice			Invoice No:	S202624S10	7/15/2026	Paid Amt:	$751.70	
										Check Amount:		$25,717.71
			001							Wire		
			B	01	215	077	Modern Woodmen		$125.67			
PO#:		Voucher #:	139862	Invoice			Invoice No:	S202624S11	7/31/2026	Paid Amt:	$125.67	
			B	01	215	057	Thrivent Financial		$350.02			
PO#:		Voucher #:	139865	Invoice			Invoice No:	S202624S11	7/31/2026	Paid Amt:	$350.02	
			B	01	215	067	Valic		$648.59			
			B	01	215	068	ING/Aetna		$103.11			
PO#:		Voucher #:	139867	Invoice			Invoice No:	S202624S11	7/31/2026	Paid Amt:	$751.70	
			B	01	215	055	Equitable Life		$83.34			
PO#:		Voucher #:	139815	Invoice			Invoice No:	S2027020	7/31/2026	Paid Amt:	$83.34	
			B	01	215	068	ING/Aetna		$794.80			
PO#:		Voucher #:	139819	Invoice			Invoice No:	S2027020	7/31/2026	Paid Amt:	$794.80	
			B	01	215	056	American Express		$1,979.83			
PO#:		Voucher #:	139845	Invoice			Invoice No:	S202624S11	7/31/2026	Paid Amt:	$1,979.83	
			B	01	215	064	Franklin Templeton		$1,389.58			
			B	01	215	068	ING/Aetna		$114.36			
PO#:		Voucher #:	139817	Invoice			Invoice No:	S2027020	7/31/2026	Paid Amt:	$1,503.94	
			B	01	215	055	Equitable Life		$2,278.12			
			B	01	215	068	ING/Aetna		$1,211.00			
PO#:		Voucher #:	139849	Invoice			Invoice No:	S202624S11	7/31/2026	Paid Amt:	$3,489.12	

Check Number: 0-2147483647 Payment Date: 7/1/2026-7/31/2026 Period: 202701-202701 Void Status: N

Code	Rcd	Vendor	Bank	Check No				Pmt/Void Date			Pmt Type		
28892		AVIBEN	1995 E RUM RIVER DR S Suite 2 CAMBRIDGE, MN 55008										
			001								Wire		
			B	01	215	057		Thrivent Financial		$333.34			
PO#:		Voucher #:	139829	Invoice			Invoice No:	S2027020	7/31/2026		Paid Amt:	$333.34	
			B	01	215	050		ECONOMIC SERVICES		$833.34			
PO#:		Voucher #:	139850	Invoice			Invoice No:	S202624S11	7/31/2026		Paid Amt:	$833.34	
			B	01	215	078		Horace Mann		$3,353.49			
PO#:		Voucher #:	139855	Invoice			Invoice No:	S202624S11	7/31/2026		Paid Amt:	$3,353.49	
			B	01	215	078		Horace Mann		$453.34			
PO#:		Voucher #:	139818	Invoice			Invoice No:	S2027020	7/31/2026		Paid Amt:	$453.34	
			B	01	215	053		Fidelity Investment		$1,168.68			
PO#:		Voucher #:	139852	Invoice			Invoice No:	S202624S11	7/31/2026		Paid Amt:	$1,168.68	
			B	01	215	068		ING/Aetna		$173.36			
			B	01	215	080		First Investors Corporation		$316.68			
PO#:		Voucher #:	139853	Invoice			Invoice No:	S202624S11	7/31/2026		Paid Amt:	$490.04	
			B	01	215	064		Franklin Templeton		$3,006.13			
PO#:		Voucher #:	139854	Invoice			Invoice No:	S202624S11	7/31/2026		Paid Amt:	$3,006.13	
			B	01	215	056		American Express		$915.00			
PO#:		Voucher #:	139813	Invoice			Invoice No:	S2027020	7/31/2026		Paid Amt:	$915.00	
			B	01	215	068		ING/Aetna		$6,019.46			
PO#:		Voucher #:	139856	Invoice			Invoice No:	S202624S11	7/31/2026		Paid Amt:	$6,019.46	
												Check Amount:	$25,651.24
												Vendor Total:	$51,368.95
6368		COLONIAL LIFE	PO BOX 903 COLUMBIA, SC 29202										
			001								Wire		
			B	01	215	051		Colonial Life - Liability Account		$58.47			
PO#:		Voucher #:	139607	Invoice			Invoice No:	S202624S10	7/15/2026		Paid Amt:	$58.47	
												Check Amount:	$58.47
			001								Wire		
			B	01	215	051		Colonial Life - Liability Account		$58.47			
PO#:		Voucher #:	139847	Invoice			Invoice No:	S202624S11	7/31/2026		Paid Amt:	$58.47	
												Check Amount:	$58.47
												Vendor Total:	$116.94
22350		FRANDSEN BANK AND TRUST	200 CREEK LANE JORDAN, MN 55352										
			001								Wire		
			B	01	215	003		Fed Tax		$7,532.57			
PO#:		Voucher #:	139576	Invoice			Invoice No:	S2027010	7/15/2026		Paid Amt:	$7,532.57	

Check Number: 0-2147483647 Payment Date: 7/1/2026-7/31/2026 Period: 202701-202701 Void Status: N

Code	Rcd	Vendor	Bank	Check No			Pmt/Void Date		Pmt Type		
22350		FRANDSEN BANK AND TRUST		200 CREEK LANE JORDAN, MN 55352							
			001						Wire		
			B 01 215 003		Fed Tax			$33,714.83			
PO#:		Voucher #:	139611 Invoice	Invoice No:	S202624S10		7/15/2026		Paid Amt:	$33,714.83	
			B 01 215 003		Fed Tax			$8,329.65			
PO#:		Voucher #:	139593 Invoice	Invoice No:	S202624S20		7/15/2026		Paid Amt:	$8,329.65	
			B 01 215 010		FICA			$4,164.52			
PO#:		Voucher #:	139597 Invoice	Invoice No:	S202624S20		7/15/2026		Paid Amt:	$4,164.52	
			B 01 215 010		FICA			$12,347.06			
PO#:		Voucher #:	139619 Invoice	Invoice No:	S202624S10		7/15/2026		Paid Amt:	$12,347.06	
			B 01 215 010		FICA			$2,451.24			
PO#:		Voucher #:	139582 Invoice	Invoice No:	S2027010		7/15/2026		Paid Amt:	$2,451.24	
			B 01 215 010		FICA			$17,807.22			
PO#:		Voucher #:	139601 Invoice	Invoice No:	S202624S20		7/15/2026		Paid Amt:	$17,807.22	
			B 01 215 010		FICA			$10,481.36			
PO#:		Voucher #:	139587 Invoice	Invoice No:	S2027010		7/15/2026		Paid Amt:	$10,481.36	
			B 01 215 010		FICA			$52,794.28			
PO#:		Voucher #:	139624 Invoice	Invoice No:	S202624S10		7/15/2026		Paid Amt:	$52,794.28	
									Check Amount:		$149,622.73
			001						Wire		
			B 01 215 002		State Tax			$3,968.37			
PO#:		Voucher #:	139585 Invoice	Invoice No:	S2027010		7/15/2026		Paid Amt:	$3,968.37	
									Check Amount:		$3,968.37
			001						Wire		
			B 01 215 002		State Tax			$5,298.27			
PO#:		Voucher #:	139599 Invoice	Invoice No:	S202624S20		7/15/2026		Paid Amt:	$5,298.27	
									Check Amount:		$5,298.27
			001						Wire		
			B 01 215 002		State Tax			$17,770.36			
PO#:		Voucher #:	139621 Invoice	Invoice No:	S202624S10		7/15/2026		Paid Amt:	$17,770.36	
									Check Amount:		$17,770.36
			001						Wire		
			B 01 215 010		FICA			$12,207.14			
PO#:		Voucher #:	139859 Invoice	Invoice No:	S202624S11		7/31/2026		Paid Amt:	$12,207.14	
			B 01 215 010		FICA			$964.92			
PO#:		Voucher #:	139842 Invoice	Invoice No:	S202624S30		7/31/2026		Paid Amt:	$964.92	
			B 01 215 003		Fed Tax			$10,987.91			
PO#:		Voucher #:	139816 Invoice	Invoice No:	S2027020		7/31/2026		Paid Amt:	$10,987.91	

Check Number: 0-2147483647 Payment Date: 7/1/2026-7/31/2026 Period: 202701-202701 Void Status: N

Code	Rcd	Vendor	Bank	Check No				Pmt/Void Date			Pmt Type		
22350		FRANDSEN BANK AND TRUST			200 CREEK LANE JORDAN, MN 55352								
			001								Wire		
			B	01	215	010	FICA			$19,123.60			
PO#:		Voucher #:	139827	Invoice		Invoice No:	S2027020	7/31/2026			Paid Amt:	$19,123.60	
			B	01	215	010	FICA			$1,468.88			
PO#:		Voucher #:	139836	Invoice		Invoice No:	S202624S40	7/31/2026			Paid Amt:	$1,468.88	
			B	01	215	010	FICA			$343.52			
PO#:		Voucher #:	139834	Invoice		Invoice No:	S202624S40	7/31/2026			Paid Amt:	$343.52	
			B	01	215	002	State Tax			$707.30			
PO#:		Voucher #:	139835	Invoice		Invoice No:	S202624S40	7/31/2026			Paid Amt:	$707.30	
			B	01	215	003	Fed Tax			$764.05			
PO#:		Voucher #:	139838	Invoice		Invoice No:	S202624S30	7/31/2026			Paid Amt:	$764.05	
			B	01	215	010	FICA			$4,472.46			
PO#:		Voucher #:	139822	Invoice		Invoice No:	S2027020	7/31/2026			Paid Amt:	$4,472.46	
			B	01	215	010	FICA			$225.62			
PO#:		Voucher #:	139840	Invoice		Invoice No:	S202624S30	7/31/2026			Paid Amt:	$225.62	
			B	01	215	003	Fed Tax			$1,848.36			
PO#:		Voucher #:	139832	Invoice		Invoice No:	S202624S40	7/31/2026			Paid Amt:	$1,848.36	
			B	01	215	010	FICA			$52,196.40			
PO#:		Voucher #:	139864	Invoice		Invoice No:	S202624S11	7/31/2026			Paid Amt:	$52,196.40	
			B	01	215	003	Fed Tax			$32,823.19			
PO#:		Voucher #:	139851	Invoice		Invoice No:	S202624S11	7/31/2026			Paid Amt:	$32,823.19	
												Check Amount:	$138,133.35
			001								Wire		
			B	01	215	002	State Tax			$17,441.76			
PO#:		Voucher #:	139861	Invoice		Invoice No:	S202624S11	7/31/2026			Paid Amt:	$17,441.76	
												Check Amount:	$17,441.76
			001								Wire		
			B	01	215	002	State Tax			$6,368.68			
PO#:		Voucher #:	139825	Invoice		Invoice No:	S2027020	7/31/2026			Paid Amt:	$6,368.68	
												Check Amount:	$6,368.68
			001								Wire		
			B	01	215	002	State Tax			$322.51			
PO#:		Voucher #:	139841	Invoice		Invoice No:	S202624S30	7/31/2026			Paid Amt:	$322.51	
												Check Amount:	$322.51
												Vendor Total:	$338,926.03

Jordan Public Schools

Detail Payment Register by Vendor

Check Number: 0-2147483647 Payment Date: 7/1/2026-7/31/2026 Period: 202701-202701 Void Status: N

Code	Rcd	Vendor	Bank	Check No				Pmt/Void Date		Pmt Type		
4689		JORDAN EDUCATION FOUNDATION		PO Box 52 Jordan, MN 55352								
			001	113643						Check		
			B	01	215	073	Jordan Ed Foundation		$30.00			
PO#:		Voucher #:	139580	Invoice		Invoice No:	S2027010	7/15/2026		Paid Amt:	$30.00	
			B	01	215	073	Jordan Ed Foundation		$7.00			
PO#:		Voucher #:	139617	Invoice		Invoice No:	S202624S10	7/15/2026		Paid Amt:	$7.00	
										Check Amount:		$37.00
			001	113764						Check		
			B	01	215	073	Jordan Ed Foundation		$30.00			
PO#:		Voucher #:	139820	Invoice		Invoice No:	S2027020	7/31/2026		Paid Amt:	$30.00	
			B	01	215	073	Jordan Ed Foundation		$7.00			
PO#:		Voucher #:	139857	Invoice		Invoice No:	S202624S11	7/31/2026		Paid Amt:	$7.00	
										Check Amount:		$37.00
										Vendor Total:		$74.00
24150		MADISON NATIONAL LIFE INS CO, INC		PO BOX 7411066 CHICAGO, IL 60674-1066								
			001	113763						Check		
			B	01	215	019	PFML-MN Paid Leave		$5,327.30			
			B	01	215	019	PFML-adj to premium		($0.18)			
PO#:		Voucher #:	139246	Invoice		Invoice No:	S2026240	7/31/2026		Paid Amt:	$5,327.12	
			B	01	215	019	PFML-MN Paid Leave		$6,205.52			
PO#:		Voucher #:	138939	Invoice		Invoice No:	S2026230	7/31/2026		Paid Amt:	$6,205.52	
			B	01	215	019	PFML-MN Paid Leave		$80.80			
PO#:		Voucher #:	139229	Invoice		Invoice No:	S202624S0	7/31/2026		Paid Amt:	$80.80	
										Check Amount:		$11,613.44
										Vendor Total:		$11,613.44
3565		MEDICA		NW 7958 PO BOX 1450 MINNEAPOLIS, MN 55485-7958								
			001							Wire		
			B	01	215	020	Health Ins		$13,669.68			
PO#:		Voucher #:	139583	Invoice		Invoice No:	S2027010	7/31/2026		Paid Amt:	$13,669.68	
			B	01	215	020	Health Ins		$4,527.74			
PO#:		Voucher #:	139598	Invoice		Invoice No:	S202624S20	7/31/2026		Paid Amt:	$4,527.74	
			B	01	215	020	Health Ins		$61,605.44			
PO#:		Voucher #:	139620	Invoice		Invoice No:	S202624S10	7/31/2026		Paid Amt:	$61,605.44	
			B	01	215	020	Health Ins		$61,605.44			
			B	01	215	024	Retiree Health Ins Prem		$5,558.28			
			B	01	215	020	Health Ins adj to premium		$34,497.39			
PO#:		Voucher #:	139860	Invoice		Invoice No:	S202624S11	7/31/2026		Paid Amt:	$101,661.11	

Code	Rcd	Vendor	Bank	Check No	Pmt/Void Date		Pmt Type		
3565		MEDICA	NW 7958 PO BOX 1450 MINNEAPOLIS, MN 55485-7958						
			001				Wire		
			B 01 215 020		Health Ins	$18,197.42			
PO#:		Voucher #:	139823 Invoice	Invoice No: S2027020	7/31/2026		Paid Amt:	$18,197.42	
							Check Amount:		$199,661.39
							Vendor Total:		$199,661.39
27742		MN DEPT OF REVENUE	PO BOX 64651 ST. PAUL, MN 55164-0651						
			001				Wire		
			B 01 215 074		Garnishment	$72.00			
PO#:		Voucher #:	139584 Invoice	Invoice No: S2027010	7/15/2026		Paid Amt:	$72.00	
							Check Amount:		$72.00
			001				Wire		
			B 01 215 074		Garnishment	$72.00			
PO#:		Voucher #:	139824 Invoice	Invoice No: S2027020	7/31/2026		Paid Amt:	$72.00	
							Check Amount:		$72.00
							Vendor Total:		$144.00
23795	15	NATIONAL INSURANCE SERVICES OF WI, INC	PO BOX 7411066 CHICAGO, IL 60674-1066						
			001	113765			Check		
			B 01 215 027		Supplemental Life Ins	$16.80			
			B 01 215 035		Life	$882.00			
			B 01 215 065		Disability	$1,308.19			
			B 01 215 027		Supplemental Life Ins-adj to premium	$16.80			
			B 01 215 026		Retiree Life Ins Premium	$98.00			
			B 01 215 035		Life Ins-adj to premium	$281.46			
			B 01 215 065		Disability Ins-adj to premium	$669.09			
PO#:		Voucher #:	139863 Invoice	Invoice No: S202624S11	7/31/2026		Paid Amt:	$3,272.34	
			B 01 215 035		Life	$105.00			
			B 01 215 065		Disability	$241.20			
PO#:		Voucher #:	139586 Invoice	Invoice No: S2027010	7/31/2026		Paid Amt:	$346.20	
			B 01 215 027		Supplemental Life Ins	$4.20			
			B 01 215 035		Life	$158.06			
			B 01 215 065		Disability	$354.71			
PO#:		Voucher #:	139826 Invoice	Invoice No: S2027020	7/31/2026		Paid Amt:	$516.97	
			B 01 215 027		Supplemental Life Ins	$16.80			
			B 01 215 035		Life	$882.00			
			B 01 215 065		Disability	$1,308.19			
PO#:		Voucher #:	139623 Invoice	Invoice No: S202624S10	7/31/2026		Paid Amt:	$2,206.99	

Code	Rcd	Vendor	Bank	Check No			Pmt/Void Date			Pmt Type		
23795		NATIONAL INSURANCE SERVICES OF WI, INC			PO BOX 7411066 CHICAGO, IL 60674-1066							
			001	113765						Check		
			B	01	215	027	Supplemental Life Ins		$4.20			
			B	01	215	035	Life		$51.18			
			B	01	215	065	Disability		$91.95			
PO#:		Voucher #:	139600	Invoice		Invoice No:	S202624S20	7/31/2026		Paid Amt:	$147.33	
										Check Amount:		$6,489.83
										Vendor Total:		$6,489.83
21993		PUBLIC EMPLOYEES RETIREMENT ASSN			60 EMPIRE DRIVE, SUITE 200 ST PAUL, MN 55103							
			001							Wire		
			B	01	215	014	PERA		$4,962.42			
PO#:		Voucher #:	139588	Invoice		Invoice No:	S2027010	7/15/2026		Paid Amt:	$4,962.42	
			B	01	215	014	PERA		$8,483.94			
PO#:		Voucher #:	139602	Invoice		Invoice No:	S202624S20	7/15/2026		Paid Amt:	$8,483.94	
										Check Amount:		$13,446.36
			001							Wire		
			B	01	215	014	PERA		$12,086.70			
PO#:		Voucher #:	139828	Invoice		Invoice No:	S2027020	7/31/2026		Paid Amt:	$12,086.70	
			B	01	215	014	PERA		$1,658.42			
PO#:		Voucher #:	139837	Invoice		Invoice No:	S202624S40	7/31/2026		Paid Amt:	$1,658.42	
			B	01	215	014	PERA		$76.31			
PO#:		Voucher #:	139843	Invoice		Invoice No:	S202624S30	7/31/2026		Paid Amt:	$76.31	
										Check Amount:		$13,821.43
										Vendor Total:		$27,267.79
21994		TEACHERS RETIREMENT ASSN			60 EMPIRE DRIVE SUITE 400 ST PAUL, MN 55103-1855							
			001							Wire		
			B	01	215	018	TRA		$8,807.68			
PO#:		Voucher #:	139590	Invoice		Invoice No:	S2027010	7/15/2026		Paid Amt:	$8,807.68	
			B	01	215	018	TRA		$10,098.91			
PO#:		Voucher #:	139603	Invoice		Invoice No:	S202624S20	7/15/2026		Paid Amt:	$10,098.91	
			B	01	215	018	TRA		$79,148.37			
PO#:		Voucher #:	139626	Invoice		Invoice No:	S202624S10	7/15/2026		Paid Amt:	$79,148.37	
										Check Amount:		$98,054.96
			001							Wire		
			B	01	215	018	TRA		$9,035.45			
PO#:		Voucher #:	139830	Invoice		Invoice No:	S2027020	7/31/2026		Paid Amt:	$9,035.45	

Check Number: 0-2147483647 Payment Date: 7/1/2026-7/31/2026 Period: 202701-202701 Void Status: N

Code	Rcd	Vendor	Bank	Check No	Pmt/Void Date		Pmt Type	
21994		TEACHERS RETIREMENT ASSN	60 EMPIRE DRIVE SUITE 400 ST PAUL, MN 55103-1855					
			001				Wire	
			B 01 215 018		TRA	$469.40		
PO#:		Voucher #:	139844 Invoice	Invoice No: S202624S30	7/31/2026		Paid Amt:	$469.40
			B 01 215 018		TRA	$79,136.19		
PO#:		Voucher #:	139866 Invoice	Invoice No: S202624S11	7/31/2026		Paid Amt:	$79,136.19
							Check Amount:	$88,641.04
							Vendor Total:	$186,696.00
5942		WEX	PO Box 2926 Fargo, ND 58108-2926					
			001				Wire	
			B 01 215 076		VEBA/HSA - Employer Contribution	$39,300.00		
			B 01 215 076		VEBA/HSA - Employer Contribution	$61,300.00		
PO#:		Voucher #:	139929 Invoice	Invoice No: S202701S0	7/31/2026		Paid Amt:	$100,600.00
							Check Amount:	$100,600.00
			001				Wire	
			B 01 215 076		VEBA/HSA - Employer Contribution	$3,500.00		
PO#: 17		Voucher #:	139930 Invoice	Invoice No: S202701S01	7/31/2026		Paid Amt:	$3,500.00
							Check Amount:	$3,500.00
			001				Wire	
			B 01 215 028		Flex Employee Contributions	$370.00		
			B 01 215 028		Flex Employee Contributions	$225.00		
			B 01 215 028		Flex Employee Contributions	$5,507.76		
PO#:		Voucher #:	139931 Invoice	Invoice No: S2027010	7/31/2026		Paid Amt:	$6,102.76
							Check Amount:	$6,102.76
			001				Wire	
			B 01 215 028		Flex Employee Contributions	$595.00		
			B 01 215 028		Flex Employee Contributions	$5,507.76		
PO#:		Voucher #:	139932 Invoice	Invoice No: S2027020	7/31/2026		Paid Amt:	$6,102.76
							Check Amount:	$6,102.76
			001				Wire	
			B 01 215 093		FY2027-Med Flex	$241.67		
			B 01 215 093		FY2027-Med Flex	$241.67		
			B 01 215 090		FY2026-Dep Care	$1,584.05		
			B 01 215 091		FY2026-Med Flex	$316.66		
			B 01 215 090		FY2026-Dep Care	$1,584.05		
			B 01 215 091		FY2026-Med Flex	$316.66		
			B 01 215 090		FY2026-Dep Care-adj to claims	$1,762.69		

Jordan Public Schools

Detail Payment Register by Vendor

Check Number: 0-2147483647 Payment Date: 7/1/2026-7/31/2026 Period: 202701-202701 Void Status: N

Code	Rcd	Vendor	Bank	Check No	Pmt/Void Date		Pmt Type	
5942		WEX	PO Box 2926 Fargo, ND 58108-2926					
			001				Wire	
			B 01 215 091		FY2026-Med Flex-adj to claims	($294.44)		
			B 01 215 093		FY2027-Med Flex-adj to claims	$1,298.11		
PO#:		Voucher #:	139933 Invoice	Invoice No: S2027010	7/31/2026		Paid Amt:	$7,051.12
							Check Amount:	$7,051.12
							Vendor Total:	$123,356.64
							Report Total:	$945,820.91

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Jordan Public Schools

Detail Payment Register by Vendor

Check Number: 0-2147483647 Payment Date: 7/1/2026-7/31/2026 Period: 202701-202701 Void Status: N

Code	Rcd	Vendor	Bank	Check No	Pmt/Void Date	Pmt Type		
6222		**ACTIVE INTERNET TECHNOLOGIES LLC**		**PO BOX 783838 PHILADELPHIA, PA 19178-3838**				
			001	**113616**		**Check**		
		E 01 005 107 000 405 400 Blackboard,WCM Conversion,Weglot Pro,IOS/A				$6,816.00		
PO#:		**Voucher #:**	**139306** Invoice	**Invoice No:** INV099299	**7/2/2026**	**Paid Amt:**	**$6,816.00**	
		E 01 005 107 000 405 400 FY27 Messaging Service 7/1/26-6/30/25				$2,700.00		
PO#:		**Voucher #:**	**139305** Invoice	**Invoice No:** INV099336	**7/2/2026**	**Paid Amt:**	**$2,700.00**	
						Check Amount:		**$9,516.00**
						Vendor Total:		**$9,516.00**
4071		**AFFINETY SOLUTIONS, INC**		**4300 WEST 42ND STREET EDINA, MN 55416**				
			001	**113617**		**Check**		
		E 01 300 292 000 305 259 Fee				$573.75		
PO#:		**Voucher #:**	**139300** Invoice	**Invoice No:** 13669	**7/2/2026**	**Paid Amt:**	**$573.75**	
						Check Amount:		**$573.75**
						Vendor Total:		**$573.75**
4511		**AIRGAS USA, LLC**		**PO BOX 734445 CHICAGO, IL 60673-4445**				
			001	**113713**		**Check**		
	19	E 01 300 361 830 433 000 Acetylene				$6.00		
		E 01 300 361 830 433 000 Argon				$10.50		
		E 01 300 361 830 433 000 Oxyegn				$7.50		
PO#: 64357		**Voucher #:**	**139794** Invoice	**Invoice No:** 5525512491	**7/29/2026**	**Paid Amt:**	**$24.00**	
						Check Amount:		**$24.00**
						Vendor Total:		**$24.00**
26895		**AMAZON CAPITAL SERVICES**		**PO BOX 035184 SEATTLE, WA 98124-5184**				
			001	**113644**		**Check**		
		E 01 300 630 000 455 000 B01EAXUANY Osram 54689 BTR Halogen Bulk				$338.50		
PO#: 63825		**Voucher #:**	**139634** Invoice	**Invoice No:** 1CNX-WDCT-YR93	**7/21/2026**	**Paid Amt:**	**$338.50**	
		E 01 300 259 000 401 325 Purple glow sticks				$23.69		
PO#:		**Voucher #:**	**139631** Credit	**Invoice No:** 1WTT-TKQC-KPFK	**7/21/2026**	**Paid Amt:**	**($23.69)**	
		E 01 300 260 000 430 000 Crayola Consturcin Paper				$12.24		
		E 01 300 260 000 430 000 Nitrile Gloves				$8.68		
PO#:		**Voucher #:**	**139635** Invoice	**Invoice No:** 1WNL-QD39-MN74	**7/21/2026**	**Paid Amt:**	**$20.92**	
		E 04 005 570 321 401 000 Piggy Banks				$61.99		
PO#:		**Voucher #:**	**139632** Invoice	**Invoice No:** 1LFJ-7TT7-HQ6N	**7/21/2026**	**Paid Amt:**	**$61.99**	
		E 01 300 260 000 430 000 Consturction Paper				$12.24		
PO#:		**Voucher #:**	**139636** Credit	**Invoice No:** 1VN9-LH9M-PWPK	**7/21/2026**	**Paid Amt:**	**($12.24)**	
		E 01 005 110 000 401 000 B0CNK57V9G Noveread 75 Pcs Alphabet File D				$32.99		

Jordan Public Schools

Detail Payment Register by Vendor

Check Number: 0-2147483647 Payment Date: 7/1/2026-7/31/2026 Period: 202701-202701 Void Status: N

Code	Rcd	Vendor	Bank	Check No	Pmt/Void Date	Pmt Type
26895		AMAZON CAPITAL SERVICES	PO BOX 035184 SEATTLE, WA 98124-5184			
			001	113644		Check
		E 01 005 110 000 401 000 Amazon Shipping Charge			$0.00	
PO#: 63485		Voucher #: 139633 Invoice		Invoice No: 1VXT-9776-DQRG	7/21/2026	Paid Amt: $32.99
						Check Amount: $418.47
						Vendor Total: $418.47
6539		AMERICAN CAPITAL FINANCIAL SERVICES, INC	2015 OGDEN AVENUE LISLE, IL 60532			
			001	113618		Check
		E 04 005 505 321 580 000 Principal			$16,313.69	
		E 04 005 505 321 581 550 Interest			$1,998.69	
PO#:		Voucher #: 139299 Invoice		Invoice No: 23393	7/2/2026	Paid Amt: $18,312.38
						Check Amount: $18,312.38
						Vendor Total: $18,312.38
6542		AMERICAN MAILING MACHINES	12223 WOOD LAKE DRIVE BURNSVILLE, MN 55337			
			001	113619		Check
		E 01 100 203 000 560 000 JES			$780.00	
	20	E 01 128 211 000 560 000 JMS			$780.00	
		E 01 300 211 000 560 000 JHS			$780.00	
PO#:		Voucher #: 139301 Invoice		Invoice No: IN127264	7/2/2026	Paid Amt: $2,340.00
						Check Amount: $2,340.00
						Vendor Total: $2,340.00
3558		ANOKA-HENNEPIN SCHOOL DISTRICT NO. 11	ATTN: ACCOUNTS RECEIVABLE ROOM 143 ANOKA, MN 55303			
			001	113670		Check
		E 02 005 770 701 820 000 MN Food Buying Group--FY26-27 Admin Fee			$450.00	
PO#: 64348		Voucher #: 139690 Invoice		Invoice No: MSFBG-51	7/22/2026	Paid Amt: $450.00
						Check Amount: $450.00
						Vendor Total: $450.00
6238		ASSOCIATED MECHANICAL CONTRACTORS INC	PO BOX 237 SHAKOPEE, MN 55379			
			001	113645		Check
		E 01 100 810 000 350 272 Technician			$346.00	
		E 01 100 810 000 350 272 Truck Charge			$60.00	
PO#:		Voucher #: 139637 Invoice		Invoice No: 69672	7/21/2026	Paid Amt: $406.00
						Check Amount: $406.00
						Vendor Total: $406.00

Jordan Public Schools

Detail Payment Register by Vendor

Check Number: 0-2147483647 Payment Date: 7/1/2026-7/31/2026 Period: 202701-202701 Void Status: N

Code	Rcd	Vendor	Bank	Check No	Pmt/Void Date	Pmt Type
6543		ATMOSPHERE COMMERCIAL INTERIORS	81 SOUTH 9TH STREET #350 MINNEAPOLIS, MN 55402			
			001	113710		Check
		E 06 100 870 024 520 000 JES Renovation - Furniture - FINAL PYMT			$10,127.71	
PO#:		Voucher #: 139792 Invoice	Invoice No: App #4		7/27/2026	Paid Amt: $10,127.71
						Check Amount: $10,127.71
						Vendor Total: $10,127.71
28892		AVIBEN	1995 E RUM RIVER DR S Suite 2 CAMBRIDGE, MN 55008			
			001	113671		Check
		E 01 005 110 000 305 000 July			$295.38	
PO#:	64380	Voucher #: 139714 Invoice	Invoice No: 42599		7/22/2026	Paid Amt: $295.38
						Check Amount: $295.38
						Vendor Total: $295.38
11220		BENJAMIN BUS	216 NOLDEN LANE JORDAN, MN 55352			
			001	113646		Check
		E 01 005 760 720 440 000 Fuel			$964.48	
		E 01 005 760 726 360 000 SPED FT - Lagoon park			$121.42	
		E 01 300 292 733 360 320 Track & Field			$1,370.26	
		E 01 005 760 723 360 000 SPED			$10,080.56	
		E 04 005 570 733 360 000 Kids Co FTs			$1,347.13	
		E 04 005 570 733 360 000 Crew FTs			$2,942.87	
		E 01 005 760 723 360 000 ESY			$5,116.78	
PO#:		Voucher #: 139638 Invoice	Invoice No: June 2026		7/21/2026	Paid Amt: $21,943.50
						Check Amount: $21,943.50
						Vendor Total: $21,943.50
26156		BIFFS, INC.	6430 COUNTY RD 101 E SHAKOPEE, MN 55379			
			001	113647		Check
		E 04 005 505 321 305 000 CE			$1,209.00	
PO#:		Voucher #: 139640 Invoice	Invoice No: June 2026		7/21/2026	Paid Amt: $1,209.00
						Check Amount: $1,209.00
						Vendor Total: $1,209.00
6780		BIG AIR	14290 PLYMOUTH AVE BURNSVILLE, MN 55337			
			001	113620		Check
		E 04 005 570 321 369 000 Trampoline Park Tickets			$1,468.33	
PO#:		Voucher #: 139302 Invoice	Invoice No: 5315		7/2/2026	Paid Amt: $1,468.33
						Check Amount: $1,468.33

Jordan Public Schools

Detail Payment Register by Vendor

Check Number: 0-2147483647 Payment Date: 7/1/2026-7/31/2026 Period: 202701-202701 Void Status: N

Code	Rcd	Vendor	Bank	Check No	Pmt/Void Date	Pmt Type
6780		BIG AIR	14290 PLYMOUTH AVE BURNSVILLE, MN 55337			
			001	113672		Check
			E 04 005 570 321 369 000	Kids Co FT - 07/15/26 (additional ticket)	$48.40	
PO#: 64369		Voucher #: 139691 Invoice	Invoice No: 5315	7/22/2026	Paid Amt: $48.40	
					Check Amount:	$48.40
					Vendor Total:	$1,516.73
1292		BIX PRODUCE CO.	3060 CENTERVILLE RD LITTLE CANADA, MN 55117			
			001	113648		Check
			E 02 128 770 701 490 000	JMS	$573.04	
			E 02 128 770 701 490 000	St Johns	$743.34	
PO#:		Voucher #: 139639 Invoice	Invoice No: 07106048	7/21/2026	Paid Amt: $1,316.38	
					Check Amount:	$1,316.38
					Vendor Total:	$1,316.38
4613	R1	BRIGHTLY SOFTWARE INC	PO BOX 200618 PITTSBURGH, PA 15251-0618			
			001	113673		Check
			E 01 005 810 000 405 000	Maint-Asset Essentials Core Plus	$3,624.14	
			E 01 005 630 000 405 000	Tech-Asset Essentials Core Plus	$1,951.46	
PO#: 63956		Voucher #: 139692 Invoice	Invoice No: INV-305228	7/22/2026	Paid Amt: $5,575.60	
					Check Amount:	$5,575.60
					Vendor Total:	$5,575.60
19813		BRIGHTWORKS	2 PINE TREE DR SUITE 101 ARDEN HILLS, MN 55112			
			001	113674		Check
			E 01 005 010 000 820 000	Flat rate fee	$1,500.00	
			E 01 005 010 000 820 000	Student fee	$4,610.00	
PO#: 64375		Voucher #: 139716 Invoice	Invoice No: INV0002890	7/22/2026	Paid Amt: $6,110.00	
					Check Amount:	$6,110.00
					Vendor Total:	$6,110.00
6826		BURTZEL, CAMDEN	929 WATERFORD WAY JORDAN, MN 55352			
			001	113649		Check
			E 04 005 505 321 186 515	Umping	$640.00	
PO#:		Voucher #: 139641 Invoice	Invoice No: June 2026	7/21/2026	Paid Amt: $640.00	
					Check Amount:	$640.00
			001	113675		Check
			E 04 005 505 321 305 515	July 7	$160.00	

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Code	Rcd	Vendor	Bank	Check No	Pmt/Void Date	Pmt Type
6826		BURTZEL, CAMDEN	929 WATERFORD WAY JORDAN, MN 55352			
			001	113675		Check
			E 04 005 505 321 305 515	July 9	$160.00	
PO#:		Voucher #: 139693 Invoice	Invoice No: July 2026	7/22/2026	Paid Amt:	$320.00
					Check Amount:	$320.00
					Vendor Total:	$960.00
26916	1	CDW LLC	75 REMITTANCE DRIVE SUITE 1515 CHICAGO, IL 60675-1515			
			001	113621		Check
			E 01 005 715 342 505 000	Arctic Wolf-total user license - gold	$44,173.80	
			E 01 005 715 342 505 000	Arctic Wolf-total server license - gold	$1,665.00	
			E 01 005 715 342 505 000	Arctic Wolf MDR Loc Retention	$1,685.44	
			E 01 005 715 342 505 000	Arctic Wolf Managed Detection & Response Rei	$1,567.00	
			E 01 005 715 342 505 000	Acrtic Wolf MDR Student User Lic	$19,258.50	
			E 01 005 715 342 505 000	Arctic Wolf 200 Series Managed Risk Scanner	$1,558.00	
			E 01 005 715 342 505 000	Artic Wolf MDR G Suite Users License	$9,079.80	
PO#:	63744 23	Voucher #: 139303 Invoice	Invoice No: AJ6A711I	7/2/2026	Paid Amt:	$78,987.54
					Check Amount:	$78,987.54
					Vendor Total:	$78,987.54
5636		CHOICE INSURANCE	PO BOX 59231 MINNEAPOLIS, MN 55459			
			001	113622		Check
			E 01 005 940 000 340 000	Rewnal of Cyber Liability	$12,160.00	
			E 01 005 940 000 340 000	Broke fee	$250.00	
			E 01 005 940 000 340 000	Suplus Lines Tax	$372.30	
			E 01 005 940 000 340 000	Stamping Fee	$4.96	
PO#:		Voucher #: 139304 Invoice	Invoice No: 28850Cyber Liability	7/2/2026	Paid Amt:	$12,787.26
					Check Amount:	$12,787.26
					Vendor Total:	$12,787.26
4348		CHROMEBOOKPARTS.COM	1000 KRISTEN CT STE 2 SAINT PAUL, MN 55110			
			001	113714		Check
			E 01 005 630 000 315 450	Back covers	$1,057.86	
PO#:		Voucher #: 139795 Invoice	Invoice No: 290588	7/29/2026	Paid Amt:	$1,057.86
					Check Amount:	$1,057.86
					Vendor Total:	$1,057.86
6038		CLEARSOFT, INC	122 E 3RD ST CHASKA, MN 55318			
			001	113676		Check
			E 01 128 810 000 401 000	JMS Solar Salt	$440.51	
PO#:	64353	Voucher #: 139721 Invoice	Invoice No: 89904	7/22/2026	Paid Amt:	$440.51

Jordan Public Schools

Detail Payment Register by Vendor

Check Number: 0-2147483647 Payment Date: 7/1/2026-7/31/2026 Period: 202701-202701 Void Status: N

Code	Rcd	Vendor	Bank	Check No	Pmt/Void Date	Pmt Type
6038		CLEARSOFT, INC	122 E 3RD ST CHASKA, MN 55318			
			001	113676		Check
		E 01 300 810 000 401 000 JHS Solar Salt			$881.02	
PO#: 64353		Voucher #: 139722 Invoice	Invoice No: 89888		7/22/2026	Paid Amt: $881.02
		E 01 100 810 000 401 000 JES Solar Salt			$440.51	
PO#: 64353		Voucher #: 139720 Invoice	Invoice No: 89912		7/22/2026	Paid Amt: $440.51
						Check Amount: $1,762.04
						Vendor Total: $1,762.04
6256		COOLEY, TONY	1129 JASMINE LN JORDAN, MN 55352			
			001	113650		Check
		E 04 005 505 321 366 518 Reimbursement			$589.26	
PO#:		Voucher #: 139642 Invoice	Invoice No: June 2026		7/21/2026	Paid Amt: $589.26
						Check Amount: $589.26
						Vendor Total: $589.26
10879		DEPT OF EMPLOYMENT & ECONOMIC DEVELOPMENT	PO BOX 4059 ST PAUL, MN 55101-4059			
			001	113715		Check
		E 01 005 400 000 281 000 Paras			$25,937.05	
		E 01 005 770 000 281 000 Food Service			$7,202.91	
		E 01 128 211 000 280 000 MS Teacher - E. Helgerson			$2,118.00	
PO#:		Voucher #: 139801 Invoice	Invoice No: June 2026		7/29/2026	Paid Amt: $35,257.96
						Check Amount: $35,257.96
						Vendor Total: $35,257.96
4451		EDEN PRAIRIE SCHOOLS	8040 MITCHELL ROAD EDEN PRAIRIE, MN 55344			
			001	113651		Check
		E 01 300 292 000 369 313 Boys JV Entry Fee			$275.00	
PO#: 64226		Voucher #: 139643 Invoice	Invoice No: April 2026		7/21/2026	Paid Amt: $275.00
						Check Amount: $275.00
						Vendor Total: $275.00
6396		ELAS, LLC	10700 FRANCE AVE S STE 116 BLOOMINGTON, MN 55431			
			001	113729		Check
		E 01 300 292 000 302 900 Subs			$120.00	
PO#:		Voucher #: 139812 Invoice	Invoice No: 000063		7/29/2026	Paid Amt: $120.00
						Check Amount: $120.00
						Vendor Total: $120.00

Check Number: 0-2147483647 Payment Date: 7/1/2026-7/31/2026 Period: 202701-202701 Void Status: N

Code	Rcd	Vendor	Bank	Check No	Pmt/Void Date	Pmt Type
2116		FARIBAULT PARKS AND RECREATION	15 W DIVISION STREET FARIBAULT, MN 55021			
			001	113677		Check
		E 01 128 211 303 369 277 Family Aquatic Center Targeted Services Field T			$432.10	
PO#: 64276		Voucher #: 139694 Invoice		Invoice No: 110473900	7/22/2026	Paid Amt: $432.10
						Check Amount: $432.10
						Vendor Total: $432.10
1232		FRONTLINE TECHNOLOGIES GROUP LLC	PO BOX 780577 PHILADELPHIA, PA 19178-0577			
			001	113623		Check
		E 01 005 110 000 305 000 HR-Applicant Tracking - annual renewal			$3,073.18	
PO#: 63803		Voucher #: 139307 Invoice		Invoice No: INVUS246873	7/2/2026	Paid Amt: $3,073.18
		E 01 100 203 000 405 000 ES			$3,288.63	
		E 01 128 211 000 405 000 MS			$3,288.63	
		E 01 300 211 000 405 000 HS			$3,288.63	
PO#:		Voucher #: 139308 Invoice		Invoice No: INVUS241921	7/2/2026	Paid Amt: $9,865.89
						Check Amount: $12,939.07
						Vendor Total: $12,939.07
5460	25	GENERATION GENIUS, INC	PO BOX 24778 NEW YORK, NY 10087-4778			
			001	113678		Check
		E 01 100 203 302 406 000 Generation Genius 26--27			$2,395.00	
PO#: 64176		Voucher #: 139695 Invoice		Invoice No: GG297979-R5	7/22/2026	Paid Amt: $2,395.00
						Check Amount: $2,395.00
						Vendor Total: $2,395.00
27120		GOPHER STATE ONE-CALL	7223 PARKWAY DRIVE SUITE 210 HANOVER, MD 21076-1392			
			001	113652		Check
		E 01 005 810 000 305 000 Email Tickets			$5.40	
PO#:		Voucher #: 139644 Invoice		Invoice No: 6061116	7/21/2026	Paid Amt: $5.40
						Check Amount: $5.40
						Vendor Total: $5.40
6705		GRUVY EDUCATION LLC	302 HARBOUR PLACE DRIVE APT 3409 TAMPA, FL 33602			
			001	113624		Check
		E 01 005 640 316 305 000 Training fee			$5,000.00	
PO#:		Voucher #: 139309 Invoice		Invoice No: BLYFHFXM-0001	7/2/2026	Paid Amt: $5,000.00
						Check Amount: $5,000.00
						Vendor Total: $5,000.00

Code	Rcd	Vendor	Bank	Check No	Pmt/Void Date	Pmt Type
7090		GUARANTEE CONSTRUCTION GROUP	15070 23RD AVE N PLYMOUTH, MN 55447			
			001	113640		Check
		E 01 005 865 384 510 000	35% down payment		$3,696.00	
PO#:		Voucher #: 139569 Invoice	Invoice No: July 2026	7/9/2026	Paid Amt:	$3,696.00
					Check Amount:	$3,696.00
			001	113642		Check
		E 01 005 865 384 510 000	Dugout Improvements		$8,664.00	
PO#:		Voucher #: 139572 Invoice	Invoice No: INV-0819	7/15/2026	Paid Amt:	$8,664.00
					Check Amount:	$8,664.00
					Vendor Total:	$12,360.00
6476		HALLBERG ENGINEERING INC	1750 COMMERCE COURT WHITE BEAR LAKE, MN 55110			
			001	113711		Check
		E 06 100 870 024 305 000	JES Renovation-Commissioning - thru Jun 2026		$2,250.00	
PO#:		Voucher #: 139790 Invoice	Invoice No: 40009	7/27/2026	Paid Amt:	$2,250.00
		E 06 100 870 024 305 000	JES Renovation-Commissioning - thru May2026		$1,750.00	
PO#:		Voucher #: 139791 Invoice	Invoice No: 39734	7/27/2026	Paid Amt:	$1,750.00
					Check Amount:	$4,000.00
					Vendor Total:	$4,000.00
5922		HALLS OF MAGIC LLC	8565 YALTA ST CIRCLE PINES, MN 55014			
			001	113583		Check
		E 04 005 570 321 369 000	Stars & Stripes Show		$375.00	
PO#:		Voucher #: 139184 Invoice	Invoice No: 3023	7/2/2026	Paid Amt:	$375.00
					Check Amount:	$375.00
					Vendor Total:	$375.00
5828		HEALTH-E PRO	DEPT 1000 PO BOX 4110 WOBURN, MA 01888-4110			
			001	113716		Check
		E 02 100 770 701 405 000	JES		$32.00	
		E 02 128 770 701 405 000	JMS		$31.99	
		E 02 300 770 701 405 000	JHS		$32.00	
PO#:		Voucher #: 139796 Invoice	Invoice No: INV-000180	7/29/2026	Paid Amt:	$95.99
					Check Amount:	$95.99
					Vendor Total:	$95.99

Jordan Public Schools

Detail Payment Register by Vendor

Check Number: 0-2147483647 Payment Date: 7/1/2026-7/31/2026 Period: 202701-202701 Void Status: N

Code	Rcd	Vendor	Bank	Check No								Pmt/Void Date		Pmt Type		
6516	R1	HENDERSON INDEPENDENT			RACHEL MILLER 407 MAIN ST HENDERSON, MN 56044											
			001	113717										Check		
			E	01	005	199	000	305	000	Candidate Filing Notice			$111.38			
PO#:		Voucher #:	139797	Invoice			Invoice No:	June 2026				7/29/2026		Paid Amt:	$111.38	
														Check Amount:		$111.38
														Vendor Total:		$111.38
25652		HERMAN, WESLEY			HERMAN'S LANDSCAPE SUPPLIES PO BOX 159 JORDAN, MN 55352											
			001	113679										Check		
			E	01	005	810	000	401	199	20 Yds Red Ruby Mulch			$480.00			
			E	01	005	810	000	401	199	Delivery			$75.00			
PO#:	64257	Voucher #:	139696	Invoice			Invoice No:	549209/1				7/22/2026		Paid Amt:	$555.00	
														Check Amount:		$555.00
			001	113653										Check		
			E	01	300	810	000	350	199	Delivery			$150.00			
PO#:		Voucher #:	139645	Invoice			Invoice No:	538507/1				7/21/2026		Paid Amt:	$150.00	
														Check Amount:		$150.00
														Vendor Total:		$705.00
4523		HIGH POINT NETWORKS, LLC			728 EAST BEATON DRIVE SUITE 200 WEST FARGO, ND 58078											
			001	113654										Check		
			E	01	100	203	000	320	000	JES			$843.97			
			E	04	005	580	325	330	000	ECFE			$55.73			
			E	04	005	582	344	330	000	Preschool			$55.73			
			E	04	005	570	321	320	000	Kids Co			$31.85			
			E	02	005	770	701	320	000	JES Food Service			$15.92			
			E	01	128	211	000	320	000	JMS			$923.59			
			E	04	005	505	321	320	550	CERC			$63.70			
			E	02	005	770	701	320	000	JES Food Service			$15.92			
			E	01	300	211	000	320	000	JHS			$971.36			
			E	02	005	770	701	320	000	JHS Food Service			$31.86			
PO#:		Voucher #:	139646	Invoice			Invoice No:	2813955				7/21/2026		Paid Amt:	$3,009.63	
														Check Amount:		$3,009.63
														Vendor Total:		$3,009.63

Code	Rcd	Vendor	Bank	Check No	Pmt/Void Date		Pmt Type	
1195		HILLYARD, INC.	PO BOX 841764 KANSAS CITY, MO 64184-1764					
			001	113655			Check	
			E 04 005 505 321 350 550		2/23/26 Door Brush Release large CERC vacuu	$40.34		
PO#:	64202	Voucher #:	139647 Invoice	Invoice No: 90197893	7/21/2026		Paid Amt:	$40.34
							Check Amount:	$40.34
							Vendor Total:	$40.34
3811		INFINITE CAMPUS, INC	4321 109TH AVE NE BLAINE, MN 55449					
			001	113625			Check	
			E 02 005 770 701 405 000		Food Service License	$3,650.00		
			E 02 005 770 701 405 000		Food Service Support	$730.00		
			E 01 100 203 000 405 000		ES License, Support,Campus Cloud,Passport,Y	$11,050.00		
			E 01 128 211 000 405 000		MS License, Support,Campus Cloud,Passport,Y	$11,050.00		
			E 01 300 211 000 405 000		HS License, Support,Campus Cloud,Passport,Y	$11,050.00		
PO#:		Voucher #:	139310 Invoice	Invoice No: CI-00006864	7/2/2026		Paid Amt:	$37,530.00
							Check Amount:	$37,530.00
							Vendor Total:	$37,530.00
25958		INNOVATIVE GRAPHICS	3306 GORHAM AVE. ST. LOUIS PARK, MN 55426					
			001	113656			Check	
			E 04 005 505 321 401 515		6/30/26 Hubmen Football Camp Shirts qty 147	$1,911.00		
PO#:	64278	Voucher #:	139648 Invoice	Invoice No: 57437	7/21/2026		Paid Amt:	$1,911.00
							Check Amount:	$1,911.00
			001	113680			Check	
			E 04 005 505 321 401 515		7/14/26 Hubmen Boys Basketball Camp Shirts c	$602.00		
PO#:	64273	Voucher #:	139698 Invoice	Invoice No: 57479	7/22/2026		Paid Amt:	$602.00
							Check Amount:	$602.00
							Vendor Total:	$2,513.00
26578		INNOVATIVE OFFICE SOLUTIONS	151 CLIFF ROAD BURNSVILLE, MN 55337					
			001	113681			Check	
			E 01 300 211 000 430 000		UNV10210 CLIP,BINDER,MED,DZ	$1.36		
			E 01 300 211 000 430 000		CYO528016 CRAYON,CLSPK,800 CT,AST	$57.39		
			E 01 300 211 000 430 000		SAN81505 ERASER,DRY ERASE SURFACES	$15.30		
			E 01 300 211 000 430 000		SAN80004A MARKER,EXPO 2,CHISEL,GN	$59.45		
			E 01 300 211 000 430 000		SAN80678A MARKER,EXPO,CHISEL,ASST,8(	$12.88		
			E 01 300 211 000 430 000		EPIE556 GLUE,STCK,.24OZ,30/BX,CLR	$14.99		
			E 01 300 211 000 430 000		ITA33324 HIGHLIGHTER,DESKCHISEL,FLGN	$8.04		
			E 01 300 211 000 430 000		ITA33322 HIGHLIGHTER,DESKCHISEL,FLOE	$8.04		
			E 01 300 211 000 430 000		UNV47210 CARD,INDEX,RULED,3X5,WE	$22.50		

Code	Rcd	Vendor	Bank	Check No	Pmt/Void Date	Pmt Type
26578		INNOVATIVE OFFICE SOLUTIONS			151 CLIFF ROAD BURNSVILLE, MN 55337	
			001	113681		Check

		E	01	300	211	000	430	000	BSN65639 CLIP,GEM,JUMBO,1000CT	$7.29
		E	01	300	211	000	430	000	BSN65638 CLIP,PAPER,#1,REGULR,1000CT	$2.99
		E	01	300	211	000	430	000	BSN16461 TAPE,MASK,1"X60YD	$47.70
		E	01	300	211	000	430	000	BSN36613 NOTES,ADHES,3"X5",YW	$4.99
		E	01	300	211	000	430	000	BSN16500 NOTES,ADHES,1.5"X2",PASTEL	$1.87
		E	01	300	211	000	430	000	UNV35668 NOTE,STICK-IT,3X3,YW,12PD	$4.02
		E	01	300	211	000	430	000	MMM65418BRCP NOTE,3X3,18PAD CAB,BRI	$21.69
		E	01	300	211	000	430	000	SPR25226 SCISSORS,8",STRT,RBRHANDLE	$6.95
		E	01	300	211	000	430	000	UNV43118 STAPLER,ECON,FULL	$3.13
		E	01	300	211	000	430	000	BSN65649 STAPLES,CHISEL PT,STD,5M/BX	$1.48
		E	01	300	211	000	430	000	BSN32954 DISPENSER,TAPE,BK	$1.52
		E	01	300	211	000	430	000	AVE07888 MARKER,MARKSALOT,REG,BK	$9.62
		E	01	300	211	000	401	171	SPR05124 PAPER,COPY,8.5X11,PK	$173.04
		E	01	300	211	000	401	171	SPR05125 PAPER,COPY,8.5X11,GRD	$173.04
	29	E	01	300	211	000	401	171	SPR05122 PAPER,COPY,8.5X11,CY	$173.04
		E	01	300	256	000	430	000	UNV11212 PAPER,XEROX/LASR20#LTR,OD	$204.72

PO#: 64198 **Voucher #:** **139697** Invoice **Invoice No:** IN5150365 **7/22/2026** **Paid Amt:** **$1,037.04**

Check Amount: **$1,037.04**

Vendor Total: **$1,037.04**

Code	Rcd	Vendor	Bank	Check No	Pmt/Void Date	Pmt Type
24970		JORDAN ACE HARDWARE			540 WEST 2ND ST. JORDAN, MN 55352	
			001	113657		Check

		E	01	300	810	000	350	199	ML Adapter 1 1/4"	$1.99
		E	01	300	810	000	350	199	Cap 1-1/4" PVC	$3.99
		E	01	300	810	000	350	199	Clamp 3/4 to 1-3/4"	$5.98

PO#: 64185 **Voucher #:** **139659** Invoice **Invoice No:** 124417 **7/21/2026** **Paid Amt:** **$11.96**

		E	01	128	810	000	350	274	Supplies	$23.98

PO#: **Voucher #:** **139662** Invoice **Invoice No:** 124503 **7/21/2026** **Paid Amt:** **$23.98**

		E	01	005	810	000	401	000	Supplies	$62.74

PO#: **Voucher #:** **139663** Invoice **Invoice No:** 124529 **7/21/2026** **Paid Amt:** **$62.74**

		E	01	300	810	000	350	199	Supplies	$71.94

PO#: **Voucher #:** **139666** Invoice **Invoice No:** 124386 **7/21/2026** **Paid Amt:** **$71.94**

		E	04	005	580	325	401	000	Supplies	$19.96
		E	04	005	580	325	401	000	Return	($14.97)

PO#: **Voucher #:** **139665** Invoice **Invoice No:** 124510 **7/21/2026** **Paid Amt:** **$4.99**

Code	Rcd	Vendor	Bank	Check No	Pmt/Void Date	Pmt Type
24970		JORDAN ACE HARDWARE		540 WEST 2ND ST. JORDAN, MN 55352		
			001	113657		Check
		E 01 005 810 000 350 200	6/1/26 Shed keys - grounds		$55.08	
PO#:	64085	Voucher #:	139656 Invoice	Invoice No: 124367	7/21/2026	Paid Amt: $55.08
		E 01 005 810 000 401 000	Supplies		$151.20	
PO#:		Voucher #:	139664 Invoice	Invoice No: 124555	7/21/2026	Paid Amt: $151.20
		E 01 128 810 000 350 274	Supplies		$35.96	
PO#:		Voucher #:	139661 Invoice	Invoice No: 124449	7/21/2026	Paid Amt: $35.96
		E 01 100 810 000 401 000	6/3/26 JES cable tie 7.9" white		$23.78	
PO#:	64106	Voucher #:	139658 Invoice	Invoice No: 124394	7/21/2026	Paid Amt: $23.78
		E 01 005 810 000 401 199	Syn Engine Oil 2.6oz		$27.96	
PO#:	64186	Voucher #:	139660 Invoice	Invoice No: 124576	7/21/2026	Paid Amt: $27.96
		E 01 300 810 000 350 199	Adaptor Insert 1"		$1.39	
		E 01 300 810 000 350 199	Clamp 3/4"		$5.98	
		E 01 300 810 000 350 199	Cap 1x1 PVC		$3.99	
PO#:	64184	Voucher #:	139657 Invoice	Invoice No: 124430	7/21/2026	Paid Amt: $11.36
	30					Check Amount: $480.95
						Vendor Total: $480.95
10692		JOSTENS INC		7760 FRANCE AVE S STE400 MINNEAPOLIS, MN 55435		
			001	113658		Check
		R 01 300 211 000 619 927	Overrun copies		$400.00	
PO#:		Voucher #:	139649 Credit	Invoice No: 1461680	7/21/2026	Paid Amt: ($400.00)
		E 01 300 790 000 849 000	Gowns for 2026 Class		$2,754.00	
		E 01 300 790 000 849 000	Gowns for Largers sizes		$336.00	
PO#:	64095	Voucher #:	139650 Invoice	Invoice No: 1252	7/21/2026	Paid Amt: $3,090.00
						Check Amount: $2,690.00
			001	113718		Check
		E 01 300 790 000 849 000	Diploma for Nick Koenig		$21.20	
PO#:	64206	Voucher #:	139798 Invoice	Invoice No: 40120177	7/29/2026	Paid Amt: $21.20
						Check Amount: $21.20
						Vendor Total: $2,711.20
4542		KELLY SERVICES, INC		1212 SOLUTIONS CENTER CHICAGO, IL 60677-1022		
			001	113719		Check
		E 01 128 211 000 394 999	04/24/26		$595.30	
PO#:		Voucher #:	139799 Invoice	Invoice No: 5617420227	7/29/2026	Paid Amt: $595.30
						Check Amount: $595.30
						Vendor Total: $595.30

Jordan Public Schools

Detail Payment Register by Vendor

Check Number: 0-2147483647 Payment Date: 7/1/2026-7/31/2026 Period: 202701-202701 Void Status: N

Code	Rcd	Vendor	Bank	Check No	Pmt/Void Date	Pmt Type
2757		LANO EQUIPMENT, INC	3021 W 133RD ST SHAKOPEE, MN 55379			
			001	113659		Check
		E 01 005 810 000 350 200 Toro Blade			$215.94	
PO#: 64253		Voucher #: 139651 Invoice		Invoice No: 01-1246691	7/21/2026	Paid Amt: $215.94
						Check Amount: $215.94
						Vendor Total: $215.94
6293		LARSON, CONNER	3841 RIDGEVIEW CIR JORDAN, MN 55352			
			001	113660		Check
		E 04 005 505 321 305 515 Youth Camp			$120.00	
PO#:		Voucher #: 139652 Invoice		Invoice No: June 2026	7/21/2026	Paid Amt: $120.00
						Check Amount: $120.00
						Vendor Total: $120.00
27558		LEE, TIMOTHY RANDALL	8025 AIRPORT RD WACONIA, MN 55387			
			001	113682		Check
		E 02 128 770 701 350 000 JMS-WalkinFreezer-Tech service time			$250.00	
		E 02 128 770 701 350 000 JMS-Walkin Freezer-Trip charge			$50.00	
PO#: 64347		Voucher #: 139700 Invoice		Invoice No: 5780	7/22/2026	Paid Amt: $300.00
						Check Amount: $300.00
						Vendor Total: $300.00
5383		LUCAS, AUDREY	108 HELENA ST JORDAN, MN 55352			
			001	113661		Check
		E 04 005 508 321 305 000 Mox Fitmess			$733.60	
PO#:		Voucher #: 139653 Invoice		Invoice No: May-July 2026	7/21/2026	Paid Amt: $733.60
						Check Amount: $733.60
						Vendor Total: $733.60
23240		MASBO	1601 UTICA AVE S MINNEAPOLIS, MN 55416-3400			
			001	113626		Check
		E 01 005 110 000 820 000 Membership dues - A Hafemann-FY2026-27			$119.00	
PO#: 64022		Voucher #: 139311 Invoice		Invoice No: 300009685	7/2/2026	Paid Amt: $119.00
						Check Amount: $119.00
						Vendor Total: $119.00
2369		MASMS	600 4th St North Cold Spring, MN 56320			
			001	113683		Check
		E 01 005 810 000 820 000 Cullen Membership 26/27			$150.00	

Jordan Public Schools

Detail Payment Register by Vendor

Check Number: 0-2147483647 Payment Date: 7/1/2026-7/31/2026 Period: 202701-202701 Void Status: N

Code	Rcd	Vendor	Bank	Check No	Pmt/Void Date	Pmt Type
2369		MASMS	600 4th St North Cold Spring, MN 56320			
			001	113683		Check
			E 01 005 810 000 820 000	Adam Membership 26/27	$150.00	
PO#: 64287		Voucher #: 139701 Invoice	Invoice No: July 2026	7/22/2026	Paid Amt: $300.00	
					Check Amount:	$300.00
					Vendor Total:	$300.00
25631		MASSP	2 PINE TREE DRIVE SUITE 380 ARDEN HILLS, MN 55112			
			001	113627		Check
			E 01 300 050 000 820 000	MASSP	$615.00	
			E 01 300 050 000 820 000	NASSP	$250.00	
			E 01 300 050 000 820 000	MASSP Division Dues-Hennepin	$20.00	
PO#:		Voucher #: 139313 Invoice	Invoice No: 2967	7/2/2026	Paid Amt: $885.00	
					Check Amount:	$885.00
					Vendor Total:	$885.00
4279		MCCRADY, RYAN	9159 HOWLING WOLF DR NE BEMIDJI, MN 56601			
			001	113662		Check
			E 01 300 292 000 305 320	Cancellation Fee	$200.00	
PO#: 64178		Voucher #: 139654 Invoice	Invoice No: 1382	7/21/2026	Paid Amt: $200.00	
					Check Amount:	$200.00
					Vendor Total:	$200.00
6492		METCALF, JULIE	22540 BASELINE BLVD JORDAN, MN 55352			
			001	113684		Check
			E 01 100 203 000 401 164	JES Staff T-Shirt Small	$60.00	
			E 01 100 203 000 401 164	JES Staff T-Shirt Medium	$84.00	
			E 01 100 203 000 401 164	JES Staff T-Shirt Large	$72.00	
			E 01 100 203 000 401 164	JES Staff T-Shirt X-Large	$72.00	
			E 01 100 203 000 401 164	JES T-Shirt Small	$100.00	
			E 01 100 203 000 401 164	JES T-Shirt Medium	$270.00	
			E 01 100 203 000 401 164	JES T-Shirt Large	$200.00	
			E 01 100 203 000 401 164	JES T-Shirt X-Large	$150.00	
PO#: 64236		Voucher #: 139702 Invoice	Invoice No: 100	7/22/2026	Paid Amt: $1,008.00	
					Check Amount:	$1,008.00
					Vendor Total:	$1,008.00
5867		METRONET	PO BOX 630546 CINCINNATI, OH 45263-0546			
			001	113685		Check
			E 04 005 505 321 320 550	CERC	$10.69	
			E 02 005 770 701 320 000	JMS Food Service	$2.67	

Jordan Public Schools

Detail Payment Register by Vendor

Check Number: 0-2147483647 Payment Date: 7/1/2026-7/31/2026 Period: 202701-202701 Void Status: N

Code	Rcd	Vendor	Bank	Check No	Pmt/Void Date	Pmt Type
5867		METRONET	PO BOX 630546 CINCINNATI, OH 45263-0546			
			001	113685		Check
			E 01 128 211 000 320 000	JMS	$253.84	
			E 02 005 770 701 320 000	JHS Food Service	$6.79	
			E 01 300 211 000 320 000	JHS	$332.83	
PO#:		Voucher #:	139703 Invoice	Invoice No: July 2026	7/22/2026	Paid Amt: $606.82
						Check Amount: $606.82
						Vendor Total: $606.82
27842		MN DEPARTMENT OF HEALTH	OFFICE OF VITAL RECORDS PO BOX 64499 ST. PAUL, MN 55164-0499			
			001	113628		Check
			E 04 005 580 325 305 000	Custom file	$180.00	
PO#:		Voucher #:	139314 Invoice	Invoice No: 07/01/26	7/2/2026	Paid Amt: $180.00
						Check Amount: $180.00
						Vendor Total: $180.00
25844		MN HISTORICAL SOCIETY	345 KELLOGG BOULEVARD WEST ST. PAUL, MN 55102-1906			
			001	113686		Check
			E 04 005 570 321 369 000	Crew FT - 07/23/26-Tickets	$136.00	
PO#:	64339	Voucher #:	139718 Invoice	Invoice No: 34312	7/22/2026	Paid Amt: $136.00
						Check Amount: $136.00
						Vendor Total: $136.00
10854		MN SCHOOL BOARDS ASSN	1900 WEST JEFFERSON AVENUE ST PETER, MN 56082			
			001	113629		Check
			E 01 005 010 000 820 000	Boardbook Subscription Renewal-FY2025	$3,225.00	
			E 01 005 010 000 820 000	Policy Services Subscription	$775.00	
			E 01 005 010 000 820 000	ISD Membership	$6,880.00	
PO#:		Voucher #:	139312 Invoice	Invoice No: INV-15857-Y7B1N0	7/2/2026	Paid Amt: $10,880.00
						Check Amount: $10,880.00
						Vendor Total: $10,880.00
5556		MN SCHOOL NUTRITION ASSOCIATION	1400 VAN BUREN ST NE #200-239 MINNEAPOLIS, MN 55413			
			001	113687		Check
			E 02 005 770 701 366 000	FY26-27 Annual ConferenceT. Johnson	$320.00	
			E 02 005 770 701 366 000	FY26-27 Annual Conference-K. Raser	$240.00	
PO#:	64349	Voucher #:	139704 Invoice	Invoice No: 5474	7/22/2026	Paid Amt: $560.00
						Check Amount: $560.00
						Vendor Total: $560.00

Code	Rcd	Vendor	Bank	Check No	Pmt/Void Date	Pmt Type
1488		MN STATE UNIVERSITY, MANKATO	128 WIGLEY ADMINISTRATION CENT MANKATO, MN 56001			
			001	113720		Check
		E 01 300 211 000 394 000 PSEO			$6,033.25	
PO#:		Voucher #: 139800 Invoice	Invoice No: 01362772	7/29/2026	Paid Amt:	$6,033.25
					Check Amount:	$6,033.25
					Vendor Total:	$6,033.25
4935		MN VALLEY SCHOOL FOOD ASSN	ATTN: HEATHER EHLKE PO BOX 515 MAPLETON, MN 56065			
			001	113688		Check
		E 02 005 770 701 366 000 FY26-27 Food Service Back to School Worksho			$150.00	
PO#:	64350	Voucher #: 139706 Invoice	Invoice No: July 2026	7/22/2026	Paid Amt:	$150.00
					Check Amount:	$150.00
					Vendor Total:	$150.00
1946		NASSP/NHS/NJHS	PO BOX 640245 PITTSBURG, PA 15264-0245			
			001	113689		Check
		E 01 300 291 000 820 384 National Honor Society Affiliation 7-1-2026 to 6			$385.00	
PO#:	64076	Voucher #: 139707 Invoice	Invoice No: 9002143389	7/22/2026	Paid Amt:	$385.00
					Check Amount:	$385.00
					Vendor Total:	$385.00
3256		NEW PRAGUE AREA SCHOOLS	221 12TH ST NE NEW PRAGUE, MN 56071			
			001	113663		Check
		E 01 300 292 000 391 000 Adaptive Hockey			$1,485.29	
		E 01 300 292 000 391 000 Adaptive Softball			$989.67	
PO#:		Voucher #: 139655 Invoice	Invoice No: June 2026	7/21/2026	Paid Amt:	$2,474.96
					Check Amount:	$2,474.96
					Vendor Total:	$2,474.96
6448		NORTHERN STAR BASE CAMP	6202 BLOOMINGTON RD FORT SNELLING, MN 55111			
			001	113690		Check
		E 04 005 570 321 369 000 Kids Co FT - 08/04/2026			$162.50	
PO#:	64368	Voucher #: 139708 Invoice	Invoice No: 11868734736	7/22/2026	Paid Amt:	$162.50
					Check Amount:	$162.50
					Vendor Total:	$162.50
7064	R1	OVERDRIVE, INC	PO BOX 72117 CLEVELAND, OH 44192-0002			
			001	113630		Check
		E 01 300 211 302 406 000 Audiobook -Harry Potter and the Sorcerer's Ston			$49.99	
		E 01 300 211 302 406 000 Audiobook - The Grace Year 9781250241245			$90.00	

Code	Rcd	Vendor	Bank	Check No	Pmt/Void Date	Pmt Type
7064	R1	OVERDRIVE, INC	PO BOX 72117 CLEVELAND, OH 44192-0002			
			001	113630		Check
			E 01 300 211 302 406 000	Audiobook - The Hous in the Cerulean Sea 978	$105.00	
PO#:	64146	Voucher #:	139315 Invoice	Invoice No: 17202CO26199318	7/2/2026	Paid Amt: $244.99
						Check Amount: $244.99
			001	113691		Check
			E 01 300 211 302 406 000	Audiobook - Harry Potter	$49.99	
			E 01 300 211 302 406 000	Audiobook - The Grace Year	$90.00	
			E 01 300 211 302 406 000	Audiotbook - The House in the Cerulean Sea	$105.00	
PO#:	64146	Voucher #:	139709 Invoice	Invoice No: 17202CO26199318	7/22/2026	Paid Amt: $244.99
						Check Amount: $244.99
						Vendor Total: $489.98
25600		POSTMASTER	214 2ND ST E JORDAN, MN 55352			
			001	113641		Check
			E 01 300 211 000 401 217	JHS	$73.24	
			E 01 128 211 000 401 215	JMS	$73.24	
	35		E 01 100 203 000 401 164	JES	$73.24	
PO#:		Voucher #:	139570 Invoice	Invoice No: July 2026	7/14/2026	Paid Amt: $219.72
						Check Amount: $219.72
			001	113692		Check
			E 01 005 110 000 329 000	DO	$584.85	
			E 04 005 505 321 329 000	CERC	$584.84	
			E 01 005 110 000 329 000	DO	$161.32	
			E 04 005 505 321 329 000	CERC	$161.33	
PO#:		Voucher #:	139713 Invoice	Invoice No: July 2026	7/22/2026	Paid Amt: $1,492.34
						Check Amount: $1,492.34
						Vendor Total: $1,712.06
25711		QUATMANN AUTO SERVICE	6171 WEST 190TH STREET JORDAN, MN 55352			
			001	113721		Check
			E 01 005 810 000 350 200	L&G repair	$26.28	
PO#:	64068	Voucher #:	139802 Invoice	Invoice No: 67707	7/29/2026	Paid Amt: $26.28
						Check Amount: $26.28
						Vendor Total: $26.28
11072		RADERMACHER FOODS INC.	500 WEST 2ND STREET JORDAN, MN 55352			
			001	113664		Check
			E 01 100 203 303 401 277	Supplies	$23.46	
PO#:		Voucher #:	139674 Invoice	Invoice No: 00212684	7/21/2026	Paid Amt: $23.46

Check Number: 0-2147483647 Payment Date: 7/1/2026-7/31/2026 Period: 202701-202701 Void Status: N

Code	Rcd	Vendor	Bank	Check No	Pmt/Void Date	Pmt Type
11072		RADERMACHER FOODS INC.		500 WEST 2ND STREET JORDAN, MN 55352		
			001	113664		Check
			E 01 128 407 740 433 250	Suppliles	$32.98	
PO#:		Voucher #:	139672 Invoice	Invoice No: 00207584	7/21/2026	Paid Amt: $32.98
			E 04 005 580 325 401 000	Supplies	$17.25	
PO#:		Voucher #:	139668 Invoice	Invoice No: June 2026	7/21/2026	Paid Amt: $17.25
			E 02 300 770 707 401 000	Supplies	$10.97	
PO#:		Voucher #:	139673 Invoice	Invoice No: 00208280	7/21/2026	Paid Amt: $10.97
			E 04 005 505 321 401 550	6/3/26 plastic forks, spoons, AA & AAA batteries	$51.20	
PO#:	64104	Voucher #:	139667 Invoice	Invoice No: 00205804	7/21/2026	Paid Amt: $51.20
			E 02 128 770 707 401 000	Supplies	$53.27	
PO#:		Voucher #:	139670 Invoice	Invoice No: 00029198	7/21/2026	Paid Amt: $53.27
			E 01 100 203 303 401 277	Supplies	$44.88	
PO#:		Voucher #:	139671 Invoice	Invoice No: 00209809	7/21/2026	Paid Amt: $44.88
			E 04 005 570 321 401 000	06/29/26	$54.89	
			E 04 005 570 321 401 000	06/22/26	$16.96	
			E 04 005 570 321 401 000	06/16/26	$47.36	
PO#:		Voucher #:	139669 Invoice	Invoice No: 00214355	7/21/2026	Paid Amt: $119.21
						Check Amount: $353.22
			001	113722		Check
			E 01 100 620 000 401 800	Ice cream and candy	$97.56	
PO#:	64030	Voucher #:	139804 Invoice	Invoice No: 00140434	7/29/2026	Paid Amt: $97.56
			E 01 300 292 000 302 900	Ice Cream Purchase	$30.94	
PO#:	64064	Voucher #:	139803 Invoice	Invoice No: 00141229	7/29/2026	Paid Amt: $30.94
			E 04 005 580 325 401 000	ECFE	$4.99	
			E 04 005 582 344 430 000	Pre-K	$13.04	
			E 01 128 250 000 430 000	JMS FACS	$425.57	
			E 01 128 740 000 430 000	JMS Counselor	$16.96	
			E 01 128 050 000 401 000	JMS Office	$41.02	
			E 01 128 211 000 401 215	JMS 5th Grade	$41.93	
			E 01 128 258 000 430 000	JMS Band	$127.43	
			E 02 128 770 701 490 000	JMS Food Service	$1.65	
			E 02 300 770 701 490 000	JHS Food Service	$41.92	
			E 01 300 260 000 430 000	JHS Science	$26.95	
			E 01 300 331 830 433 000	JHS FACS	$164.53	
			E 01 300 211 320 401 000	JHS - Am. Indian	$96.34	

Jordan Public Schools

Detail Payment Register by Vendor

Check Number: 0-2147483647 Payment Date: 7/1/2026-7/31/2026 Period: 202701-202701 Void Status: N

Code	Rcd	Vendor	Bank	Check No	Pmt/Void Date	Pmt Type
11072		RADERMACHER FOODS INC.	500 WEST 2ND STREET JORDAN, MN 55352			
			001	113722		Check
			E 01 300 292 000 302 900	Booster Club - Track	$27.87	
PO#:		Voucher #: 139806 Invoice	Invoice No: May 2026	7/29/2026	Paid Amt:	$1,030.20
					Check Amount:	$1,158.70
					Vendor Total:	$1,511.92
2157		REGENTS OF THE UNIVERSITY OF MINNESOTA	NW 5960 PO BOX 1450 MINNEAPOLIS, MN 55485-5960			
			001	113631		Check
			E 04 005 570 321 369 000	Raptor Education Program	$505.00	
PO#:		Voucher #: 139318 Invoice	Invoice No: 0150023291	7/2/2026	Paid Amt:	$505.00
					Check Amount:	$505.00
			001	113693		Check
			E 04 005 570 321 369 000	Crew Ft = 07/22/26-Tickets	$505.00	
PO#:	64340	Voucher #: 139717 Invoice	Invoice No: 0150023318	7/22/2026	Paid Amt:	$505.00
					Check Amount:	$505.00
					Vendor Total:	$1,010.00
24638		REGION V COMPUTER SERVICES	1917 EXCEL DR MANKATO, MN 56001-3032			
			001	113694		Check
			E 01 005 110 302 316 000	Fee Oper Cap	$1,278.15	
			E 01 005 110 000 316 000	User Fee	$5,822.60	
PO#:	64376	Voucher #: 139715 Invoice	Invoice No: 18815	7/22/2026	Paid Amt:	$7,100.75
					Check Amount:	$7,100.75
					Vendor Total:	$7,100.75
6530		RENAISSANCE	2911 PEACH STREET WISCONSIN RAPIDS, WI 54494-1905			
			001	113695		Check
			E 01 005 630 302 406 000	EduClimber Software Licencure	$9,712.50	
			E 01 100 203 000 461 000	FastBridge Licensure-FY2026-27	$4,807.00	
			E 01 128 211 000 461 000	FastBridge Licensure-FY2026-27	$4,807.00	
PO#:	64023	Voucher #: 139712 Invoice	Invoice No: INV5706457	7/22/2026	Paid Amt:	$19,326.50
					Check Amount:	$19,326.50
					Vendor Total:	$19,326.50
27516		SCHOOLS ADVOCATING FOR FAIR FUNDING	ATTN: MEMBERSHIP/CHUCK KELLER 220 S MARKET ST BELLE PLAINE, MN 56011			
			001	113632		Check
			E 01 005 020 000 820 000	Fee	$3,120.00	
PO#:		Voucher #: 139316 Invoice	Invoice No: July 2026	7/2/2026	Paid Amt:	$3,120.00
					Check Amount:	$3,120.00
					Vendor Total:	$3,120.00

Code	Rcd	Vendor	Bank	Check No	Pmt/Void Date	Pmt Type
6206		SCHULTE, DAVID	6354 EDGEMONT CIRCLE N BROOKLYN PARK, MN 55428			
			001	113639		Check
			E 04 005 570 321 369 000	Entertainment	$350.00	
			E 04 005 570 321 369 000	Travel fee	$60.00	
PO#:		Voucher #:	139322 Invoice	Invoice No: 1807	7/6/2026	Paid Amt: $410.00
						Check Amount: $410.00
						Vendor Total: $410.00
7096		SNLM	611 5TH ST SW WILLMAR, MN 56201			
			001	113696		Check
			E 02 005 770 701 820 000	FY26-27 Annual Mbrshp - K. Raser	$100.00	
PO#:	64351	Voucher #:	139705 Invoice	Invoice No: July 2026	7/22/2026	Paid Amt: $100.00
						Check Amount: $100.00
						Vendor Total: $100.00
10214		SOUTHWEST METRO INTERMEDIATE DISTRICT	4601 DEAN LAKES BLVD SHAKOPEE, MN 55379			
			001	113665		Check
			E 01 998 211 000 390 000	Gr 6-12 Elevate	$3,890.18	
			E 01 998 211 000 390 000	Gr 1-5 Elevate	$1,620.60	
PO#:		Voucher #:	139676 Invoice	Invoice No: 0002600624	7/21/2026	Paid Amt: $5,510.78
						Check Amount: $5,510.78
						Vendor Total: $5,510.78
3734		SPA PARTNERS	22 DEFOREST AVE EAST HANOVER, NJ 07936			
			001	113666		Check
			E 04 005 505 321 401 550	6/26/26 Workout room wipes	$659.05	
PO#:	64201	Voucher #:	139675 Invoice	Invoice No: 181883	7/21/2026	Paid Amt: $659.05
						Check Amount: $659.05
						Vendor Total: $659.05
7094		SPLASH VALLEY WATER PARK	14421 JOHNNY CAKE RIDGE ROAD APPLE VALLEY, MN 55124			
			001	113697		Check
			E 04 005 570 321 369 000	Crew FT - 07/14/26-Tickets	$238.00	
PO#:	64341	Voucher #:	139710 Invoice	Invoice No: 110548863	7/22/2026	Paid Amt: $238.00
						Check Amount: $238.00
						Vendor Total: $238.00
1213		STAPLES	14969 FLORENCE TRAIL APPLE VALLEY, MN 55124			
			001	113698		Check
			E 01 300 050 000 401 000	813194 Hammermill Colors Multipurpose Paper,	$214.08	
			E 01 300 050 000 401 000	271674 Sharpie Permanent Marker, Fine Tip, Bl	$22.53	
			E 01 300 050 000 401 000	125369 Sharpie Permanent Marker, Fine Tip, Re	$17.02	

Check Number: 0-2147483647 Payment Date: 7/1/2026-7/31/2026 Period: 202701-202701 Void Status: N

Code	Rcd	Vendor	Bank	Check No	Pmt/Void Date	Pmt Type
1213		STAPLES	14969 FLORENCE TRAIL APPLE VALLEY, MN 55124			
			001	113698		Check
			E 01 300 050 000 401 000	163840 STAPLES Legal Pads, 8.5” x 11.75”, Wi	$23.08	
			E 01 300 050 000 401 000	163865 STAPLES Legal Pads, 8.5” x 11”, Wide	$23.10	
			E 01 300 050 000 401 000	886428 Sustainable Earth by STAPLES Notepac	$9.77	
			E 01 300 050 000 401 000	818801 TOPS The Legal Pad Notepads, 5" x 8",	$14.18	
			E 01 300 050 000 401 000	589824 Expo Tank Dry Erase Markers, Chisel Ti	$21.20	
			E 01 300 050 000 401 000	589825 Expo Tank Dry Erase Markers, Chisel Ti	$42.40	
			E 01 300 050 000 401 000	468389 Staples General Purpose Duct Tape, 2”	$9.22	
			E 01 300 050 000 401 000	860124 Crayola Kid's Markers, Broad Line, Assc	$5.56	
			E 01 300 050 000 401 000	300525 Crayola Colored Pencils, Assorted Color	$8.40	
			E 01 300 050 000 401 000	2657104 Scotch Blue Original Painter's Tape, 0.	$82.00	
PO#:	64199	Voucher #:	139711 Invoice	Invoice No: 0242218818-000001	7/22/2026	Paid Amt: $492.54
						Check Amount: $492.54
						Vendor Total: $492.54
7091	39	STAR GROUP LLC	175 ELDORADO DRIVE JORDAN, MN 55352			
			001	113699		Check
			E 01 005 810 000 401 199	NBH Hi Pwr II Indv V-Belt for mower	$20.99	
PO#:	64330	Voucher #:	139719 Invoice	Invoice No: 958811	7/22/2026	Paid Amt: $20.99
						Check Amount: $20.99
			001	113723		Check
			E 01 005 810 000 350 274	Parts	$76.25	
PO#:	64187	Voucher #:	139807 Invoice	Invoice No: 956644	7/29/2026	Paid Amt: $76.25
						Check Amount: $76.25
						Vendor Total: $97.24
2172		SUMMIT FIRE PROTECTION	575 MINNEHAHA AVENUE WEST ST. PAUL, MN 55103			
			001	113724		Check
			E 01 100 865 363 350 000	Serivce call	$1,055.00	
PO#:		Voucher #:	139808 Invoice	Invoice No: 3820687	7/29/2026	Paid Amt: $1,055.00
						Check Amount: $1,055.00
						Vendor Total: $1,055.00
26451		THE MUSIC MART	1014 N. RIVERFRONT DR MANKATO, MN 56001			
			001	113667		Check
			E 01 128 258 000 350 000	Service - Trombone Hand Slide Alignment	$35.00	
			E 01 128 258 000 350 000	Parts - TRBSLIDE - shop supplies	$2.00	
PO#:	64250	Voucher #:	139678 Invoice	Invoice No: 2017580	7/21/2026	Paid Amt: $37.00
			E 01 128 258 000 350 000	Service - Solder Joint	$20.00	

Check Number: 0-2147483647 Payment Date: 7/1/2026-7/31/2026 Period: 202701-202701 Void Status: N

Code	Rcd	Vendor	Bank	Check No	Pmt/Void Date	Pmt Type
26451		THE MUSIC MART	1014 N. RIVERFRONT DR MANKATO, MN 56001			
			001	113667		Check
			E 01 128 258 000 350 000	Parts - B105 - Cork Barrel	$40.00	
			E 01 128 258 000 350 000	Service - Hand slide alignment/dents	$35.00	
			E 01 128 258 000 350 000	Parts - TRBSLIDE - shop supplies	$2.00	
			E 01 128 258 000 350 000	Parts - ZY367600 - Trombone Water Key Cork L	$3.00	
PO#:	64249	Voucher #:	139679 Invoice	Invoice No: 1997084	7/21/2026	Paid Amt: $100.00
						Check Amount: $137.00
						Vendor Total: $137.00
6520	1	THE SCIENCE CREW	5123 WEST 98TH ST #195 BLOOMINGTON, MN 55437			
			001	113700		Check
			E 04 005 570 321 369 000	Program-Crew FT - 08/04/2026	$248.00	
PO#:	64367	Voucher #:	139699 Invoice	Invoice No: 5160	7/22/2026	Paid Amt: $248.00
						Check Amount: $248.00
						Vendor Total: $248.00
5160	40	TRIMARK MARLINN LLC	13098 GEORGE WEBER DR SUITE 100 ROGERS, MN 55374			
			001	113633		Check
			E 02 300 770 701 530 000	Hot food serving counter/table-stainless steel top	$3,885.72	
			E 02 300 770 701 530 000	Cold food serving counter-condensate evaporato	$7,003.14	
			E 02 300 770 701 530 000	Serving counter-stainless steel-internal locking d	$2,360.35	
			E 02 300 770 701 530 000	Serving counter-stainless steel-internal locking d	$2,122.60	
			E 02 300 770 701 530 000	Serving counter-cold food-condensate evaporato	$6,616.37	
			E 02 300 770 701 530 000	Serving Counter-utility-stainless steel-internal loc	$2,454.33	
			E 02 300 770 701 530 000	Hot Food Serving Counter-stainless steel-interna	$4,377.71	
			E 02 300 770 701 530 000	Serving Counter-cold food-condensate evaporato	$7,003.14	
			E 02 300 770 701 530 000	Cash Register Stand-stainless steel-2 YR WARI	$1,537.43	
			E 02 300 770 701 530 000	Serving counter-stainless steel-single door-no lo	$1,903.31	
			E 02 300 770 701 530 000	delivery-includes uncrating & set in place	$825.00	
			E 02 300 770 701 530 000	installation	$687.50	
PO#:	64121	Voucher #:	139317 Invoice	Invoice No: 190863	7/2/2026	Paid Amt: $40,776.60
						Check Amount: $40,776.60
						Vendor Total: $40,776.60
2669		TRUEGREEN COMMERCIAL	PO BOX 78031 PHOENIX, AZ 85062-8031			
			001	113668		Check
			E 01 005 850 000 350 000	Rental - Lawn service	$241.95	
PO#:		Voucher #:	139677 Invoice	Invoice No: 225750280	7/21/2026	Paid Amt: $241.95
						Check Amount: $241.95

Jordan Public Schools

Detail Payment Register by Vendor

Check Number: 0-2147483647 Payment Date: 7/1/2026-7/31/2026 Period: 202701-202701 Void Status: N

Code	Rcd	Vendor	Bank	Check No	Pmt/Void Date	Pmt Type
2669		TRUEGREEN COMMERCIAL	PO BOX 78031 PHOENIX, AZ 85062-8031			
			001	113725		Check
			E 01 998 810 000 350 000	06/05/26	$247.33	
PO#:		Voucher #: 139809 Invoice	Invoice No: 226308906	7/29/2026	Paid Amt:	$247.33
					Check Amount:	$247.33
					Vendor Total:	$489.28
6828		UPPER MIDWEST ATHLETIC CONSTRUCTION	3017 161ST AVE NW ANDOVER, MN 55304			
			001	113712		Check
			E 01 005 865 384 510 000	Track Project	$301,682.01	
PO#:		Voucher #: 139793 Invoice	Invoice No: 6119	7/30/2026	Paid Amt:	$301,682.01
					Check Amount:	$301,682.01
					Vendor Total:	$301,682.01
29151		USI CONSULTING GROUP	8000 NORMAN CENTER DRIVE SUITE 400 BLOOMINGTON, MN 55437			
			001	113726		Check
			E 01 005 110 000 305 000	Levy	$700.00	
			E 01 005 110 000 305 000	GASB	$1,125.00	
PO#:		Voucher #: 139810 Invoice	Invoice No: 90126357	7/29/2026	Paid Amt:	$1,825.00
					Check Amount:	$1,825.00
					Vendor Total:	$1,825.00
2407		VEX ROBOTICS, INC.	6725 WEST FM 1570 GREENVILLE, TX 75402			
			001	113669		Check
			E 01 300 292 000 302 900	2026-27 Vex V5 Comp Full Game and Field Kit	$599.99	
			E 01 300 292 000 302 900	2" omni direction wheel	$73.47	
			E 01 300 292 000 302 900	Inertial Sensor	$110.98	
			E 01 300 292 000 302 900	Distance Sensor	$199.96	
			E 01 300 292 000 302 900	Rotation Sensor	$132.87	
			E 01 300 292 000 302 900	1x2x1x35 Aluminum C Channel	$178.76	
			E 01 300 292 000 302 900	1x3x1x35 Aluminum C Channel	$44.69	
			E 01 300 292 000 302 900	1x1x35 Aluminum Angle	$178.74	
			E 01 300 292 000 302 900	High Strength Shaft Adapter (1/8" square bore)	$43.17	
			E 01 300 292 000 302 900	High Strength Shaft Adapter (#8 Round bore)	$49.47	
			E 01 300 292 000 302 900	Shipping	$219.24	
PO#: 63989		Voucher #: 139680 Invoice	Invoice No: 875237	7/21/2026	Paid Amt:	$1,831.34
					Check Amount:	$1,831.34
					Vendor Total:	$1,831.34

Jordan Public Schools

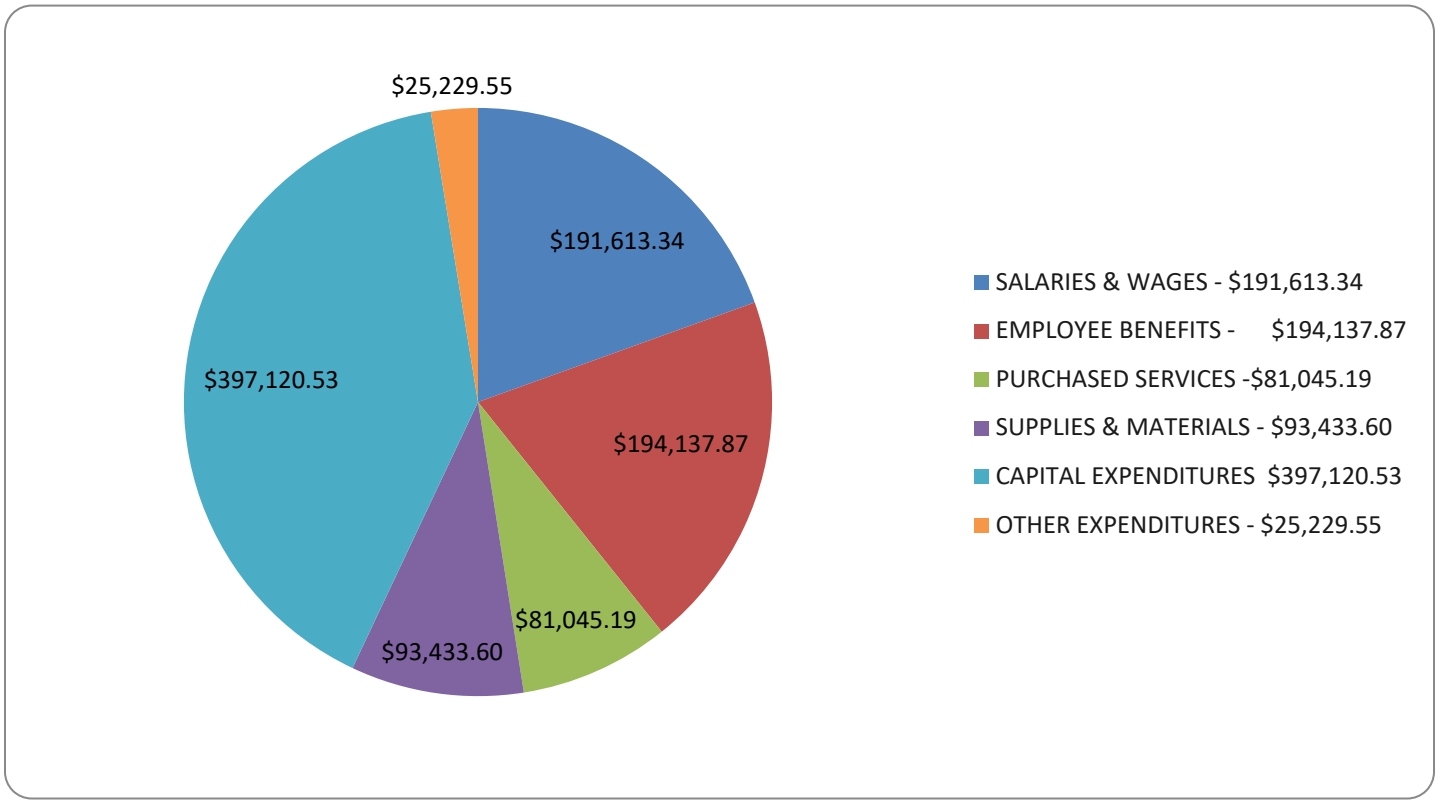
Detail Payment Register by Vendor

Check Number: 0-2147483647 Payment Date: 7/1/2026-7/31/2026 Period: 202701-202701 Void Status: N

Code	Rcd	Vendor	Bank	Check No	Pmt/Void Date	Pmt Type
6960		WORDY BIRD PEDIATRIC SPEECH & LANGUAGE SERVICES, LLC	225 1ST ST EAST JORDAN, MN 55352			
		001	113727			Check
		E 01 998 401 740 394 000	June 2026 SLP Services		$742.50	
PO#: 64282		Voucher #: 139811 Invoice	Invoice No: 1016	7/29/2026	Paid Amt: $742.50	
					Check Amount:	$742.50
					Vendor Total:	$742.50
					Report Total:	$714,310.12

FUND 01 - EXP GUIDELINE BY OBJECT

AUGUST 2026



TOTAL EXPENDITURES – FUND 01 - THROUGH JULY, 2026 - $952,580.08

The following resolution was moved by _____ and seconded by _____

RESOLUTION ACCEPTING DONATIONS

WHEREAS, Minnesota Statutes 123B.02, Subd. 6 provides: "The board may receive, for the benefit of the district, bequests, donations, or gifts for any proper purpose and apply the same to the purpose designated. In that behalf, the board may act as trustee of any trust created for the benefit of the district, or for the benefit of pupils thereof, including trusts created to provide pupils of the district with advanced education after completion of high school, in the advancement of education."; and

WHEREAS, Minnesota Statutes 465.03 provides: "Any city, county, school district or town may accept a grant or devise of real or personal property and maintain such property for the benefit of its citizens in accordance with the terms prescribed by the donor. Nothing herein shall authorize such acceptance or use for religious or sectarian purposes. Every such acceptance shall be by resolution of the governing body adopted by a two-thirds majority of its members, expressing such terms in full."; and

WHEREAS, every such acceptance shall be by resolution of the governing body adopted by a two-thirds majority of its members, expressing such terms in full;

THEREFORE, BE IT RESOLVED, that the School Board of Jordan Public Schools ISD 717 gratefully accepts the following donations as identified below:

Donor	Designated Purpose	Amount/Items
Jordan Fire Department	Jordan Clay Target Team	$1,000.00
Jerome & Kristine Beach	Jordan Clay Target Team	$100.00
Thomas Grundhauser	Jordan Clay Target Team	$350.00
Alllen & Nancy Soderbeck	Jordan Clay Target Team	$82.00
Jennifer Gorvin	Jordan Clay Target Team	$328.00
Mightycause	Jordan Elementary School	$44.50
Mightycause	Jordan Elementary School	$44.50
MVEC	Jordan Middle School WEB Program	$2,030.00

The vote on adoption of the Resolution was as follows:
Aye:_____

Nay: _____

Absent: _____
Whereupon, said Resolution was declared duly adopted.

_____ _____
School Board Clerk Date

JORDAN PUBLIC SCHOOLS
POLICY

Adopted: July 9, 2012

Revised: August 10th, 2026

506 STUDENT DISCIPLINE

I. PURPOSE

The purpose of this policy is to ensure that students are aware of and comply with the school district's expectations for student conduct. Such compliance will enhance the school district's ability to maintain discipline and ensure that there is no interference with the educational process. The school district will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that individual responsibility and mutual respect are essential components of the educational process. The school board further recognizes that nurturing the maturity of each student is of primary importance and is closely linked with the balance that must be maintained between authority and self-discipline as the individual progresses from a child's dependence on authority to the more mature behavior of self-control.

All students are entitled to learn and develop in a setting which promotes respect of self, others, and property. Proper positive discipline can only result from an environment which provides options and stresses student self-direction, decision-making, and responsibility. Schools can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Overall decorum affects student attitudes and influences student behavior. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. The position of the school district is that a fair and equitable district-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes sections 121A.40-121A.56.

In view of the foregoing and in accordance with Minnesota Statutes sections 121A.55, the school board, with the participation of school district administrators, teachers, employees, students, parents, community members, and such other individuals and organizations as appropriate, has developed this policy which governs student conduct and applies to all students of the school district.

III. DEFINITIONS

A. "Nonexclusionary disciplinary policies and practices" means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services. Nonexclusionary disciplinary policies and practices include but are not limited to the policies and practices under sections Minnesota Statutes 120B.12; 121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).

B. "Pupil withdrawal agreement" means a verbal or written agreement between a school administrator or district administrator and a pupil's parent to withdraw a student from the school district to avoid expulsion or exclusion dismissal proceedings. The duration of the withdrawal agreement cannot be for more than a 12-month period.

IV. POLICY

A. The school board must establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of the Minnesota Pupil Fair Dismissal Act. The policies must include nonexclusionary disciplinary policies and practices consistent with Minnesota Statutes, section 121A.41, subdivision 12, and must emphasize preventing dismissals through early detection of problems. The policies must be designed to address students' inappropriate behavior from recurring.

B. The policies must recognize the continuing responsibility of the school for the education of the pupil during the dismissal period.

C. The school is responsible for ensuring that alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress toward meeting the graduation standards adopted under Minnesota Statutes, section 120B.02 and help prepare the pupil for readmission in accordance with section Minnesota Statutes, section 121A.46, subdivision 5.

D. For expulsion and exclusion dismissals and pupil withdrawal agreements as defined in Minnesota Statutes, section 121A.41, subdivision 13:

1. for a pupil who remains enrolled in the school district or is awaiting enrollment in a new district, the school district's continuing responsibility includes reviewing the pupil's schoolwork and grades on a quarterly basis to ensure the pupil is on track for readmission with the pupil's peers. The school district must communicate on a regular basis with the pupil's parent or guardian to ensure that the pupil is completing the work assigned through the alternative educational services as defined in Minnesota Statutes, section 121A.41, subdivision 11. These services are required until the pupil enrolls in another school or returns to the same school;

2. a pupil receiving school-based or school-linked mental health services in the school district under Minnesota Statutes, section 245.4889 continues to be eligible for those services until the pupil is enrolled in a new district; and

3. the school district must provide to the pupil's parent or guardian information on accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the school district website.

V. AREAS OF RESPONSIBILITY

A. The School Board. The school board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.

B. Superintendent. The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.

C. Principal. The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising the person’s lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student to prevent bodily harm or death

to the student or another. A principal shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

D. Teachers. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. A teacher, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student to prevent bodily harm or death to the student or another. A teacher shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

E. Other School District Personnel. All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student to prevent bodily harm or death to the student or another. A school employee, which does not include a school resource officer, shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

For the purpose of Minnesota Statutes, section 121A.582 (Student Discipline; Reasonable Force), a school resource officer, as defined in Minnesota Statutes, section 626.8482, subdivision 1, paragraph (c) is not a school employee or agent of the district.

F. Parents or Legal Guardians. Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.

G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.

H. Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively

acknowledged and fulfilled.

I. Reasonable Force Reports.

1. The school district must report data on its use of any reasonable force used on a student with a disability to correct or restrain the student to prevent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c), as outlined in section 125A.0942, subdivision 3, paragraph (b).

2. Beginning with the 2024-2025 school year, the school district must report annually by July 15, in a form and manner determined by the MDE Commissioner, data from the prior school year about any reasonable force used on a general education student to correct or restrain the student to prevent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c).

3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

VI. STUDENT RIGHTS

All students have the right to an education and the right to learn.

VII. STUDENT RESPONSIBILITIES

All students have the responsibility:

A. For their behavior and for knowing and obeying all school rules, regulations, policies, and procedures;

B. To attend school daily, except when excused, and to be on time to all classes and other school functions;

C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;

D. To make necessary arrangements for making up work when absent from school;

E. To assist the school staff in maintaining a safe school for all students;

F. To be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them;

G. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;

H. To be aware of and comply with federal, state, and local laws;

I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;

J. To respect and maintain the school's property and the property of others;

K. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;

L. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;

M. To conduct themselves in an appropriate physical or verbal manner; and

N. To recognize and respect the rights of others.

VIII. CODE OF STUDENT CONDUCT

A. The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.

1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;

2. The use of profanity or obscene language, or the possession of obscene materials;

3. Gambling, including, but not limited to, playing a game of chance for stakes;

4. Violation of the school district's Hazing Prohibition Policy;

5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;

6. Violation of the school district's Student Attendance Policy;

7. Opposition to authority using physical force or violence;

8. Using, possessing, or distributing tobacco, tobacco-related devices, electronic cigarettes, or tobacco paraphernalia in violation of the school district's Tobacco-Free Environment Policy;

9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;

10. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances, or look-alike substances, except as prescribed by a physician, including one student sharing prescription medication with another student;

11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;

12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;

13. Violation of the school district's Weapons Policy;

14. Violation of the school district's Violence Prevention Policy;

15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;

16. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;

17. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;

18. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;

19. Violation of any local, state, or federal law as appropriate;

20. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;

21. Violation of the school district's Internet Acceptable Use and Safety Policy;

22. Use of a cell phone in violation of the school district's Internet Acceptable Use and Safety Policy;

23. Violation of school bus or transportation rules or the school district's Student Transportation Safety Policy;

24. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;

25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;

26. Violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;

27. Violation of the school district's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;

28. Possession or distribution of slanderous, libelous, or pornographic materials;

29. Violation of the school district' Bullying Prohibition Policy;

30. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;

31. Criminal activity;

32. Falsification of any records, documents, notes, or signatures;

33. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;

34. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;

35. Impertinent or disrespectful words, symbols, acronyms, or language, whether oral or written, related to teachers or other school district personnel;

36. Violation of the school district's Harassment and Violence Policy;

37. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;

38. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;

39. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;

40. Verbal assaults or verbally abusive behavior including, but not limited to,

use of words, symbols, acronyms, or language, whether oral or written, that are discriminatory, abusive, obscene, threatening, intimidating, degrading to other people, or threatening to school property;

41. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;

42. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin, or sexual orientation;

43. Violation of the school district's Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy;

44. Violation of the school district's one-to-one device rules and regulations;

45. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;

46. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

IX. RECESS AND OTHER BREAKS

A. "Recess detention" means excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior. Recess detention does not include, among other things, providing alternative recess at the student's choice.

B. The school district is encouraged to ensure student access to structured breaks from the demands of school and to support teachers, principals, and other school staff in their efforts to use evidence-based approaches to reduce exclusionary forms of discipline.

C. The school district must not use recess detention unless:

1. a student causes or is likely to cause serious physical harm to other students or staff;

2. the student's parent or guardian specifically consents to the use of recess detention; or

3. for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.

D. The school district must not withhold recess from a student based on incomplete schoolwork.

E. The school district must require school staff to make a reasonable attempt to notify a parent or guardian within 24 hours of using recess detention.

F. The school district must compile information on each recess detention at the end of each school year, including the student's age, grade, gender, race or ethnicity, and special education status. This information must be available to the public upon request. The school district is encouraged to use the data in professional development promoting the use of nonexclusionary discipline.

G. The school district must not withhold or excessively delay a student's participation in scheduled mealtimes. This section does not alter a district or school's existing responsibilities under Minnesota Statutes, section 124D.111 or other state or federal law.

X. DISCIPLINARY ACTION OPTIONS

The general policy of the school district is to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. At a minimum, violation of school district code of conduct rules, regulations, policies, or procedures will result in discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the school district. Disciplinary action may include, but is not limited to, one or more of the following:

A. Student conference with teacher, principal, counselor, or other school district personnel, and verbal warning;

B. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.

C. Parent contact;

D. Parent conference;

E. Removal from class;

F. In-school suspension;

G. Suspension from extracurricular activities;

H. Detention or restriction of privileges;

I. Loss of school privileges;

J. In-school monitoring or revised class schedule;

K. Referral to in-school support services;

L. Referral to community resources or outside agency services;

M. Financial restitution;

N. Referral to police, other law enforcement agencies, or other appropriate authorities;

O. A request for a petition to be filed in district court for juvenile delinquency adjudication;

P. Out-of-school suspension under the Pupil Fair Dismissal Act;

Q. Preparation of an admission or readmission plan;

R. Saturday school;

S. Expulsion under the Pupil Fair Dismissal Act;

T. Exclusion under the Pupil Fair Dismissal Act; and/or

U. Other disciplinary action as deemed appropriate by the school district.

XI. REMOVAL OF STUDENTS FROM CLASS

A. The teacher of record shall have the general control and government of the classroom. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the

authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.

Grounds for removal from class shall include any of the following:

1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;

2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;

3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or

4. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.

Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.

A student must be removed from class immediately if the student engages in assault or violent behavior. "Assault" is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another. The removal from class shall be for a period of time deemed appropriate by the principal, in consultation with the teacher.

B. If a student is removed from class more than ten (10) times in a school year, the school district shall notify the parent or guardian of the student's tenth removal from class and make reasonable attempts to convene a meeting with the student's parent or guardian to discuss the problem that is causing the student to be removed from class.

C. Procedures for Removal of a Student From a Class.

1. Each teacher has the discretion to remove a student for inappropriate behavior as determined by the teacher. Upon asking the student to leave the classroom and report to the office, the teacher will notify the main office of the name of the student removed.

2. Disciplinary action may be taken as a result of any behavior which is disruptive of the education processes or which violates the rights of others. The acts set forth in the disciplinary policy are unacceptable and subject to disciplinary action in school buildings, on the school buses, school grounds and at school sponsored activities.
3. Teachers will contact the administration and/or complete appropriate behavior referral form in a timely manner.

D. Period of Time for which a Student may be Removed from a Class (may not exceed five (5) class periods for a violation of a rule of conduct)

E. Responsibility for and Custody of a Student Removed From Class.

1. Each teacher has the discretion to determine how to deal with inappropriate behavior by a student. The teacher may instruct the student to a designated supervised area or the office. When they are sent to the office, the teacher will notify the office staff of the name of the student reporting to the office. When appropriate or necessary, the teacher will contact the office to request an escort.

2. Administrators have broad discretion to determine the consequences based on the minimum and maximum consequences established in the student handbooks. In unusual situations administrators may impose discipline less than the minimum. In the event the student has engaged in the same or similar behavior in the past or has engaged in persistent violation of school rules, the maximum penalties may be increased.

F. Procedures for Return of a Student to a Specific Class from Which the Student was Removed.

1. Administrators will take appropriate action for each student removed from class on a case-by-case basis. Such action may include, but is not limited to, warning, student conference, parent conference, detention, or suspension.

G. Procedures for Notifying a Student and the Student's Parents or Guardian of Violation of the Rules of Conduct and of Resulting Disciplinary Actions;

Parents will be notified of consequences when students are dismissed from class. Notification may be in the form of a phone call, written communication, or conference.

H. Disabled Students; Special Provisions.

1. Consideration of whether there is a need for further assessment will be determined by the Individual Education Plan (IEP) team members.

2. Consideration of whether there is a need for a review of the adequacy of the current Individual Education Plan (IEP) of a disabled student who is removed from class or disciplined will be determined by the IEP team members.

I. Procedures for Detecting and Addressing Chemical Abuse Problems of Students While on School Premises.

1. A chemical abuse pre-assessment team will be established pursuant to Minnesota Statutes section 121A.26;

2. Establishment of teacher reporting procedures to the chemical abuse preassessment team pursuant to Minnesota Statutes section 121A.29

J. Procedures for Immediate and Appropriate Interventions Tied to Violations of the Code of Student Conduct.

K. Any Procedures Determined Appropriate for Encouraging Early Involvement of Parents or Guardians in Attempts to Improve a Student's Behavior.

L. Any Procedures Determined Appropriate for Encouraging Early Detection of Behavioral Problems.

M. Any Procedures Determined Appropriate for Referring a Student in Need of Special Education Services to Those Services; and

N. Any Procedures Determined Appropriate for Ensuring Victims of Bullying who Respond with Behavior not Allowed under the School's Behavior Policies have Access to a Remedial Response, Consistent with Minnesota Statutes, section 121A.031.

XII. DISMISSAL

A. "Dismissal" means the denial of the current educational program to any student, including exclusion, expulsion and suspension. Dismissal does not include removal from class.

The school district shall not deny due process or equal protection of the law to any student involved in a dismissal proceeding which may result in suspension, exclusion or expulsion.

The school district shall not dismiss any student without attempting to use nonexclusionary disciplinary policies and procedures before dismissal proceedings or pupil withdrawal agreements, except where it appears that the student will create an immediate and substantial danger to self or to surrounding

persons or property.

B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:

1. Willful violation of any reasonable school board regulation, including those found in this policy;

2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or

3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.

C. Disciplinary Dismissals Prohibited

1. A pupil enrolled in the following is not subject to dismissals under the Pupil Fair Dismissal Act:

   a. a preschool or prekindergarten program, including an early childhood family education, school readiness, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program; or

   b. kindergarten through Grade 3.

2. This section does not apply to a dismissal from school for less than one school day, except as provided under Minnesota Statutes, chapter 125A and federal law for a student receiving special education services.

3. Notwithstanding this section, expulsions and exclusions may be used only after resources outlined under nonexclusionary discipline have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.

D. Suspension Procedures

1. "Suspension" means an action by the school administration, under rules promulgated by the school board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to

dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.

2. School administration must allow a suspended pupil the opportunity to complete all school work assigned during the period of the pupil's suspension and to receive full credit for satisfactorily completing the assignments. The school principal or other person having administrative control of the school building or program is encouraged to designate a district or school employee as a liaison to work with the pupil's teachers to allow the suspended pupil to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers' feedback.

3. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the pupil's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.

4. The definition of suspension under Minnesota Statutes, section 121A.41, subdivision 10, does not apply to a student's dismissal from school for one school day or less, except as provided under federal law for a student with a disability. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.

5. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6th) consecutive day of suspension or the tenth (10th) cumulative day of suspension has elapsed.

6. Alternative education services must be provided to a pupil who is suspended for more than five (5) consecutive school days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minnesota Statutes section 123A.05 selected to allow the pupil to progress toward meeting graduation standards under Minnesota Statutes section 120B.02, although in a different setting.

7. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.

8. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, do one or more of the following:

    a. strongly encourage a parent or guardian of the student to attend school with the student for one day;

    b. assign the student to attend school on Saturday as supervised by the principal or the principal's designee; and

c. petition the juvenile court that the student is in need of services under Minnesota Statutes chapter 260C.

9. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes section 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference. (See attached sample Notice of Suspension.)

10. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.

11. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.

12. Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) consecutive school days.

E. Expulsion and Exclusion Procedures

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.

2. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school board.

3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes sections 121A.40-121A.56.

4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.

5. The student and parent or guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56; describe the nonexclusionary disciplinary practices accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district must advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE) and is posted on its website.

6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent, or guardian.

7. All hearings shall be held at a time and place reasonably convenient to the student, parent, or guardian and shall be closed, unless the student, parent, or guardian requests an open hearing.

8. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.

9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an attorney to represent the school district in any proceeding.

10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.

11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.

12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.

13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.

14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.

15. The student cannot be compelled to testify in the dismissal proceedings.

16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.

17. The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of Education (Commissioner) of the basis and reason for the decision.

18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minnesota Statutes section 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.

19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.

20. The school district must report, through the MDE electronic reporting

system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.

21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

XIII. ADMISSION OR READMISSION PLAN

A school administrator must prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan must include measures to improve the student's behavior, which may include completing a character education program consistent with Minnesota Statutes, section 120B.232, subdivision 1, social and emotional learning, counseling, social work services, mental health services, referrals for special education or 504 evaluation, and evidence-based academic interventions. The plan must include reasonable attempts to obtain parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

XIV. NOTIFICATION OF POLICY VIOLATIONS

Notification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other applicable law. The teacher, principal or other school district official may provide additional notification as deemed appropriate.

In addition, the school district must report, through the MDE electronic reporting system, each exclusion or expulsion, each physical assault of a school district employee by a pupil, and each pupil withdrawal agreement within thirty (30) days of the effective date of the dismissal action, pupil withdrawal, or assault, to the MDE Commissioner. This report must include a statement of the nonexclusionary disciplinary practices, or other sanction, intervention, or resolution in response to the assault given to the pupil and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report must also include the pupil's age, grade, gender, race, and special education status.

XV. STUDENT DISCIPLINE RECORDS

The policy of the school district is that complete and accurate student discipline records

be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable school district policies and federal and state law, including the Minnesota Government Data Practices Act, Minnesota Statutes chapter 13.

XVI. STUDENTS WITH DISABILITIES

Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 plan specifies a necessary modification.

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i) caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP. If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school district will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the school district shall continue to provide special education and related services during the period of expulsion or exclusion.

XVII. OPEN ENROLLED STUDENTS

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minnesota Statutes section 124D.03) or Enrollment in Nonresident District (Minnesota Statutes section 124D.08) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (Minn. Stat. Ch. 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of seventeen (17) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

XVIII. DISCIPLINE COMPLAINT PROCEDURE

Students, parents and other guardians, and school staff may file a complaint and seek corrective action when the requirements of the Minnesota Pupil Fair Dismissal Act, including the implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied.

The Discipline Complaint Procedure must, at a minimum:

1. provide procedures for communicating this policy including the ability for a parent to appeal a decision under Minnesota Statutes, section 121A.49 that contains explicit instructions for filing the complaint;

2. provide an opportunity for involved parties to submit additional information related to the complaint;

3. provide a procedure to begin to investigate complaints within three school days of receipt, and identify personnel who will manage the investigation and any resulting record and are responsible for keeping and regulating access to any record;

4. provide procedures for issuing a written determination to the complainant that addresses each allegation and contains findings and conclusions;

5. if the investigation finds the requirements of Minnesota Statutes, sections 121A.40 to 121A.61, including any local policies that were not implemented appropriately, contain procedures that require a corrective action plan to correct a student's record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future; and

6. prohibit reprisals or retaliation against any person who asserts, alleges, or reports a complaint, and provide procedures for applying appropriate consequences for a person who engages in reprisal or retaliation.

XIX. DISTRIBUTION OF POLICY

The school district will notify students and parents of the existence and contents of this policy in such manner as it deems appropriate. Copies of this discipline policy shall be made available to all students and parents at the commencement of each school year and to all new students and parents upon enrollment. This policy shall also be available upon request in each principal's office.

XX. REVIEW OF POLICY

The principal and representatives of parents, students and staff in each school building shall confer at least annually to review this discipline policy, determine if the policy is

working as intended, and to assess whether the discipline policy has been enforced. Any recommended changes shall be submitted to the superintendent for consideration by the school board, which shall conduct an annual review of this policy.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.26 (School Preassessment Teams)
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)
Minn. Stat. § 121A.58 (Corporal Punishment; Prone Restraint; And Certain Physical Holds)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 121A.60 (Definitions)
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
Minn. Stat. § 121A.611 (Recess and Other Breaks)
Minn. Stat. § 122A.42 (General Control of Schools)
Minn. Stat. § 123A.05 (State-Approved Alternative Program Organization)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Boards' Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. Ch.125A (Special Education and Special Programs)
Minn. Stat. § 152.22, Subd. 6 (Definitions)
Minn. Stat. § 152.23 (Limitations)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. Ch. 260C (Juvenile Safety and Placement)
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Act)
29 U.S.C. § 794 *et seq*. (Rehabilitation Act of 1973, § 504)
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

Cross References: MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 419 (Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction)
MSBA/MASA Model Policy 501 (School Weapons)
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
MSBA/MASA Model Policy 503 (Student Attendance)
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 507.5 (School Resource Officers)

MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)
MSBA/MASA Model Policy 610 (Field Trips)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

SOCIAL MEDIA GUIDELINES FOR STAFF

The line between professional and personal relationships is blurred within a social media context. While these guidelines are in no way intended to limit or infringe upon your rights to comment upon the workplace, it remains good practice to never post anything that would embarrass you or the Jordan Public Schools, or would call your professional reputation into question. Use common sense when posting online.

SOCIAL MEDIA TYPES OF ACCOUNTS AND ACCOUNT USE

The **first step to establishing a social media presence is to determine which kind of account fits your needs and desired purpose**. Consider your role in education and how social media can support and enhance your daily work and professional goals. Before you set up your account, please keep in mind that social media accounts require time and maintenance in order to be successful.

Types of social media accounts

	Personal Account	Program/District Level Account
Account Owner	Owned by individual	Owned by a district staff member as a representative of the district
Account Purpose	Used for personal purposes	Used for purposes such as family/student/team engagement, community outreach, and/or establishing a professional learning network (PLN)
Naming Requirement	No naming requirement	Must be assigned by the Jordan Communications Department and follow the ISD717 naming conventions when possible (i.e. @jordandance717, @jordansummit717)
Email Requirement	Must be created with a personal email account (you should not use a district email address for a personal social media account)	Must be created with an email assigned from the Jordan Communications Department (do not use your personal school email account or secondary gmail account)
Notes	Account holder is responsible for reviewing district guidelines as they relate to personal accounts	Account must be requested from and approved by the Jordan Communications Department

Do not create any social media account, blog, or website intended to represent the Jordan Public Schools without prior approval from the Jordan Communications Department.

Personal Social Media Account: *Owned by an individual and used for personal purposes.*

- You are personally responsible for the content you publish online or choose to share or repost.
- Special care should be taken when posting personal photographs. Remember your social network site is an extension of your personality and professional reputation. Even with privacy settings in place, your content could be seen by students or parents or find its way into the public realm.
- While the Jordan School District respects the rights of its employees to exercise their rights, employees should not make any derogatory statements about colleagues or students on social media.
- Do not post photos or videos that contain identifying information concerning any students, on your personal media, without prior parental consent.
- Should Jordan Public Schools be listed as the individual's employer on a social media site, please be cognizant that interactions are seen as an extension of employment.

Program/District Level Social Media Account: *Owned by a district staff member as a representative of the district and used for purposes such as family/student/team engagement, community outreach, and/or establishing a professional learning network (PLN)*.

- We encourage our staff to be innovative with the use of social media in their classrooms and programs and welcome new social media channels to be set up when appropriate. You must have approval to start a new district channel.
- Successful social media requires maintenance and regular monitoring. Consider this before requesting a channel.
- Passwords should not be shared, even with other Jordan staff, without prior approval from the Jordan Communications Department.

Employee-Student Relations: *The district recognizes the role that communication and collaboration between employees and students plays in the educational process and experience. The district further recognizes that the advancement of electronic communication and social media technologies create greater opportunity for interactions between employees and students.* ***These additional guidelines are for your own and our students' protection.***

- Employees must exercise great care in connecting with students on any social media channels (personal or professional). It would be the District's recommendation that you do not send permission-based friend or follower requests to students from your personal social media, for example Facebook friend requests. It is the District's recommendation that employees wait until students reach graduation before accepting friend requests on their personal social media accounts (this does not apply to an account that is professional or program/district in nature).
- Any employee-student communications or relationships via social media should be of an appropriate professional nature. Employees are responsible for immediately reporting to the district any inappropriate communication received from a student; this is as much for your protection as the students.

Safety and Confidentiality: *Safety is the overriding concern with regard to information posted online. Always respect the privacy and confidentiality of student information.*

- Confidential student or personnel information should not be posted online. Keeping student educational designation confidential is important (i.e. a student should never be identified in a photo as a special needs or English Learner (EL) student). Be sure not to violate any provision of the Family Education Rights and Privacy Act (FERPA). Consult the district "no media" list from the Communications Department. If a student is on the "no media" list, no photos or names can be shared without parental permission. Please include the Jordan Communications Department on parental permissions.
- Just like in the classroom, you have a responsibility for addressing inappropriate student behavior or activity witnessed on these social networks, including legal requirements for mandated reporting.

Professionalism: *District approved social media accounts are seen as extensions of the district and must reflect the mission, vision, and values of Jordan Public Schools.*

- Maintain professional boundaries. All online dialogue and interactions with students on social media pages should be for educational purposes only.
- Keep your posts positive and do not engage in negative or critical conversations online. The district recommends that you do not discuss students, co-workers, or District policies and procedures in a social media forum.
- Retweets, likes, and favorites are perceived as endorsements. These interactions should be done with care.
- At times, students or members of the public may create social media pages (not managed by the district) that represent student groups within the district (i.e. @JHSthemes). When employees, including coaches or advisors, choose to join or engage with these social networking groups, they do so as an employee of the District.
- Employees may not act as a spokesperson for the District or post comments as a representative of the District, except as authorized by the Superintendent or the Superintendent's designee.

HOW TO GET APPROVAL FOR A NEW DISTRICT SOCIAL MEDIA CHANNEL(S)

***Do not create a Program/District level social media account prior to following these steps.**

Remember: Successful social media requires maintenance and regular monitoring. Consider this before requesting a channel.

1. Fill out the "Jordan Public Schools Social Media Channel Approval Form" found on the District website under STAFF. You will be asked to provide:
    a. Name of group/team/department and/or project requesting the channel
    b. Desired name of social media channel (this may be different than the page handle)
    c. Purpose of account and targeted audience
    d. Who will be responsible for monitoring and updating channel content
    e. How often the channel content will be updated
2. The Jordan Communications Department will review and respond within 72 hours.
3. Once approved, you are considered a channel manager. Your channel will be set up by the Jordan Communications Department and the login and password

will be sent to you. Password changes should be requested through the Jordan Communications Department.

HOW A CHANNEL MUST BE MAINTAINED

This set of guidelines outlines expectations of all participants of any ISD717 social media channel. With questions, contact the Jordan Communications Department.

Profile/About:

- All District channels should be identified as part of Jordan Public Schools.
- Include a link to the district website homepage or to corresponding website page (i.e. basketball social media should link to the district basketball website).

Cover photos and avatars (profile picture):

- A cover and avatar (profile picture) will be provided and updated, as needed, by the Jordan Communications department.
- If a graphic or logo is needed, please contact the Jordan Communications Department.

Posting Photos and videos:

- You may only post photos of students who have permission through our Family Education Rights and Privacy Act (FERPA) form. A confidential list of "no media" students is shared to all certified staff via the Jordan Communications Department. Do not publicly single out students on the no media list. For unique ways to include all students in a photo while maintaining "no media" status, contact the Jordan Communications Department.
- Keeping student educational designation confidential is important (i.e. a student should never be identified in a photo as a special needs or English Learner (EL) student).
- When referring to students, use first names only (exceptions can be made at the high school level or consent of the Jordan Communications Department).
- Only Jordan Public School staff members approved to be page managers may post photos and videos on school social media channels.
- Settings should be set so followers do not have the ability to "tag" photos posted by the school.

Maintenance:

- Program/district-level accounts may be maintained by one or more staff members. When multiple staff members are responsible, please work together to ensure a consistent voice.
- Only staff members/coaches are allowed to manage district approved social media. Management and access to district accounts should not be given to students or parents. Any exceptions must be approved by the Communications and Marketing Department.
- At a minimum, keep your accounts fresh by posting once per week. However, multiple posts per week is recommended.
- After posting, reload the page and review the post and test all links, etc. to ensure they are working properly. Always review grammar and punctuation.

Monitoring and responding to criticism:

- To build your social media community you may need to interact with your followers when appropriate and positive.
- Regular monitoring is required so that you can address or remove any inappropriate posts/comments in a timely manner.
- Remember that not every comment needs either a response or acknowledgement.
- Use restraint when responding to negative or inaccurate comments.
- Try pointing to existing information found online in your answers when correcting people.
- If negativity on your Facebook page breaks the social media guidelines established by the Jordan Public Schools, you can delete the comment. Other things to consider:
    - It's okay to let a negative comment sit without a response (as long as it doesn't violate guidelines). Do not immediately delete a negative comment as it can cause your community to get upset.
        - If needed, you may choose to "hide" a comment on Facebook. This means only the person who posted the comment and their friends can see it. Once hidden, you can seek assistance from the Jordan Communications and Marketing Department.
    - When needed, negative comments should be addressed offline.

        - To take a comment offline you can respond to the person with a simple statement such as, "We would be happy to discuss this with you, please message your phone number or email address to continue the discussion".
        - Remember emails can be shared online so it's best to address the person on the phone when possible.
    - Contact the Jordan Communications Department for help if you are ever unsure of a response or have an extremely upset or negative person posting on your page.

No endorsements or advertisements:

- Ethically, Jordan Public Schools' representatives cannot promote products, businesses, or political figures/organizations through official district channels.
    - The exception is when a student group is participating in a fundraiser or event at a business (i.e. Pizza Ranch Fundraiser) a third party is involved with the event (ie. third party run Community Ed events).
- Do not follow or like other political or potentially controversial social media users (i.e. political parties, politicians or corporations) as this could be seen as an endorsement of that organization and their ideology.

ANNUAL ACCOUNT MAINTENANCE

This set of guidelines is based on social media best practices for organizations where more than one individual may have access to social media account(s).

- Passwords for all Program/District level accounts will be updated on an annual basis by the Jordan Communications Department. Account passwords may be changed outside of the annual update as requested to the Jordan Communications Department (ie. when a staff member with access leaves, when an account gets locked, etc.)
- All staff requiring access to a Program/District level account will be required to request access on an annual basis.
- As a reminder, passwords should not be shared, even with other Jordan staff, without prior approval from the Jordan Communications Department.

JORDAN PUBLIC SCHOOLS
POLICY

Adopted: April 9th, 2018

Reviewed: August 10th, 2026

524.1 SOCIAL MEDIA POLICY

I. PURPOSE

The school board recognizes the value of staff inquiry, investigation, and innovation using new technology tools to enhance the learning experience and interpersonal communication. The District also recognizes its obligation to teach and ensure responsible and safe use of these technologies.

This policy addresses employees' use of private and district-connected internet content including: websites, blogs, wikis, social networks (Facebook, Twitter, Instagram, Snapchat, Reddit, YouTube, etc), online forums, and any other social media.

II. GENERAL STATEMENT OF POLICY

III. The District recognizes the importance of online social media networks as a communication and learning tool. Toward that end, the District provides district- approved social media tools and technologies for e-learning and encourages use of District tools for collaboration by employees. However, public social media networks, outside of those sponsored by the District, may not be used for classroom instruction or school-sponsored activities without the prior authorization of the Superintendent (or designee) and parental consent for student participation on social networks.

IV. DEFINITIONS

A. ***Public social media networks*** are defined to include: websites, blogs, wikis, social networks, online forums, and any other social media generally available to the public or consumers that do not fall within the District's electronic technologies network. Examples of public social media networks are Facebook, Twitter, LinkedIn, Flickr, YouTube, blog sites, Instagram, SnapChat, Reddit, etc. This would not include internal only networks like Google Classroom.

B. ***District approved social media tools*** are those that fall within the District's electronic technologies network (outlined in the social media guidelines) or which the District has approved for educational use. District approved social media tools include Facebook, Twitter, and Instagram.

V. REQUIREMENTS

Individual sites and departments or even teachers may choose to establish an official presence on public online social media sites with prior administrative approval (see social media guidelines for details). Once approved, this presence will be included in the definition of "district approved social media tools" as noted above. For any district-approved social media account, a district employee shall be designated as the site manager. Any security, login credentials, or passwords for such accounts must be created by the communications department. Passwords should not be shared without approval by the communications department.

Because readers of social media networks may view the employee as a representative of the schools and the District, the District requires employees to observe the following rules on any district approved social media tools:

1. An employee's use of these district approved networks and an employee's postings, displays, or communications must comply with all state and federal laws and any applicable District policies, including responsibilities for mandated reporting.

2. On district-approved social media accounts, employees and the public must be respectful and professional in all communications (by word, image or other means). Obscene, profane or vulgar language; communications or conduct that is harassing, threatening, bullying, libelous, or defamatory; personal attacks of any kind; offensive terms that target any specific race, ethnicity, color, creed, immigration status, religion, national origin, sexual orientation including gender identity and expression, marital status, familial status, socioeconomic status, physical appearance, status with regard to public assistance, disability, age, family care leave status or veteran status, or academic status related to student performance; terms that incite violence; election campaigning for a political office or ballot proposition; communication that discusses or encourages any illegal activity or the inappropriate use of alcohol; or sexual harassment; will be removed from district social media pages and, for employees, may result in further disciplinary actions. Comments or posts will also be removed if they violate the Terms of Use of the social media platform, are spam, are clearly 'off topic,' divulge personal student or staff information or promote services or products.

3. Employees should not use their District email address for communications or registration on public social media networks that have not been approved by the District. Employees may not act as a spokesperson for the District or post comments as a representative of the District, except as authorized by the Superintendent or the Superintendent's designee.

4. Employees may not disclose information on any social media network that is confidential or proprietary to the District, its students, or employees or that is protected by data privacy laws.

5. Employees may not post images of coworkers without the coworker's consent.

6. Images of students may be posted on official district social media accounts if the student has a consent to release educational data form on file that has been signed by a parent or guardian. Images of students taken in the public arena, such as at sporting events or fine arts public performances, are exceptions to this rule.

7. Employees may not post any private or confidential images of the District premises and property, including floor plans.

8. When a social media account is used to communicate with students or colleagues, even when said communications are private, those personal social media pages, often in their entirety, could become subject to investigation in the event of a legal inquiry, requested under FERPA or the Minnesota Data Practices Act, or requested as part of a Freedom of Information 5 U.S.C. § 552 request.

VI. PERSONAL SOCIAL MEDIA

An employee's use of social media for personal reasons during the workday that are not related to one's job duties should be kept to a minimum and must not interfere with one's work responsibilities.

While the District does not actively monitor or restrict an employee's personal use of public online social media, it may take appropriate responsive action when it becomes aware of, or reasonably suspects, conduct or communication on a public online media site that creates an unlawful disruption or violates applicable district policies, professional codes of ethics or other laws. An employee who is responsible for a social media network posting that fails to comply with the rules set forth in district policy may be subject to discipline as outlined in respective policies. Employees will be held responsible for the disclosure, whether purposeful or inadvertent, of confidential or private information on any public forum or website.

Legal References:
15 U.S.C. § 6501 *et seq.* (Children's Online Privacy Protection Act)
17 U.S.C. § 101 *et seq.* (Copyrights)
20 U.S.C. § 6751 *et seq.* (Enhancing Education through Technology Act of 2001)
47 U.S.C. § 254 (Children's Internet Protection Act of 2000 (CIPA))
47 C.F.R. § 54.520 (FCC rules implementing CIPA)
Minn. Stat. § 121A.0695 (School Board Policy; Prohibiting Intimidation and Bullying)
Minn. Stat. § 125B.15 (Internet Access for Students)
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)
United States v. American Library Association, 539 U.S. 194, 123 S.Ct. 2297, 56 L.Ed.2d 221 (2003)
Doninger v. Niehoff, 527 F.3d 41 (2nd Cir. 2008)
Layshock v. Hermitage Sch. Dist., 412 F.Supp. 2d 502 (W.D. Pa. 2006)
M.T. v. Cent. York Sch. Dist., 937 A.2d 538 (Pa. Commw. Ct. 2007)

J.S. v. Bethlehem Area Sch. Dist., 807 A.2d 847 (Pa. 2002)

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

JORDAN DISTRICT SCHOOLS
POLICY

Adopted: March 11th, 2019

Revised: August 10th, 2026

722 PUBLIC DATA AND DATA SUBJECT REQUESTS

I. PURPOSE

The school district recognizes its responsibility relative to the collection, maintenance, and dissemination of public data as provided in state statutes.

II. GENERAL STATEMENT OF POLICY

The school district will comply with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes chapter 13 (MGDPA), and Minnesota Rules parts 1205.0100-1205.2000 in responding to requests for public data.

III. DEFINITIONS

A. Confidential Data on Individuals

Data made not public by statute or federal law applicable to the data and are inaccessible to the individual subject of those data.

B. Data on Individuals

All government data in which any individual is or can be identified as the subject of that data, unless the appearance of the name or other identifying data can be clearly demonstrated to be only incidental to the data and the data are not accessed by the name or other identifying data of any individual.

C. Data Practices Compliance Officer

The data practices compliance official is the designated employee of the school district to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems. The responsible authority may be the data practices official.

D. Government Data

All data collected, created, received, maintained or disseminated by any government entity regardless of its physical form, storage media or conditions of use.

E. Individual

"Individual" means a natural person. In the case of a minor or an incapacitated person as defined in Minnesota Statutes section 524.5-102, subdivision 6, "individual" includes a parent or guardian or an individual acting as a parent or guardian in the absence of a parent or guardian, except that the responsible authority shall withhold data from parents or guardians, or individuals acting as parents or guardians in the absence of parents or guardians, upon request by the minor if the responsible authority determines that withholding data would be in the best interest of the minor.

F. Inspection

"Inspection" means the visual inspection of paper and similar types of government data. Inspection does not include printing copies by the school district, unless printing a copy is the only method to provide for inspection of the data. For data stored in electronic form and made available in electronic form on a remote access basis to the public by the school district, inspection includes remote access to the data by the public and the ability to print copies of or download the data on the public's own computer equipment.

G. Not Public Data

Any government data classified by statute, federal law, or temporary classification as confidential, private, nonpublic or protected nonpublic.

H. Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data: (a) not accessible to the public; and (b) accessible to the subject, if any, of the data.

I. Private Data on Individuals

Data made by statute or federal law applicable to the data: (a) not public; and (b) accessible to the individual subject of those data.

J. Protected Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data (a) not public and (b) not accessible to the subject of the data.

K. Public Data

All government data collected, created, received, maintained, or disseminated by the school district, unless classified by statute, temporary classification pursuant to statute, or federal law, as nonpublic or protected nonpublic; or, with respect to data on individuals, as private or confidential.

L. Public Data Not on Individuals

Data accessible to the public pursuant to Minnesota Statutes section 13.03.

M. Public Data on Individuals

Data accessible to the public in accordance with the provisions of section 13.03.

N. Responsible Authority

The individual designated by the school board as the individual responsible for the collection, use and dissemination of any set of data on individuals, government data, or summary data, unless otherwise provided by state law. Until an individual is designated by the school board, the responsible authority is the superintendent.

E. Summary Data

Statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify an individual is ascertainable. Unless classified pursuant to Minnesota Statutes section 13.06, another statute, or federal law, summary data is public.

IV. REQUESTS FOR PUBLIC DATA

A. All requests for public data must be made in writing directed to the responsible authority.

1. A request for public data must include the following information:

a. Date the request is made;

b. A clear description of the data requested;

c. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and

d. Method to contact the requestor (such as phone number, address, or email address).

2. Unless specifically authorized by statute, the school district may not require persons to identify themselves, state a reason for, or justify a request to gain access to public government data. A person may be asked to provide certain identifying or clarifying information for the sole purpose of facilitating access to the data.

3. The identity of the requestor is public, if provided, but cannot be required by the government entity.

4. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.

B. The responsible authority will respond to a data request at reasonable times and places as follows:

1. The responsible authority will notify the requestor in writing as follows:

a. The requested data does not exist; or

b. The requested data does exist but either all or a portion of the data is not accessible to the requestor; or

(1) If the responsible authority determines that the requested data is classified so that access to the requestor is denied, the responsible authority will inform the requestor of the determination in writing, as soon thereafter as possible, and shall cite the specific statutory section, temporary classification, or specific provision of federal law on which the determination is based.

(2) Upon the request of a requestor who is denied access to data, the responsible authority shall certify in writing that the request has been denied and cite the specific statutory section, temporary classification, or specific provision of federal law upon which the denial was based.

c. The requested data does exist and provide arrangements for inspection of the data, identify when the data will be available for pick-up, or indicate that the data will be sent by mail. If the requestor does not appear at the time and place established for inspection of the data or the data is not picked up within ten (10) business days after the requestor is notified, the school district will conclude that the data is no longer wanted and will consider the request closed.

2. The school district's response time may be affected by the size and complexity of the particular request, including necessary redactions of the data, and also by the number of requests made within a particular period of time.

3. The school district will provide an explanation of technical terminology, abbreviations, or acronyms contained in the responsive data on request.

4. The school district is not required by the MGDPA to create or collect new data in response to a data request, or to provide responsive data in a specific form or arrangement if the school district does not keep the data in that form or arrangement.

5. The school district is not required to respond to questions that are not about a particular data request or requests for data in general.

C. If the school district notifies the requesting person that responsive data or copies are available for inspection or collection, and the requesting person does not inspect the data or collect the copies within five business days of the notification, the school district may suspend any further response to the request until the requesting person inspects the data that has been made available, or collects and pays for the copies that have been produced.

V. REQUEST FOR SUMMARY DATA

A. A request for the preparation of summary data shall be made in writing directed to the responsible authority.

1. A request for the preparation of summary data must include the following information:

a. Date the request is made;

b. A clear description of the data requested;

c. Identify the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and

d. Method to contact requestor (phone number, address, or email address).

B. The responsible authority will respond within ten (10) business days of the receipt of a request to prepare summary data and inform the requestor of the following:

1. The estimated costs of preparing the summary data, if any; and

2. The summary data requested; or

3. A written statement describing a time schedule for preparing the requested summary data, including reasons for any time delays; or

4. A written statement describing the reasons why the responsible authority has determined that the requestor's access would compromise the private or confidential data.

C. The school district may require the requestor to pre-pay all or a portion of the cost of creating the summary data before the school district begins to prepare the summary data.

VI. DATA ABOUT AN INDIVIDUAL DATA SUBJECT

A. Collection and storage of all data on individuals and the used and dissemination of private and confidential data on individuals shall be limited to that necessary for the administration and management of programs specifically authorized by the legislature or local governing body or mandated by the federal government.

B. Private or confidential data on an individual shall not be collected, stored, used, or disseminated by the school district for any purposes other than those stated to the individual at the time of collection in accordance with Minnesota Statutes section 13.04, except as provided in Minnesota Statutes 13.05, subdivision 4.

C. Upon request to the responsible authority or designee, an individual shall be informed whether the individual is the subject of a stored data on individuals, and whether it is classified as public, private or confidential. Upon further request, an individual who is the subject of stored private or public data on individuals shall be shown the data without any charge and, if desired, shall be informed of the content and meaning of that data.

D. After an individual has been shown the private data and informed of its meaning, the data need not be disclosed to that individual for six (6) months thereafter unless a dispute or action pursuant to this section is pending or additional data on the individual has been collected or created.

E. The responsible authority or designee shall provide copies of the private or public data upon request by the individual subject of the data. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.

F. The responsible authority or designee shall comply immediately, if possible, with any request made pursuant to this subdivision, or within ten (10) days of the date of the request, excluding Saturdays, Sundays and legal holidays, if immediate compliance is not possible.

G. An individual subject of the data may contest the accuracy or completeness of public or private data. To exercise this right, an individual shall notify in writing the responsible authority describing the nature of the disagreement. The responsible authority shall within thirty (30) days either: (1) correct the data found to be inaccurate or incomplete and attempt to notify past recipients of inaccurate or incomplete data, including recipients named by the individual; or (2) notify the individual that the authority believes the data to be correct. Data in dispute shall be disclosed only if the individual's statement of disagreement is included with the disclosed data.

H. The determination of the responsible authority may be appealed by a data subject pursuant to the provisions of the Administrative Procedure Act relating to contested cases. Upon receipt of an appeal by an individual, the Commissioner of the Minnesota Department of Administration ("Commissioner") shall, before issuing the order and notice of a contested case hearing required by Minnesota Statues, chapter 14, try to resolve the dispute through education, conference, conciliation, or persuasion. If the parties contest, the Commissioner may refer the matter to mediation. Following these efforts, the Commissioner shall dismiss the appeal or issue the order and notice of hearing.

I. Data on individuals that have been successfully challenged by an individual must be completed, corrected, or destroyed by a government entity without regard to the requirements of Minnesota Statutes section 138.17.

J. After completing, correcting, or destroying successfully challenged data, the school district may retain a copy of the Commissioner's order issued under Minnesota Statutes chapter 14 or, if no order were issued, a summary of the dispute between the parties that does not contain any particulars of the successfully challenged data.

VII. REQUESTS FOR DATA BY AN INDIVIDUAL SUBJECT OF THE DATA

A. All requests for individual subject data must be made in writing directed to the responsible authority.

B. A request for individual subject data must include the following information:

1. Statement that one is making a request as a data subject for data about the individual or about a student for whom the individual is the parent or guardian;

2. Date the request is made;

3. A clear description of the data requested;

4. Proof that the individual is the data subject or the data subject's parent or guardian;

5. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and

6. Method to contact the requestor (such as phone number, address, or email address).

C. The identity of the requestor of private data is private.

D. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.

E. Policy 515 (Protection and Privacy of Pupil Records) addresses requests of students or their parents for educational records and data.

VIII. COSTS

A. Public Data

1. The school district will charge for copies provided as follows:

a. One hundred (100) or fewer pages of black and white, letter or legal sized paper copies will be charged at twenty-five (25) cents for a one-sided copy or fifty (50) cents for a two-sided copy.

b. More than one hundred (100) pages or copies on other materials are charged based upon the actual cost of searching for and retrieving the data and making the copies or electronically sending the data, unless the cost is specifically set by statute or rule.

(1) The actual cost of making copies includes employee time, the cost of the materials onto which the data is copied (paper, CD, DVD, etc.), and mailing costs (if any).

(2) Also, if the school district does not have the capacity to make the copies, e.g., photographs, the actual cost paid by the school district to an outside vendor will be charged.

2. All charges must be paid for in cash or by check in advance of receiving the copies.

B. Summary Data

1. Any costs incurred in the preparation of summary data shall be paid by the

requestor prior to preparing or supplying the summary data.

2. The school district may assess costs associated with the preparation of summary data as follows:

   a. The cost of materials, including paper, the cost of the labor required to prepare the copies, any schedule of standard copying charges established by the school district, any special costs necessary to produce such copies from a machine-based record-keeping system, including computers and microfilm systems;

   b. The school district may consider the reasonable value of the summary data prepared and, where appropriate, reduce the costs assessed to the requestor.

C. Data Belonging to an Individual Subject

1. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.

   The responsible authority shall not charge the data subject any fee in those instances where the data subject only desires to view private data.

   The responsible authority or designee may require the requesting person to pay the actual cost of making and certifying the copies. Based on the factors set forth in Minnesota Rule 1205.0300, subpart 4, the school district determines that a reasonable fee would be the charges set forth in section VIII.A of this policy that apply to requests for data by the public.

2. The school district may not charge a fee to search for or to retrieve educational records of a child with a disability by the child's parents or guardian or by the child upon the child reaching the age of majority.

IX. SAFE AT HOME PARTICIPANTS AND DATA PRIVACY

Prohibition of Discrimination

The school district must not, on the basis of an individual's status as an Address Confidentiality Program participant where a reasonable person, considering all the circumstances, would conclude that the refusal, different terms or requirements, or other action was motivated by the individual's status as a program participant rather than by a legitimate, nondiscriminatory business purpose, safety or operational concern, or a requirement of federal or state law:

A. refuse to provide education services to an individual;

B. provide services to an individual on different terms or with different requirements than an individual who is not a program participant; or

C. otherwise discriminate against an individual.

X. ANNUAL REVIEW AND POSTING

A. The responsible authority shall prepare a written data access policy and a written policy for the rights of data subjects (including specific procedures the school district uses for access by the data subject to public or private data on individuals). The responsible authority shall update the policies no later than August 1 of each year, and at any other time as necessary to reflect changes in personnel, procedures, or other circumstances that impact the public's ability to access data.

B. Copies of the policies shall be easily available to the public by distributing free copies to the public or by posting the policies in a conspicuous place within the school district that is easily accessible to the public or by posting them on the school district's website.

Data Practices Contacts

Responsible Authority:
Superintendent
500 Sunset Drive; Suite 1; Jordan, MN 55352
952-492-6200; revenson@isd717.org

Data Practices Compliance Official:
Finance Director
500 Sunset Drive; Suite 1; Jordan, MN 55352
952-492-6200; ahafemann@isd717.org

Data Practices Designee(s):
Communications Director
500 Sunset Drive; Suite 1; Jordan, MN 55352
952-492-6200; epickle@isd717.org

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.01 (Government Data)
Minn. Stat. § 13.02 (Definitions)
Minn. Stat. § 13.025 (Government Entity Obligation)
Minn. Stat. § 13.03 (Access to Government Data)
Minn. Stat. § 13.04 (Rights of Subjects to Data)

Minn. Stat. § 13.05 (Duties of Responsible Authority)
Minn. Stat. § 13.32 (Educational Data)
Minn. Rules Part 1205.0300 (Access to Public Data)
Minn. Rules Part 1205.0400 (Access to Private Data)

Cross References: MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

Resources: MN Department of Administration: Actual Cost
MN Department of Administration: Copy Costs
MN Department of Administration: Education Data

JORDAN PUBLIC SCHOOLS
POLICY

Adopted: September 12, 2007

Revised: August 10th, 2026

806 CRISIS MANAGEMENT POLICY

I. PURPOSE

The purpose of this Model Crisis Management Policy is to act as a guide for school district and building administrators, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school district. The step-by-step procedures suggested by this Policy will provide guidance to each school building in drafting crisis management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation. Each school district should develop tailored building-specific crisis management plans for each school building in the school district, and sections or procedures may be added or deleted in those crisis management plans based on building needs.

The school district will, to the extent possible, engage in ongoing emergency planning within the school district and with emergency responders and other relevant community organizations. The school district will ensure that relevant emergency responders in the community have access to their building-specific crisis management plans and will provide training to school district staff to enable them to act appropriately in the event of a crisis.

II. GENERAL INFORMATION

A. <u>The Policy and Plans</u>

The school district's Crisis Management Policy, also known as the Emergency Action Plan, has been created in consultation with local community response agencies and other appropriate individuals and groups that would likely be involved in the event of a school emergency. It is designed so that each building administrator can tailor a building-specific crisis management plan to meet that building's specific situation and needs.

The school district's administration and/or the administration of each building shall present tailored building-specific crisis management plans to the school board for review and approval. The building-specific crisis management plans will include general crisis procedures and crisis-specific procedures. Upon approval by the school board, such crisis management plans shall be an addendum

to this Crisis Management Policy. This Policy and the plans will be maintained and updated on an annual basis.

B. Elements of the District Crisis Management Policy

1. General Crisis Procedures. The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by building administrators when creating their building-specific crisis management plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the emergency first responder response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable. Each building in the school district will have access to a copy of the Comprehensive School Safety Guide (2011 Edition) to assist in the development of building-specific crisis management plans.

   All general crisis procedures will address specific procedures for the safe evacuation of children and employees with special needs such as physical, sensory, motor, developmental, and mental health challenges.

   a. Lock-Down Procedures. Lock-down procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building administrator or his or her designee. The building administrator or designee will announce the lock-down over the public address system or other designated system. Code words will not be used. Provisions for emergency evacuation will be maintained even in the event of a lock-down. Each building administrator will submit lock-down procedures for their building as part of the building-specific crisis management plan.

   b. Evacuation Procedures. Evacuations of classrooms and buildings shall be implemented at the discretion of the building administrator or his or her designee. Each building's crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the

building administrator or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include specific procedures for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.

c. Sheltering Procedures. Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change based upon the specific emergency. The building administrator or his or her designee will announce the need for sheltering over the public address system or other designated system. Each building administrator will submit sheltering procedures for his or her building as part of the building-specific crisis management plan.

2. Crisis-Specific Procedures. The Crisis Management Policy includes crisis-specific procedures for crisis situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed to enable building administrators to tailor response procedures when creating building-specific crisis management plans.

3. School Emergency Response Teams

a. Composition. The building administrator in each school building will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive on-going training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building will maintain a current list of school emergency response team members which will be updated annually. The building administrator, and his or her alternative designees, will know the location of that list in the event of a school emergency. A copy of the list will be kept on file

in the school district office, or in a secondary location in single building school districts.

b. Leaders. The building administrator or his or her designee will serve as the leader of the school emergency response team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include more than one alternative designee and may include members of the emergency response team. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to emergency response officials.

III. PREPARATION BEFORE AN EMERGENCY

A. Communication

1. District Employees. Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be aware of the school district's Crisis Management Policy and their own building's crisis management plan. Each school's building-specific crisis management plan shall include the method and dates of dissemination of the plan to its staff. Employees will receive a copy of the relevant building-specific crisis management plans and shall receive periodic training on plan implementation.

2. Students and Parents. Students and parents shall be made aware of the school district's Crisis Management Policy and relevant tailored crisis management plans for each school building. Each school district's building-specific crisis management plan shall set forth how students and parents are made aware of the district and school-specific plans. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.

B. Planning and Preparing for Fire

1. Designate a safe area at least 50 feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion. (Depending on the wind direction, where the building on fire is located, the direction from which the fire is arriving, and the location of fire

equipment, the distance may need to be extended.)

2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.

3. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.

4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.

5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g., lunchtime, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with Minnesota Statutes section 299F.30. See Minn. Stat. § 121A.035.

6. A record of fire drills conducted at the building will be maintained in the building administrator's office.

7. The school district will have prearranged sites for emergency sheltering and transportation as needed.

8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

C. Facility Diagrams and Site Plans

All school buildings will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs. All facility diagrams and site plans will be updated regularly and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the building administrator and will be easily accessible and on file in the school district office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

D. Emergency Telephone Numbers

Each building will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers for local police, fire, ambulance, hospital, the Poison Control Center, county and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be kept on file in the school district office, or at a secondary location for single building school districts, and will be updated annually.

School district employees will receive training on how to make emergency contacts, including 911 calls, when the school district's main telephone number and location is electronically conveyed to emergency personnel instead of the specific building in need of emergency services.

School district plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, or two-way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. Each plan will identify a primary and secondary method of communication for both internal and secondary use. It is recommended that the plan include several methods of communication because computers, intercoms, telephones, and cell phones may not be operational or may be dangerous to use during an emergency.

E. Warning and Notification Systems

The school district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school buildings. The school district should consider an alternate notification system to address the needs of staff and students with special needs, such as vision or hearing.

The building administrator shall be responsible for informing students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation. Each school's building-specific crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees.

F. Early School Closure Procedures

The superintendent will make decisions about closing school or buildings as early in the day as possible. The early school closure procedures will set forth the criteria for early school closure (e.g., weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff,

students, families, and the school community (designated broadcast media, local authorities, e-mail, or district or school building web sites), and will discuss the factors to be considered in closing and reopening a school or building.

Early school closure procedures also will include a reminder to parents and guardians to listen to designated local radio and TV stations for school closing announcements, where possible.

G. Media Procedures

The superintendent has the authority and discretion to notify parents or guardians and the school community in the event of a crisis or early school closure. The superintendent will designate a spokesperson who will notify the media in the event of a crisis or early school closure. The spokesperson shall receive training to ensure that the district is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

H. Behavioral Health Crisis Intervention Procedures

Short-term behavioral health crisis intervention procedures will set forth the procedure for initiating behavioral health crisis intervention plans. The procedures will utilize available resources including the school psychologist, counselor, community behavioral health crisis intervention, or others in the community. Counseling procedures will be used whenever the superintendent or the building administrator determines it to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The behavioral health crisis intervention procedures shall include the following steps:

1. Administrator will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.

2. Designate specific rooms as private counseling areas.

3. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.

4. Prohibit media from interviewing or questioning students or staff.

5. Provide follow-up services to students and staff who receive counseling.

6. Resume normal school routines as soon as possible.

I. Long-Term Recovery Intervention Procedures

Long-term recovery intervention procedures may involve both short-term and long-term recovery planning:

1. Physical/structural recovery.

2. Fiscal recovery.

3. Academic recovery.

4. Social/emotional recovery.

IV. ACTIVE SHOOTER DRILL

A. Definitions

1. "Active shooter drill" means an emergency preparedness drill designed to teach students, teachers, school personnel, and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school. An active shooter drill is not an active shooter simulation, nor may an active shooter drill include any sensorial components, activities, or elements which mimic a real life shooting.

2. "Active shooter simulation" means an emergency exercise including full-scale or functional exercises, designed to teach adult school personnel and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school which also incorporates sensorial components, activities, or elements mimicking a real life shooting. Activities or elements mimicking a real life shooting include, but are not limited to, simulation of tactical response by law enforcement. An active shooter simulation is not an active shooter drill.

3. "Evidence-based" means a program or practice that demonstrates any of the following:

a. a statistically significant effect on relevant outcomes based on any of the following:

i. strong evidence from one or more well designed and well implemented experimental studies;

ii. moderate evidence from one or more well designed and well implemented quasi-experimental studies; or

iii. promising evidence from one or more well designed and well implemented correlational studies with statistical controls for selection bias; or

b. a rationale based on high-quality research findings or positive

evaluations that the program or practice is likely to improve relevant outcomes, including the ongoing efforts to examine the effects of the program or practice.

4. "Full-scale exercise" means an operations-based exercise that is typically the most complex and resource-intensive of the exercise types and often involves multiple agencies, jurisdictions, organizations, and real-time movement of resources.

5. "Functional exercises" means an operations-based exercise designed to assess and evaluate capabilities and functions while in a realistic, real-time environment, however, movement of resources is usually simulated.

B. Criteria

An active shooter drill conducted according to Minnesota Statutes, section 121A.037 with students in early childhood through grade 12 must be:

1. accessible;

2 developmentally appropriate and age appropriate, including using appropriate safety language and vocabulary;

3. culturally aware;

4. trauma-informed; and

5. inclusive of accommodations for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

C. Student Mental Health and Wellness

Active shooter drill protocols must include a reasonable amount of time immediately following the drill for teachers to debrief with their students. The opportunity to debrief must be provided to students before regular classroom activity may resume. During the debrief period, students must be allowed to access any mental health services available on campus, including counselors, school psychologists, social workers, or cultural liaisons. An active shooter drill must not be combined or conducted consecutively with any other type of emergency preparedness drill. An active shooter drill must be accompanied by an announcement prior to commencing. The announcement must use concise and age-appropriate language and, at a minimum, inform students there is no immediate danger to life and safety.

D. Notice

1. The school district must provide notice of a pending active shooter drill to every student's parent or legal guardian before an active shooter drill is conducted. Whenever practicable, notice must be provided at least 24 hours in advance of a pending active shooter drill and inform the parent or legal guardian of the right to opt their student out of participating.

2. If a student is opted out of participating in an active shooter drill, no negative consequence must impact the student's general school attendance record nor may nonparticipation alone make a student ineligible to participate in or attend school activities.

3. The Commissioner must ensure the availability of alternative safety education for students who are opted out of participating or otherwise exempted from an active shooter drill. Alternative safety education must provide essential safety instruction through less sensorial safety training methods and must be appropriate for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

E. Participation in Active Shooter Drills

Any student in early childhood through grade 12 must not be required to participate in an active shooter drill that does not meet the Criteria set forth above.

F. Active Shooter Simulations

A student must not be required to participate in an active shooter simulation. An active shooter simulation must not take place during regular school hours if a majority of students are present, or expected to be present, at the school. A parent or legal guardian of a student in grades 9 through 12 must have the opportunity to opt their student into participating in an active shooter simulation.

G. Violence Prevention

1. A school district or charter school conducting an active shooter drill must provide students in middle school and high school at least one hour, or one standard class period, of violence prevention training annually.

2. The violence prevention training must be evidence-based and may be delivered in-person, virtually, or digitally. Training must, at a minimum, teach students the following:

a. how to identify observable warning signs and signals of an

individual who may be at risk of harming oneself or others;

b. the importance of taking threats seriously and seeking help; and

c. the steps to report dangerous, violent, threatening, harmful, or potentially harmful activity, including providing information about the Department of Public Safety's statewide anonymous threat reporting system and any local threat reporting systems.

3. A school district or charter school must ensure that students have the opportunity to contribute to their school's safety and violence prevention planning, aligned with the recommendations for multihazard planning for schools, including but not limited to:

a. student opportunities for leadership related to prevention and safety;

b. encouragement and support to students in establishing clubs and programs focused on safety; and

c. providing students with the opportunity to seek help from adults and to learn about prevention connected to topics including bullying, sexual harassment, sexual assault, and suicide.

H. Board Meeting

At a regularly scheduled school board meeting, a school board of a district that has conducted an active shooter drill must consider the following:

1. the effect of active shooter drills on the safety of students and staff; and

2. the effect of active shooter drills on the mental health and wellness of students and staff.

V. SAMPLE PROCEDURES INCLUDED IN THIS POLICY

Sample procedures for the various hazards/emergencies listed below are attached to this Policy for use when drafting specific crisis management plans. Additional sample procedures may be found in the Response section of the Comprehensive School Safety Guide (2011 Edition). After approval by the school board, an adopted procedure will become an addendum to the Crisis Management Policy.

A. Fire

B. Hazardous Materials

C. Severe Weather: Tornado/Severe Thunderstorm/Flooding

D. Medical Emergency

E. Fight/Disturbance

F. Assault

G. Intruder

H. Weapons

I. Shooting

J. Hostage

K. Bomb Threat

L. Chemical or Biological Threat

M. Checklist for Telephone Threats

N. Demonstration

O. Suicide

P. Lock-down Procedures

Q. Shelter-In-Place Procedures

R. Evacuation/Relocation

S. Media Procedures

T. Post-Crisis Procedures

U. School Emergency Response Team

V. Emergency Phone Numbers

W. Highly Contagious Serious Illness or Pandemic Flu

I. MISCELLANEOUS PROCEDURES

A. Chemical Accidents

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pool areas, and janitorial closets.

B. Visitors

The school district shall implement procedures mandating visitor sign in and visitors in school buildings. See MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites).

The school district shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

C. Student Victims of Criminal Offenses at or on School Property

The school district shall establish procedures allowing student victims of criminal offenses on school property the opportunity to transfer to another school within the school district.

Legal References:
Minn. Stat. Ch. 12 (Emergency Management)
Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 121A.038 (Students Safe at School)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. § 299F.30 (Fire Drill in School; Doors and Exits)
Minn. Stat. § 326B.02, Subd. 6 (Powers)
Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)
Minn. Stat. § 609.605, Subd. 4 (Trespasses)
Minn. Rules Ch. 7511 (Fire Code)
20 U.S.C. § 1681, *et seq.* (Title IX)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)
20 U.S.C. § 7912 (Unsafe School Choice Option)
42 U.S.C. § 5121 *et seq.* (Disaster Relief and Emergency Assistance)

Cross References:
MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)
MSBA/MASA Model Policy 903 (Visitors to School District Buildings

and Sites)
Comprehensive School Safety Guide
Minnesota School Safety Center - Resources (mn.gov)

Resources: I Love U Guys Foundation, Standard Response Protocol
https://iloveuguys.org/The-Standard-Response-Protocol.html (012325)

Safe and Sound Schools
https://safeandsoundschools.org/ (012325)

JORDAN PUBLIC SCHOOLS
POLICY

Adopted: July 9, 2012

Revised: August 10th, 2026

208 DEVELOPMENT, ADOPTION, AND IMPLEMENTATION OF POLICIES

I. PURPOSE

The purpose of this policy is to emphasize the importance of the policy-making role of the school board and provide the means for it to continue to be an ongoing effort.

II. GENERAL STATEMENT OF POLICY

Formal guidelines are necessary to ensure the school community that the school system responds to its mission and operates in an effective, efficient, and consistent manner. A set of written policy statements shall be maintained and modified as needed. Policies should define the desire and intent of the school board and should be in a form which is sufficiently explicit to guide administrative action.

III. DEVELOPMENT OF POLICY

A. The school board has jurisdiction to legislate policy for the school district with the force and effect of law. School board policy provides the general direction as to what the school board wishes to accomplish while delegating implementation of policy to the administration.

B. The school board's written policies provide guidelines and goals to the school community. The policies shall be the basis for the formulation of guidelines and directives by the administration. The school board shall determine the effectiveness of the policies by evaluating periodic reports from the administration.

C. Policies may be proposed by a school board member, employee, student or resident of the school district. Proposed policies or ideas shall be submitted to the superintendent for review prior to possible placement on the school board agenda.

IV. ADOPTION AND REVIEW OF POLICY

A. The school board shall give notice of proposed policy changes or adoption of new policies by placing the item on the agenda of two school board meetings. The

proposals shall be distributed and public comment will be allowed at both meetings prior to final school board action.

B. The final action taken to adopt the proposed policy shall be approved by a simple majority vote of the school board at a subsequent meeting after the meetings at which public input was received. The policy will be effective on the later of the date of passage or the date stated in the motion.

C. In the case of an emergency, a new or modified policy may be adopted by a majority vote of a quorum of the school board. A statement regarding the emergency and the need for immediate adoption of the policy shall be included in the minutes. The emergency policy shall expire within one year following the emergency action unless the policy adoption procedure stated above is followed and the policy is reaffirmed. The school board shall have discretion to determine what constitutes an emergency situation.

D. If a policy is revised with minor, technical changes that do not affect the substance of the policy, the school board directs school district staff to incorporate the technical revisions in the relevant policy.

If a policy is revised because of a legal change over which the school board has no control, the modified policy may be approved at one meeting at the discretion of the school board.

V. IMPLEMENTATION OF AND ACCESS TO POLICY

A. The superintendent shall be responsible for implementing school board policies, other than the policies that cover how the school board will operate. The superintendent shall develop administrative guidelines and directives to provide greater specificity and consistency in the process of implementation. These guidelines and directives, including employee and student handbooks, shall be subject to annual review and approval by the school board.

B. Each school board member shall have access to an electronic copy of this policy manual. A hard copy of the manual may also be available in the district office. It may also be made available online for reference purposes to other interested persons in other district buildings.

C. The superintendent, employees designated by the superintendent, and individual school board members shall be responsible for keeping the policy manuals current.

D. The school board shall review policies at least once every three years. The superintendent shall be responsible for developing a system of periodic review, addressing approximately one third of the policies annually. In addition, the school board shall review the following policies annually: 506 Student Discipline;

722 Public Data Requests; and 806 Crisis Management Policy.

E. When no school board policy exists to provide guidance on a matter, the superintendent is authorized to act appropriately under the circumstances keeping in mind the educational philosophy and financial condition of the school district. Under such circumstances, the superintendent shall advise the school board of the need for a policy and present a recommended policy to the school board for approval.

Legal References: Minn. Stat. § 123B.02, Subd. 1 (School District Powers)
Minn. Stat. § 123B.09, Subd. 1 (School Board Powers)

Cross References: MSBA/MASA Model Policy 305 (Policy Implementation)

JORDAN DISTRICT SCHOOLS
POLICY

Adopted: September 12, 2007

Revised: August 10th, 2026

402 DISABILITY NONDISCRIMINATION POLICY

I. PURPOSE

The purpose of this policy is to provide a fair employment setting for all persons and to comply with state and federal law.

II. GENERAL STATEMENT OF POLICY

A. The school district shall not discriminate against qualified individuals with disabilities because of the disabilities of such individuals in regard to job application procedures, hiring, advancement, discharge, compensation, job training, and other terms, conditions, and privileges of employment.

B. The school district shall not engage in contractual or other arrangements that have the effect of subjecting its qualified applicants or employees with disabilities to discrimination on the basis of disability. The school district shall not exclude or otherwise deny equal jobs or job benefits to a qualified individual because of the known disability of an individual with whom the qualified individual is known to have a relationship or association.

C. The school district shall make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee, unless the accommodation would impose undue hardship on the operation of the business of the school district.

D. Any job applicant or employee wishing to discuss the need for a reasonable accommodation, or other matters related to a disability or the enforcement and application of this policy, should contact Chad Williams, Special Services Director. This individual is the school district's appointed ADA/Section 504 coordinator.

500 Sunset Drive; Suite 1
Jordan, MN 55352
952-492-6200
cwilliams@isd717.org

E. Failure to engage in the process to determine if a reasonable accommodation

exists that would allow people with disabilities as defined in Minnesota Statutes, section 363A.03, subdivision 12, to participate fully in employment may be an unfair discriminatory practice under the Minnesota Human Rights Act.

Legal References: Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
29 U.S.C. 794 *et seq.* (Section 504 of the Rehabilitation Act of 1973)
42 U.S.C. § 12101 (Americans with Disabilities Act)
29 C.F.R. Part 32 (Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance)
34 C.F.R. Part 104 (Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance)

Cross References: MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

JORDAN DISTRICT SCHOOLS
POLICY

Adopted: September 12, 2007

Revised: August 10th, 2026

423 EMPLOYEE-STUDENT RELATIONSHIPS

I. PURPOSE

The school district is committed to an educational environment in which all students are treated with respect and dignity. Every school district employee is to provide students with appropriate guidance, understanding, and direction while maintaining a standard of professionalism and acting within accepted standards of conduct.

II. GENERAL STATEMENT OF POLICY

A. This policy applies to all school district employees at all times, whether on or off duty and on or off of school district locations.

B. At all times, students will be treated by teachers and other school district employees with respect, courtesy, and consideration and in a professional manner. Each school district employee is expected to exercise good judgment and professionalism in all interpersonal relationships with students. Such relationships must be and remain on a teacher-student basis or an employee-student basis.

C. Teachers must be mindful of their inherent positions of authority and influence over students. Similarly, other school district employees also may hold positions of authority over students of the school district and must be mindful of their authority and influence over students.

D. Sexual relationships between school district employees and students, without regard to the age of the student, are strictly forbidden and may subject the employee to criminal liability.

E. Other actions that violate this policy include, but are not limited to, the following:

1. Dating students.

2. Having any interaction/activity of a sexual nature with a student.

3. Committing or attempting to induce students or others to commit an illegal act or act of immoral conduct which may be harmful to others or bring discredit to the school district.

4. Supplying alcohol or any illegal substance to a student, allowing a student access to such substances, or failing to take reasonable steps to prevent such access from occurring.

5. Grooming as prohibited under Minnesota Statutes, section 609.352.

F. School district employees shall, whenever possible, employ safeguards against improper relationships with students and/or claims of such improper relationships. Examples include, but are not limited to avoiding altogether or minimizing physical contact, keeping doors open when talking or meeting with students one-on-one, and/or making sure that such meetings with a student take place in rooms with windows and/or others nearby.

G. Excessive informal and social involvement with individual students is unprofessional, is not compatible with employee-student relationships, and is inappropriate.

H. School district employees will adhere to applicable standards of ethics and professional conduct in Minnesota law.

III. REPORTING AND INVESTIGATION

A. Complaints and/or concerns regarding alleged violations of this policy shall be handled in accordance with the school district's Complaints – Students, Employees, Parents, Other Persons policy unless other specific complaint procedures are provided within any other policy of the school district.

B. All employees shall cooperate with any investigation of alleged acts, conduct, or communications in violation of this policy.

IV. SCHOOL DISTRICT ACTION

Upon receipt of a report, 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. It also may include reporting to appropriate state or federal authorities, including the Minnesota Professional Educator Licensing and Standards Board or the appropriate licensing authority and appropriate agencies responsible for investigating reports of maltreatment of minors and/or vulnerable adults. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and school district policies.

V. SCOPE OF LIABILITY

Employees are placed on notice that if an employee acts outside the performance of the duties of the position for which the employee is employed or is guilty of malfeasance, willful neglect of duty, or bad faith, the school district is not required to defend and

indemnify the employee for damages in school-related litigation.

Legal References: Minn. Stat. § 13.43, Subd. 16 (Personnel Data)
Minn. Stat. § 122A.20, Subd 2 (Suspension or Revocation of Licenses)
Minn. Stat. § 122A.40, Subds. 5(b) and 13(b) (Employment; Contracts; Termination)
Minn. Stat. §§ 609.341-609.352 (Definitions)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minn. Rules Part 3512.5200 (Code of Ethics for School Administrators)
Minn. Rules Part 8710.2100 (Code of Ethics for Minnesota Teachers)

Cross References: MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons)
MSBA/MASA Model Policy 211 (Criminal or Civil Action Against School District, School Board Member, Employee, or Student)
MSBA/MASA Model Policy 306 (Administrator Code of Ethics)
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 421 (Gifts to Employees and School Board Members)
MSBA/MASA Model Policy 507 (Corporal Punishment)

JORDAN DISTRICT SCHOOLS
POLICY

Adopted: July 8th, 2024

Revised: August 10th, 2026

507.5 SCHOOL RESOURCE OFFICERS

I. PURPOSE

The purpose of this policy is to establish the contractual duties and training requirements of a school resource officer.

II. GENERAL STATEMENT OF POLICY

The school district, upon securing the services of one or more school resource officers, is committed to establishing the qualifications and duties required of these officers. Any contract for the services of a school resources officer with the school district must meet the requirements of this policy.

III. DEFINITIONS

A. "School" means an elementary school, middle school or secondary school, as defined in Minnesota Statutes, section 120A.05, subdivisions 9, 11, and 13.

B. "School Resource Officer" means a peace officer who is assigned to work in an elementary school, middle school, or secondary school during the regular instructional school day as one of the officer's regular responsibilities through the terms of a contract entered between the peace officer's employer and the designated school district or charter school.

IV. CONTRACTUAL DUTIES

A. A school resource officer's contractual duties with the school district shall include:

1. fostering a positive school climate through relationship building and open communication;

2. protecting students, staff, and visitors to the school grounds from criminal activity;

3. serving as a liaison from law enforcement to school officials;

4. providing advice on safety drills;

5. identifying vulnerabilities in school facilities and safety protocols;

6. educating and advising students and staff on law enforcement topics; and,

7. enforcement of criminal laws.

B. The school district may contract with a school resource officer's employer for the officer to perform additional duties to those described in Paragraph IV.A.

C. A school resource officer must not use force or the authority of their office solely to enforce school rules or policies or participate in the enforcement of discipline for violations of school rules.

D. Nothing in this Article limits any other duty or responsibility imposed on peace officers; limits the expectation that peace officers will exercise professional judgment and discretion to protect the health, safety, and general welfare of the public when carrying out their duties; or creates a duty for school resource officers to protect students, staff, or others on school grounds that is different from the duty to protect the public as a whole.

V. TRAINING

A. Except as provided for in Paragraphs V.B., V.C., and V.D. below, a peace officer assigned to serve as a school resource officer must complete a training course that provides instruction on the learning objectives identified in Minnesota Statutes, section 626.8482, subdivision 4 prior to assuming the duties of a school resource officer.

B. A peace officer who has completed either the School Safety Center standardized Basic School Resource Officer Training or the National School Resource Officer Basic School Resource Officer course prior to September 1, 2025, must complete the training mandated under Paragraph V.A. above before June 1, 2027. A peace officer covered under this paragraph may complete a supplemental training course approved by the board pursuant to Minnesota Statutes, section 626.8482, subdivision 4, paragraph (b), to satisfy the training requirement.

C. If an officer's employer is unable to provide the required training course to the officer prior to the officer assuming the duties of a school resource officer, the officer must complete the required training within six (6) months of assuming the duties of a school resource officer. The officer is not required to perform the duties described in Minnesota Statutes, section 626.8482, subdivision 2, paragraph (a), clause (4) or (5), until the officer has completed the required training course. The officer must review any policy adopted by the officer's employer pursuant to section 626.8482, subdivision 6 before assuming the other duties of a school resource officer and must comply with that policy.

D. An officer who is serving as a substitute school resource officer for fewer than sixty (60) student contact days within a school year is not obligated to complete the required training or perform the duties described in Minnesota Statutes, section 626.8482 subdivision 2, paragraph (a), clause (4) or (5), but must review and comply with any policy adopted pursuant to subdivision 6 by the law enforcement agency that employs the substitute school resource officer.

E.. For each school resource officer employed by an agency, the chief law enforcement officer must maintain a copy of the most recent training certificate issued to the officer for completion of the training mandated under this section.

VI. DUTY TO IDENTIFY

A. A law enforcement officer must identify the law enforcement agency or other entity employing the individual, the individual's last name, and the individual's identification number if the individual is:

1. licensed by the Board of Peace Officer Standards and Training; or

2. an officer employed by a federally recognized Tribe, as defined in 25 United States Code, section 450b(e).

B. A law enforcement officer satisfies the requirements of Paragraph A. above if:

1. the officer wears a uniform that clearly identifies the law enforcement agency or other entity employing the officer and displays any combination of a badge, nameplate, identification patch, or other label that clearly identifies the officer's last name and identification number;

2. the officer wears body armor or a protective suit for the purposes of crowd control or participation as a member of a special weapons and tactics team, and displays any combination of a badge, nameplate, identification patch, or other label that clearly identifies the law enforcement agency or other entity employing the officer and the officer's identification number; or

3. upon request, the officer states the required information or provides a card that includes the required information.

VI. USE OF CHEMICAL IRRITANTS

The school district must provide information about the use of any chemical irritant, smoke screen, or diversionary device deployed within a building as required under Minnesota Statutes, section 626.745.

Legal References: Minn. Stat. § 120A.05, subds. 9, 11, and 13 (Definitions)
Minn. Stat. § 123B.02, subd. 25 (General Powers of Independent School Districts – School Resource Officers)
Minn. Stat. § 626.8482 (School Resource Officers; Duties; Training; Model Policy)

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

Resources: MN House of Representatives: School Resource Officers (accessed 10/02/25)

MN Department of Public Safety: School Resource Officer Training (accessed 10/02/25)
MN Department of Public Safety: FAQs for Mandated School Resource Officer (SRO) Requirements (accessed 10/02/25)
U.S. Department of Education: FAQs on Photos and Videos under FERPA (accessed 10/02/25)
U.S. Department of Education: School Resource Officers, School Law Enforcement Units, and the Family Educational Rights and Privacy Act (FERPA) (accessed 10/02/25)
U.S. Department of Education: Does FERPA distinguish between School Resource Officers (SROs) and other local police officers who work in a school? (accessed 10/02/25)

JORDAN DISTRICT SCHOOLS
POLICY

Adopted: September 12, 2007

Revised: August 10th, 2026

509 ENROLLMENT OF NONRESIDENT STUDENTS

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. OPEN ENROLLMENT PROCESS

A. Open Enrollment applications will be approved provided that acceptance of the application will not exceed the capacity of a program, excluding special education services; class; or school building as established by school board resolution and provided that:

1. space is available for the applicant under enrollment cap standards established by school board policy or other directive; and

2. in considering the capacity of a grade level, the school district may limit the enrollment of nonresident students in its schools or programs to a number not less than the lesser of:

   (a) one (1) percent of the total enrollment at each grade level in the school district; or

   (b) the number of school district resident students at that grade level enrolled in a nonresident school district according to Minnesota Statutes section 124D.03.

3. the applicant is not otherwise excluded by action of the school district because of previous conduct in another school district.

B. If the school district limits enrollment of nonresident students pursuant to

Paragraph A, the school district shall report to the Commissioner of the Minnesota Department of Education (MDE) by July 15 on the number of nonresident pupils denied admission due to the limitations on the enrollment of nonresident pupils.

C. The parent of a student with a disability not yet enrolled in kindergarten and not open enrolled in a nonresident district may elect, in the same manner as the parent of a resident student with a disability, a school in the nonresident district where the child is enrolled in a Head Start program or a licensed child care setting in the nonresident district, provided the child can be served in the same setting as other children in the nonresident district with the same level of disability.

Under this paragraph, parents must demonstrate enrollment in a community preschool or childcare setting in a nonresident district.

D. A nonresident preschool aged child with a disability open enrolled in the district may be required to open enroll for kindergarten.

IV. BASIS FOR DECISIONS

A. Standards that may be used for rejection of application

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

1. possessing a dangerous weapon, including a weapon, device, instruments, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade less than two and one-half inches in length, at school or a school function;

2. possessing or using an illegal drug at school or a school function;

3. selling or soliciting the sale of a controlled substance while at school or a school function; or

4. committing a third-degree assault as described in Minnesota Statutes, section 609.223, subdivision 1.

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

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

1. the student's previous academic achievement;

2. the student's athletic or extracurricular ability;

3. the student's disabling conditions;

4. the student's proficiency in the English language;

5. the student's district of residence, except where the district of residence is directly included in an enrollment options strategy included in an approved achievement and integration program; or

6. previous disciplinary proceedings involving the student. This shall not preclude the school district from proceeding with exclusion as set out in Section F. of this policy.

C. Application

The parent or guardian must complete and submit the "General Statewide Enrollment Options Application for K-12 and Early Childhood Special Education (or the Statewide Enrollment Options Application for State-funded Voluntary Prekindergarten (VPK) or School Readiness Plus (SRP) Application if applicable) developed by MDE and available on its website. The signed application must be submitted by January 15 for initial enrollment beginning the following school year.

The school district may require a nonresident student enrolled in a program under Minnesota Statutes, section 125A.13, or in a preschool program, except for a program under Minnesota Statutes, section 142D.08 to follow the application procedures under Minnesota Statutes, section 124D.03, subdivision 3 to enroll in kindergarten. A school district must allow a nonresident student enrolled in a program under Minnesota Statutes, section 142D.08 or to remain enrolled in the school district when the student enters kindergarten without submitting annual or periodic applications, unless the district terminates the student's enrollment under Minnesota Statutes, section 124D.03, subdivision 12.

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

D. Lotteries

1. If a school district has more applications than available seats at a specific grade level, it must hold an impartial lottery following the January 15 deadline

to determine which students will receive seats. The district must give priority to enrolling siblings of currently enrolled students, students whose applications are related to an approved integration and achievement plan, children of the school district's staff, and students residing in that part of a municipality (a statutory or home rule charter city or town) where:

a. The student's resident district does not operate a school building:

b. The municipality is located partially or fully within the boundaries of at least five school districts;

c. The nonresident district in which the student seeks to enroll operates one of more school buildings within the municipality; and

d. No other nonresident, independent, special, or common school district operates a school building within the municipality.

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

E. Exclusion

1. Administrator's initial determination. If a school district administrator knows or has reason to believe that an applicant has engaged in conduct that has subjected or could subject the applicant to expulsion or exclusion under law or school district policy, the administrator will transmit the application to the superintendent with a recommendation of whether exclusion proceedings should be initiated.

2. Superintendent's review. The superintendent may make further inquiries. If the superintendent determines that the applicant should be admitted, he or she will notify the applicant and the school board chair. If the superintendent determines that the applicant should be excluded, the superintendent will notify the applicant and determine whether the applicant wishes to continue the application process. Although an application may not be rejected based on previous disciplinary proceedings, the school district reserves the right to initiate exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case-by-case basis.

F. Termination of Enrollment

The school district may terminate the enrollment of a nonresident student enrolled under an enrollment options program pursuant to Minnesota Statutes section 124D.03 or 124D.08 at the end of a school year if the student meets the definition of a habitual truant under Minnesota Statutes, section 260C.007, subdivision 19, the student has been provided appropriate services for truancy under Minnesota

Statutes chapter 260A, and the student's case has been referred to juvenile court.

A "habitual truant" is a child who is at least twelve (12) years old and less than eighteen (18) years old who is absent from attendance at school without lawful excuse for one (1) or more class periods on seven (7) school days in a school year if the child is in middle school, junior high school, or high school, or a child who is seventeen (17) years of age who is absent from attendance at school without lawful excuse for one (1) or more class periods on seven (7) school days in a school year and who has not lawfully withdrawn from school. Pursuant to Minnesota Statutes, section 260C.163, subdivision 11, "habitual truant" also means a child under age twelve (12) who has been absent from school for seven (7) school days without lawful excuse, based on a showing by clear and convincing evidence that the child's absence is not due to the failure of the child's parent, guardian, or custodian to comply with compulsory instruction laws.

The school district may also terminate the enrollment of a nonresident student over seventeen (17) years of age if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school under Minnesota Statutes section 120A.22, Subd. 8.

A student who has not applied for and been accepted for open enrollment pursuant to this policy and if the school district reasonably believes that a student does not otherwise meet the residency requirements of the school district in which the student is attending school, the student may be removed from school only after the school district sends the student's parents written notice of the school district's belief including the facts upon which the belief is based, and an opportunity to provide documentary evidence in person to the superintendent or the superintendent's designee, or, at the option of the parents, by sending the documentary evidence to the superintendent, or a designee, who will make a final determination as to the residency status of the student.

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

Legal References: Minn. Stat. § 120A.22, Subd. 3(e) and Subd. 8 (Compulsory Instruction)
Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Board Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. § 124D.68 (Graduation Incentives Program)
Minn. Stat. § 125A.13 (School of Parents' Choice)

Minn. Stat. § 142D.08 (Voluntary Prekindergarten Program for Eligible Four-Year-Old Children)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. § 260C.007, Subd. 19 (Definitions)
Minn. Stat. § 260C.163, Subd. 11 (Hearing)
Minn. Stat. § 609.223, Subd. 1 (Assault in the Third Degree)
Minn. Op. Atty. Gen. 169-f (Aug. 13, 1986)
Indep. Sch. Dist. No. 623 v. Minn. Dept. of Educ., Co. No. A05-361, 2005 WL 3111963 (Minn. Ct. App. 2005) (unpublished)
18 U.S.C. 930, para. (g)(2) (Definition of weapon)

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

Resources: Minnesota Department of Education: Open Enrollment (accessed 03/18/26)

JORDAN PUBLIC SCHOOLS
POLICY

Adopted: September 12, 2007

Revised: August 10th, 2026

521 STUDENT DISABILITY NONDISCRIMINATION

I. PURPOSE

The purpose of this policy is to protect students with disabilities from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973 (Section 504), need services, accommodations, or programs in order that such learners may receive a free appropriate public education.

II. GENERAL STATEMENT OF POLICY

A. Students with disabilities who meet the criteria of Paragraph C. below are protected from discrimination on the basis of a disability.

B The responsibility of the school district is to identify and evaluate learners who, within the intent of Section 504, need services, accommodations, or programs in order that such learners may receive a free appropriate public education.

C. For this policy, a learner who is protected under Section 504 is one who:

1. has a physical or mental impairment that substantially limits one or more of such person's major life activities; or

2. has a record of such an impairment;

3. is regarded as having such an impairment; or

4. has an impairment that is episodic or in remission and would materially limit a major life activity when active.

D. Learners may be protected from disability discrimination and be eligible for services, accommodations, or programs under the provisions of Section 504 even though they are not eligible for special education pursuant to the Individuals with Disabilities Education Act.

E. Failure to engage in the process to determine if a reasonable accommodation exists that would allow people with disabilities as defined in Minnesota Statutes, section 363A.03, subdivision 12, to participate fully in education may be an unfair discriminatory practice under the Minnesota Human Rights Act.

III. COORDINATOR

Persons who have questions, comments, or complaints should contact the Director of Special Services, Jordan School District, 500 Sunset Drive, Jordan, MN 55352, 952-492-6200. This person is the school district's Americans with Disabilities Act/Section 504 coordinator. Persons who wish to make a complaint regarding a disability discrimination matter may use the accompanying Student Disability Discrimination Grievance Report Form. The form should be given to the ADA/Section 504 coordinator.

Legal References: Minn. Stat. § 363A.03, Subd. 12 (Definitions)
Minn. Stat. § 363A.02, Subd. 1 (Public Policy)
42 U.S.C. Ch. 126 (Equal Opportunity for Individuals with Disabilities)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
34 C.F.R. Part 104 (Section 504 Implementing Regulations)

Cross References: MSBA/MASA Model Policy 402 (Disability Nondiscrimination)

INDEPENDENT SCHOOL DISTRICT NO. 717
STUDENT DISABILITY DISCRIMINATION GRIEVANCE REPORT FORM

General Statement of Policy Prohibiting Disability Discrimination
Independent School District No. 717 maintains a firm policy prohibiting all forms of discrimination on the basis of a disability. All persons are to be treated with respect and dignity. Discrimination on the basis of a disability will not be tolerated under any circumstances.

Complainant:_____
Home Address:_____
Work Address:_____
Home Phone:_____ Work Phone:_____

I have been discriminated against based on (choose one or more):

[my disability] / [a record of my disability] / [being regarded as having a disability]

because_____
_____

Date of alleged incident(s):_____

Name of person you believe discriminated against you or another person:_____
_____

If the alleged discrimination was toward another person, identify that person:_____
_____

Describe the incident(s) as clearly as possible, including such things as: any verbal statements; what, if any, physical contact was involved; etc. (attach additional pages if necessary):_____
_____
_____
_____

Location of the incident(s):_____
_____
_____

List any witnesses that were present:_____
_____
_____

This complaint is filed based on my honest belief that _____ has discriminated against me or another person based on a disability. I hereby certify that the information I have provided in this complaint is true, correct, and complete to the best of my knowledge and belief.

_____ _____

(Complainant Signature) (Date)

Received by:_____ _____
(Date)

JORDAN PUBLIC SCHOOLS
POLICY

Adopted: July 9, 2012

Revised: August 10th, 2026

524 INTERNET ACCEPTABLE USE AND SAFETY POLICY

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. LIMITED EDUCATIONAL PURPOSE

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

IV. USE OF SYSTEM IS A PRIVILEGE

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

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

V. UNACCEPTABLE USES

A. The following uses of the school district system and Internet resources or accounts are considered unacceptable:

1. Users will not use the school district system to access, review, upload, download, store, print, post, receive, transmit, or distribute:

   a. pornographic, obscene, or sexually explicit material or other visual depictions that are harmful to minors;

   b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;

   c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;

   d. information or materials that could cause damage or danger of disruption to the educational process;

   e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.

2. Users will not use the school district system to knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.

3. Users will not use the school district system to engage in any illegal act or violate any local, state, or federal statute or law.

4. Users will not use the school district system to vandalize, damage, or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software, or system performance by spreading computer viruses or by any other means, will not tamper with, modify, or change the school district system software, hardware, or wiring or take any action to violate the school district's security system, and will not use the school district system in such a way as to disrupt the use of the system by other users.

5. Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information, or files without the implied or direct permission of that person.

6. Users will not use the school district system to post private information

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

a. This paragraph does not prohibit the posting of employee contact information on school district webpages or communications between employees and other individuals when such communications are made for education-related purposes (i.e., communications with parents or other staff members related to students).

b. Employees creating or posting school-related webpages may include personal contact information about themselves on a webpage. However, employees may not post personal contact information or other personally identifiable information about students unless:

(1) such information is classified by the school district as directory information and verification is made that the school district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with Policy 515; or

(2) such information is not classified by the school district as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with Policy 515.

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

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

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

7. Users must keep all account information and passwords on file with the designated school district official. Users will not attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person’s account, or use computer accounts, access codes, or network identification other than those assigned to the user. Messages and records on the school district system may not be encrypted without the permission of appropriate school authorities.

8. Users will not use the school district system to violate copyright laws or usage licensing agreements, or otherwise to use another person’s property without the person’s prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.

9. Users will not use the school district system for conducting business, for unauthorized commercial purposes, or for financial gain unrelated to the mission of the school district. Users will not use the school district system to offer or provide goods or services or for product advertisement. Users will not use the school district system to purchase goods or services for personal use without authorization from the appropriate school district official.

10. Users will not use the school district system to engage in bullying or cyberbullying in violation of the school district’s Bullying Prohibition Policy (MSBA/MASA Model Policy 514). This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.

11. Users will not access, download, or use a school district website, application, software, program, or other service (1) to nudify an image or video; or (2) nudify an image or video on behalf of a user.

    a. “Identifiable individual” means a person that is identifiable:

    (1) from the image itself, by the person depicted in the image, or by another person; or

    (2) from personal information displayed in connection with the image.

    b. “Intimate part” has the meaning given in Minnesota Statutes, section 609.341, subdivision 5.

    c. “Nudify” or “nudified” means the process by which:

(1) an image or video is altered or generated to depict an intimate part not depicted in an original unaltered image or video of an identifiable individual; and

(2) the altered or generated image or video is so realistic that a reasonable person would believe that the intimate part belongs to the identifiable individual.

B. A student or employee engaging in the foregoing unacceptable uses of the Internet when off school district premises also may be in violation of this policy as well as other school district policies. Examples of such violations include, but are not limited to, situations where the school district system is compromised or if a school district employee or student is negatively impacted. If the school district receives a report of an unacceptable use originating from a non-school computer or resource, the school district may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the school district computer system and the Internet and discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment.

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

VI. FILTER

A. With respect to any of its computers with Internet access, the school district will monitor the online activities of both minors and adults and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are:

1. Obscene;

2. Child pornography; or

3. Harmful to minors.

B. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest

in nudity, sex, or excretion; or

2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and

3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.

D. An administrator, supervisor, or other person authorized by the Superintendent may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.

E. The school district will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

VII. CONSISTENCY WITH OTHER SCHOOL POLICIES

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

VIII. LIMITED EXPECTATION OF PRIVACY

A. By authorizing use of the school district system, the school district does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on the school district system.

B. Routine maintenance and monitoring of the school district system may lead to a discovery that a user has violated this policy, another school district policy, or the law.

C. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.

D. Parents have the right at any time to investigate or review the contents of their child's files and e-mail files. Parents have the right to request the termination of their child's individual account at any time.

E. School district employees should be aware that the school district retains the right at any time to investigate or review the contents of their files and e-mail files. In addition, school district employees should be aware that data and other materials in files maintained on the school district system may be subject to review, disclosure or discovery under Minn. Stat. Ch. 13 (the Minnesota Government Data Practices Act).

F. The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through the school district system.

IX. INTERNET USE AGREEMENT

A. The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents, and employees of the school district.

B. This policy requires the permission of and supervision by the school's designated professional staff before a student may use a school account or resource to access the Internet.

C. The Internet Use Agreement form for students must be read and signed by the user, the parent or guardian, and the supervising teacher or district representative. The Internet Use Agreement form for employees must be signed by the employee. The signed staff and student forms must then be filed at the school office.

X. LIMITATION ON SCHOOL DISTRICT LIABILITY

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

XI. USER NOTIFICATION

A. All users shall be notified of the school district policies relating to Internet use.

B. This notification shall include the following:

1. Notification that Internet use is subject to compliance with school district policies.

2. Disclaimers limiting the school district's liability relative to:

   a. Information stored on school district diskettes, hard drives, or servers.

   b. Information retrieved through school district computers, networks, or online resources.

   c. Personal property used to access school district computers, networks, or online resources.

   d. Unauthorized financial obligations resulting from use of school district resources/accounts to access the Internet.

3. A description of the privacy rights and limitations of school sponsored/managed Internet accounts.

4. Notification that, even though the school district may use technical means to limit student Internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.

5. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents.

6. Notification that the collection, creation, reception, maintenance, and dissemination of data via the Internet, including electronic communications, is governed by Policy 406, Public and Private Personnel Data, and Policy 515, Protection and Privacy of Pupil Records.

7. Notification that, should the user violate the school district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.

8. Notification that all provisions of the acceptable use policy are subordinate to local, state, and federal laws.

XII. PARENTS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE

A. Outside of school, parents bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies, and other possibly offensive media. Parents are responsible for monitoring their student's use of the school district system and of the Internet if the student is accessing the school district system from home or a remote location.

B. Parents will be notified that their students will be using school district resources/accounts to access the Internet and that the school district will provide

parents the option to request alternative activities not requiring Internet access. This notification should include:

1. A copy of the user notification form provided to the student user.

2. A description of parent/guardian responsibilities.

3. A notification that the parents have the option to request alternative educational activities not requiring Internet access and the material to exercise this option.

4. A statement that the Internet Use Agreement must be signed by the user, the parent or guardian, and the supervising teacher prior to use by the student.

5. A statement that the school district's acceptable use policy is available for parental review.

XIII. NOTIFICATION REGARDING TECHNOLOGY PROVIDERS

A. "Technology provider" means a person who:

1. contracts with the school district, as part of a one-to-one program or otherwise, to provide a school-issued device for student use; and

2. creates, receives, or maintains educational data pursuant or incidental to a contract with the school district.

B. "Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

C. Within 30 days of the start of each school year, the school district must give parents and students direct and timely notice, by United States mail, e-mail, or other direct form of communication, of any curriculum, testing, or assessment technology provider contract affecting a student's educational data. The notice must:

1. identify each curriculum, testing, or assessment technology provider with access to educational data;

2. identify the educational data affected by the curriculum, testing, or assessment technology provider contract; and

3. include information about the contract inspection and provide contact information for a school department to which a parent or student may direct questions or concerns regarding any program or activity that allows a curriculum, testing, or assessment technology provider to access a student's educational data.

D. The school district must provide parents and students an opportunity to inspect a

complete copy of any contract with a technology provider.

E. A contract between a technology provider and the school district must include requirements to ensure appropriate security safeguards for educational data. The contract must require that:

1. the technology provider's employees or contractors have access to educational data only if authorized; and

2. the technology provider's employees or contractors may be authorized to access educational data only if access is necessary to fulfill the official duties of the employee or contractor.

F. All educational data created, received, maintained, or disseminated by a technology provider pursuant or incidental to a contract with a public educational agency or institution are not the technology provider's property.

XIV. SCHOOL-ISSUED DEVICES

A. "School-issued device" means hardware or software that the school district, acting independently or with a technology provider, provides to an individual student for that student's dedicated personal use. A school-issued device includes a device issued through a one-to-one program.

B. Except as provided in paragraph C, the school district or a technology provider must not electronically access or monitor:

1. any location-tracking feature of a school-issued device;

2. any audio or visual receiving, transmitting, or recording feature of a school-issued device; or

3. student interactions with a school-issued device, including but not limited to keystrokes and web-browsing activity.

C. The school district or a technology provider may only engage in activities prohibited by paragraph B if:

1. the activity is limited to a noncommercial educational purpose for instruction, technical support, or exam-proctoring by school district employees, student teachers, staff contracted by the school district, a vendor, or the Minnesota Department of Education, and notice is provided in advance;

2. the activity is permitted under a judicial warrant;

3. the school district is notified or becomes aware that the device is missing or stolen;

4. the activity is necessary to respond to an imminent threat to life or safety and the access is limited to that purpose;

5. the activity is necessary to comply with federal or state law, including but not limited to Minnesota Statutes section 121A.031; or

6. the activity is necessary to participate in federal or state funding programs, including but not limited to the E-Rate program.

D. If the school district or a technology provider interacts with a school-issued device as provided in paragraph C, clause 4, it must, within 72 hours of the access, notify the student to whom the school-issued device was issued or that student's parent and provide a written description of the interaction, including which features of the device were accessed and a description of the threat. This notice is not required at any time when the notice itself would pose an imminent threat to life or safety, but must instead be given within 72 hours after that imminent threat has ceased.

XV. CELL PHONE USE

The school board directs the superintendent and school district administration to establish rules and procedures regarding student possession and use of cell phones in schools. These rules and procedures should seek to minimize the impact of cell phones on student behavior, mental health, and academic attainment. These rules and procedures may be designed for specific school buildings, grade levels, or similar criteria.

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

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

XVII. IMPLEMENTATION; POLICY REVIEW

A. The school district administration may develop appropriate user notification forms, guidelines, and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines, forms, and procedures shall be an addendum to this policy.

B. The administration shall revise the user notifications, including student and parent notifications, if necessary, to reflect the adoption of these guidelines and procedures.

C. The school district Internet policies and procedures are available for review by all parents, guardians, staff, and members of the community.

D. Because of the rapid changes in the development of the Internet, the school board shall conduct an annual review of this policy.

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act
Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.73 (School Cell Phone Policy)
Minn. Stat. § 124D.166 (Limit on Screen Time for Children in Preschool and Kindergarten)
Minn. Stat. § 125B.15 (Internet Access for Students)
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)
Minn. Stat. § 325E.91 (Prohibition on Nudification Technology)
Minn. Stat. § 609.341, Subd. 5 (Definitions)
15 U.S.C. § 6501 *et seq.* (Children's Online Privacy Protection Act)
17 U.S.C. § 101 *et seq.* (Copyrights)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
47 U.S.C. § 254 (Children's Internet Protection Act of 2000 (CIPA))
47 C.F.R. § 54.520 (FCC rules implementing CIPA)
Mahanoy Area Sch. Dist. v. B.L., 594 U.S. 180 , 141 S. Ct. 2038 (2021)
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969)
United States v. Amer. Library Assoc., 539 U.S. 1942003)
Sagehorn v. Indep. Sch. Dist. No. 728, 122 F.Supp.2d 842 (D. Minn. 2015)
R.S. v. Minnewaska Area Sch. Dist. No. 2149, 894 F.Supp.2d 1128 (D. Minn. 2012)
Tatro v. Univ. of Minnesota, 800 N.W.2d 811 (Minn. App. 2011), aff'd on other grounds 816 N.W.2d 509 (Minn. 2012)
S.J.W. v. Lee's Summit R-7 Sch. Dist., 696 F.3d 771 (8th Cir. 2012)
Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist., 853 F.Supp.2d 888 (W.D. Mo. 2012)
M.T. v. Cent. York Sch. Dist., 937 A.2d 538 (Pa. Commw. Ct. 2007)

Cross References:
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)
MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)
MSBA/MASA Model Policy 625 (Responsible Use of Artificial Intelligence)
MSBA/MASA Model Policy 806 (Crisis Management Policy)
MSBA/MASA Model Policy 904 (Distribution of Materials on School District Property by Non-school Persons)

JORDAN PUBLIC SCHOOLS
DISTRICT 717
TECHNOLOGY ACCEPTABLE USE POLICY FORM

FORM I

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

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

Rules for Technology Use:

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

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

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

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

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

JORDAN PUBLIC SCHOOLS
DISTRICT 717
TECHNOLOGY ACCEPTABLE USE POLICY FORM

Jordan Public Schools recognizes that with the use of technology there is a need to protect the digital device investment by both the district and their families. The 1:1 Device (Chromebook) Technology Fee Cost is $25 per student and will be due upon pickup of your student's 1:1 device. The Technology Fee will be capped at $100 for families with multiple students in Grades 5-12 attending school within the district. The district will cover 50% of the cost of the Technology Fee ($12.50) for families that qualify for Educational Benefits. Please return the 'Waiver of Confidentiality' (Form K-1) to the District Office to be eligible for the fee reduction.

The district will charge families $0 for the first covered incident, $30 for the second covered incident and $60 for the third covered incident per student with no family cap on costs. The district will cover 50% of the cost of repair for families that qualify for Educational Benefits. The 1:1 Technology Fee will provide coverage for accidental damage including screen repairs and liquid damage to the Chromebook, hardware failure, theft, and repair. Lost or damaged charging cables, replacement of a lost device or damage that is deliberate or negligent is NOT covered with this Technology Fee. The annual Technology Fee will be required at the start of the school year and ends at the conclusion of each school year.

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

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

By submitting the 1:1 Device Technology Fee from the Infinite Campus Parent - Fees, I acknowledge and agree to the above terms and conditions of Technology Use and Chromebook Issuance.

Bring Your Own Device (BYOD): Students in grades participating in the district's 1:1 learning program may choose to use a personally owned device instead of being issued a district-owned Chromebook for the school year. Students using a personal device must comply with the Jordan Public Schools Acceptable Use Policy and all district technology, internet, and cybersecurity requirements. Jordan Public Schools is not responsible for the maintenance, repair, replacement, loss, theft, or damage of personally owned devices. To participate in the BYOD program, families must complete and submit the district's BYOD Agreement Form. Once the completed form has been received and the student has declined a district-owned Chromebook for the entire school year, the annual 1:1 Device Technology Fee will be removed from the student's account. If a student later requests or is issued a district-owned Chromebook at any time during the school year, the applicable annual 1:1 Device Technology Fee will be applied at that time.

JORDAN PUBLIC SCHOOLS POLICY

Adopted: September 12, 2007

Revised: August 10th, 2026

613 GRADUATION REQUIREMENTS

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

A. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.

B. Individualized Education Program" or "IEP" means a written statement developed for a student eligible by law for special education and services.

C. "Required standard" mean a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, health, and the arts. Locally developed academic standards in health apply until statewide rules implementing statewide health standards under Minnesota Statutes, section 120B.021, subdivision 3, are required to be implemented in the classroom.

D. "Section 504 Accommodation" means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.

IV. DISTRICT ASSESSMENT COORDINATOR

The Director of Teaching and Learning shall be named the District Assessment Coordinator and shall be in charge of all test procedures and shall bring recommendations to the school board annually for approval.

V. ASSESSMENT GRADUATION REQUIREMENTS

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

1. Achievement and career and college readiness in mathematics, reading, and writing, consistent with Minnesota Statutes, section 120B.307, subdivision 4, paragraph (d), and to the extent available, to monitor students' continuous development of and growth in requisite knowledge and skills; analyze students' progress and performance levels, identifying students' academic strengths and diagnosing areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and, based on analysis of students' progress and performance data, determine students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student; and

2. Consistent with this paragraph and Minnesota Statutes 120B.125 (*see Policy 604, Section II.H.*), age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.

3. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.

B. Targeted Instruction Plan

1. A student under Subparagraph V.A.1. above must receive targeted, relevant, academically rigorous, and resourced instruction which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.

2. Consistent with Minnesota Statutes, sections 120B.13, 120B.30, 124D.09, 124D.091, 124D.49, and related sections, an enrolling school or district must actively encourage a student in grade 11 or 12 who is identified as academically ready for a career or college to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment under this subdivision to graduate from high school.

3. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.

C. A student's progress toward career and college readiness must be recorded on the student's high school transcript.

VI. GRADUATION CREDIT REQUIREMENTS

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

A. Credit Requirements

1. Four credits of language arts sufficient to satisfy all academic standards in English language arts;

2. Three credits of mathematics sufficient to satisfy all of the academic standards in mathematics.

3. Three credits of science, including one credit to satisfy all the earth and space science standards for grades 9 through 12, one credit to satisfy all the life science standards for grades 9 through 12, and one credit to satisfy all the chemistry or physics standards for grades 9 through 12;

4. Three and one-half credits of social studies, encompassing at least United States history, geography, government and citizenship in either grade 11 or 12 for students beginning in grade 9 in the 2025-2026 school year and later or an advanced placement, international baccalaureate, or other rigorous course on government and citizenship under Minnesota Statutes, section 120B.21, subdivision 1a, and a combination of other credits encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;

5. One credit in the arts sufficient to satisfy all of the academic standards in the arts;

6. Credit sufficient to satisfy the state standards in physical education; and

7. A minimum of seven elective credits.

8. Students who begin grade 9 in the 2024-2025 school year and later must successfully complete a course for credit in personal finance in grade 10, 11, or 12. A teacher of a personal finance course that satisfies the

graduation requirement must have a field license or out-of-field permission in agricultural

J. Credit Equivalencies

1. A one-half credit of economics taught in a school's agricultural, food, and natural resources education or business education program or department may fulfill a one-half credit in social studies under Paragraph D., above, if the credit is sufficient to satisfy all of the academic standards in economics.

2. An agriculture science or career and technical education credit may fulfill the elective science credit required under Paragraph C., above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under Paragraph C., above, if the credit meets the state chemistry academic standards as approved by the school district. A student must satisfy either all of the chemistry prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Paragraph C., above.

3. A career and technical education credit may fulfill a mathematics or arts credit requirement under Paragraph B. or Paragraph E., above.

4. A computer science credit may fulfill a mathematics credit requirement under Paragraph B., above, if the credit meets state academic standards in mathematics.

5. A Project Lead the Way credit may fulfill a mathematics or science credit requirement under Paragraph B. or Paragraph C., above, if the credit meets the state academic standards in mathematics or science.

6. An ethnic studies course may fulfill a social studies, language arts, arts, math, or science credit if the course meets the applicable state academic standards. An ethnic studies course may fulfill an elective credit if the course meets applicable local standards or other requirements.

VII. GRADUATION STANDARDS REQUIREMENTS

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

1. School District Standards, Health (K-12);

2. School District Standards, Career and Technical Education (K-12); and

3. School District Standards, World Languages (K-12).

B. Academic standards in health, world languages, and career and technical education will be reviewed on an annual basis.* A school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.

* Reviews are required to be conducted on a periodic basis. Therefore, this time period may be changed to accommodate individual school district needs.

C. All students must satisfactorily complete the following required Graduation Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):

1. Minnesota Academic Standards, English Language Arts K-12;

2. Minnesota Academic Standards, Mathematics K-12;

3. Minnesota Academic Standards, Science K-12;

4. Minnesota Academic Standards, Social Studies K-12; and

5. Minnesota Academic Standards, Physical Education K-12.

D. State standards in the Arts K-12 are available, or school districts may choose to develop their own standards.

E. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

VIII. EARLY GRADUATION

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

A. All course or standards and credit requirements must be met;

B. The principal or designee shall conduct an interview with the student and parent or guardian, familiarize the parties with opportunities available in post-secondary education, and arrive at a timely decision; and

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

superintendent and school board.

IX. HIGH SCHOOL DIPLOMA FOR VETERANS

A. Diploma

The school district must, upon a request under Paragraph B. below issue a high school diploma to a veteran as defined in Minnesota Statutes, section 197.447 who was unable to complete their high school education for reasons related or unrelated to their military service, and who served:

1. during the Korean Conflict; or

2. during the Vietnam War.

B. Request

A veteran may request a diploma on their own behalf, or a family member may make a posthumous request on behalf of a deceased veteran or service member. The high school diploma is awarded based on the veteran's knowledge and experience gained while in service, or the veteran's other relevant lived experience. The school district may require the veteran or veteran's requestor to provide evidence that the veteran was a Minnesota public school student or is a current Minnesota resident.

C. No Report Required

The school district is not required to report on diplomas issued under Minnesota Statutes, section 127A.135.

D. Assistance

The Minnesota Department of Veterans Affairs and county veteran service officers may provide assistance to districts fulfilling diploma requests, including but not limited to verification of discharge paperwork.

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.024 (Credits)
Minn. Stat. § 120B.07 (Early Graduation)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for the Comprehensive Achievement and Civic Readiness)

Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.13 (Advanced Placement and International Baccalaureate Programs)
Minn. Stat. § 120B.251 (Ethnic Studies Requirements)
Minn. Stat. § 120B.30 (General Requirements; Statewide Assessments)
Minn. Stat. § 120B.303 (Assessment Graduation Requirements)
Minn. Stat. § 120B.307 (College and Career Readiness)
Minn. Stat. § 124D.09 (Postsecondary Enrollment Options Act)
Minn. Stat. § 124D.091 (Concurrent Enrollment Program Aid)
Minn. Stat. § 124F.08 (Education and Employment Transitions Partnerships)
Minn. Stat. § 127A.135 (High School Diploma for Veterans)
Minn. Rules Part 3501.0660 (Academic Standards For Kindergarten through Grade 12)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Part 3501.0820 (Academic Arts Standards for Kindergarten through Grade 12)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1200-1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, et seq. (Every Student Succeeds Act)

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

JORDAN PUBLIC SCHOOLS
POLICY

Adopted: August 14th, 2023

Revised: August 10th, 2026

621 LITERACY AND THE READ ACT

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

A. "Evidence-based" means the instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in increasing students' reading competency in the areas of phonological and phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Evidence-based literacy instruction is explicit, systematic, and includes phonological and phonemic awareness, phonics and decoding, spelling, fluency, vocabulary, oral language, and comprehension that can be differentiated to meet the needs of individual students. Evidence-based instruction does not include the three-cueing system, as defined in subdivision 16.

B. "Fluency" means the ability of students to read text accurately, automatically, and with proper expression.

C. "Foundational reading skills" includes phonological and phonemic awareness, phonics and decoding, and fluency. Foundational reading skills appropriate to each grade level must be mastered in kindergarten, grade 1, grade 2, and grade 3. Struggling readers in grades 4 and above who do not demonstrate mastery of grade-level foundational reading skills must continue to receive explicit, systematic instruction to reach mastery.

D. "Literacy specialist" means a person licensed by the Professional Educator Licensing and Standards Board who has completed professional development approved by the Minnesota Department of Education (MDE) in structured literacy.

E. "Literacy lead" means a literacy specialist with expertise in working with educators as adult learners. A district literacy lead must support the district's implementation of the Read Act; provide support to school-based coaches; support the implementation of structured literacy, interventions, curriculum delivery, and teacher training; assist with the development of personal learning plans; and train paraprofessionals and other support staff to support classroom literacy instruction. A literacy lead may be employed by one (1) district, jointly by two (2) or more districts, or may provide services to districts through a partnership with the regional service cooperatives or another district.

F. "Multitiered system of support" or "MTSS" means a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. The MTSS framework provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. Through an MTSS at the core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) levels, educators provide high quality, evidence-based instruction and intervention that is matched to a student's needs; progress is monitored to inform instruction and set goals and data is used for educational decision making.

G. "Oral language," also called "expressive language" and “receptive language,” includes speaking and listening, and consists of five components: phonology, morphology, syntax, semantics, and pragmatics. Oral language also includes sign language, in which speaking and listening skills are defined as expressive and receptive skills, and consists of phonology, including sign language phonological awareness, morphology, syntax, semantics, and pragmatics.

H. “Parent” means a student’s parent or legal guardian.

I. "Phonemic awareness" means the ability to notice, think about, and manipulate individual sounds in spoken syllables and words.

J. "Phonics instruction" means the explicit, systematic, and direct instruction of the relationships between letters and the sounds they represent and the application of this knowledge in reading and spelling.

K. "Progress monitoring" means using data collected to inform whether interventions are working. Progress monitoring involves ongoing monitoring of progress that quantifies rates of improvement and informs instructional practice and the development of individualized programs using state-approved screening that is reliable and valid for the intended purpose.

L. "Reading comprehension" means a function of word recognition skills and language comprehension skills. It is an active process that requires intentional thinking during which meaning is constructed through interactions between the text and reader. Comprehension skills are taught explicitly by demonstrating,

explaining, modeling, and implementing specific cognitive strategies to help beginning readers derive meaning through intentional, problem-solving thinking processes.

M. "Structured literacy" means an approach to reading instruction in which teachers carefully structure important literacy skills, concepts, and the sequence of instruction to facilitate children's literacy learning and progress. Structured literacy is characterized by the provision of systematic, explicit, sequential, and diagnostic instruction in phonemic awareness, phonics, fluency, vocabulary and oral language development, and reading comprehension. This approach is consistent with the principles identified in the science of reading and is designed to ensure all students develop strong foundational literacy skills.

N. "Three-cueing system," also known as "meaning structure visual (MSV)," means a method that teaches students to use meaning, structure and syntax, and visual cues when attempting to read an unknown word.

O. "Vocabulary development" means the process of acquiring new words. A robust vocabulary improves all areas of communication, including listening, speaking, reading, and writing. Vocabulary growth is directly related to school achievement and is a strong predictor for reading success.

IV. READING SCREENER; PARENT NOTIFICATION AND INVOLVEMENT

A. The school district must administer an approved reading screener to students in kindergarten through grade 3 within the first six (6) weeks of the school year, by February 15 each year, and again within the last six (6) weeks of the school year. A district must provide vendor-approved screening accommodations to students with documented accommodation plans.

A district must administer an approved reading screener to students in grades 4 and above who are not reading at grade level at least once per year until the student reaches grade-level proficiency. The screener must be one of the screening tools approved by MDE.

B. The school district must identify any screener it uses in the district’s annual literacy plan, and submit screening data with the annual literacy plan by June 15.

C. Schools, after administering each screener, must follow the language access plan under Minnesota Statutes, section 123B.32 and give the parent of each student who is not reading at or above grade level information from the screener about:

1. the student's reading proficiency as measured by a screener approved by MDE;

2. reading-related services currently being provided to the student and the student's progress; and

3. strategies for parents to use at home in helping their student succeed in becoming grade-level proficient in reading in English and in their native language.

D. For students enrolled in dual language immersion programs, the school district must measure the student's reading proficiency in English or in the program's partner language, if available, according to Article V below. Following its language access plan under Minnesota Statutes, section 123B.32, the school district must notify families with timely information about students' reading proficiency, including how the student's reading proficiency is assessed, any reading-related services or supports provided to the student and the student's progress, and strategies for families to use at home in helping students succeed in becoming grade-level proficient in reading in English or the partner language. The dual language immersion program may provide information about national research on reading proficiency for students in dual language immersion programs in the parent notification.

E. The school district may not use this section to deny a student's right to a special education evaluation.

V. IDENTIFICATION AND REPORT

A. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including multilingual learners and students receiving special education services, and students enrolled in dual language immersion programs, must be universally screened for mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language, and for characteristics of dyslexia as measured by a screening tool approved by MDE. The screening for characteristics of dyslexia may be integrated with universal screening for mastery of foundational skills and expressive or receptive language mastery. The screening tool used must be a valid and reliable universal screener that is highly correlated with foundational reading skills.

B. The school district must submit data on student performance in kindergarten, grade 1, grade 2, and grade 3 on foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language to MDE in the annual local literacy plan submission due on June 15.

C. For students enrolled in dual language immersion programs:

1. if students are screened in the partner language, they must be screened at the same interval as the screenings in English under paragraph A above;

2. if the program provides instruction in foundational reading skills in English, the students receiving that instruction must be screened in English;

3. if the program provides instruction in foundational reading skills in the partner language, the students receiving that instruction must be screened in the partner language;

4. if no screener is available in the partner language, the school district must identify how students' reading proficiency is assessed and how the school district determines and provides targeted reading instruction in the partner language and supports to students identified as needing additional support in developing mastery of foundational reading skills; and

5. the partner language screening tool must be approved by the school district for kindergarten through grade 3 students.

D. Students in grades 4 and above, including multilingual learners and students receiving special education services, who are not reading at grade level must be screened for reading difficulties, including characteristics of dyslexia, using a screening tool approved by MDE and must continue to receive evidence-based instruction, interventions, and progress monitoring until the students achieve grade-level proficiency. A parent, in consultation with a teacher, may opt a student out of the literacy screener if the parent and teacher decide that continuing to screen would not be beneficial to the student. In such limited cases, the student must continue to receive progress monitoring and literacy interventions.

E. Reading screeners in English, and in the predominant languages of school district students where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of multilingual learners. The school district must use an approved, developmentally appropriate, and culturally responsive screener and annually report summary screener results to the MDE Commissioner ("Commissioner") by June 15 in the form and manner determined by the Commissioner.

F. An English language learner must be screened for characteristics of dyslexia according to the vendor's assessment guidelines.

G. The school district must include in its local literacy plan a summary of the district's efforts to screen, identify, and provide interventions to students who demonstrate characteristics of dyslexia as measured by a screening tool approved by MDE. With respect to students screened or identified under Minnesota Statutes, section 120B.12, subdivision 2, paragraph (a), the report must include:

1. a summary of the school district's efforts to screen for characteristics of reading difficulties, including dyslexia;

2. the number of students universally screened for that reporting year;

3. the number of students demonstrating characteristics of dyslexia for that year; and

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

VI. INTERVENTION

A. For each student identified under the screening identification process, the school district shall provide aligned and targeted reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year.

B. The school district must implement progress monitoring, as defined in Minnesota Statutes, section 120B.119, for a student not reading at grade level.

C. The school district must use evidence-based curriculum and intervention materials at each grade level that are designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. If the school district purchases new literacy curriculum, or literacy intervention or supplementary materials, the curriculum or materials must be evidence-based as defined in Minnesota Statutes, section 120B.119.

D. If a student does not read at or above grade level by the end of the current school year, the school district must continue to provide aligned and targeted reading intervention as defined by the MTSS framework until the student reads at grade level. School district intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs that specialize in evidence-based instructional practices and measure mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language.

E. By the 2025-2026 school year, intervention programs must be taught by an intervention teacher or special education teacher who has successfully completed training in evidence-based reading instruction approved by MDE. Intervention may include but is not limited to requiring student attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended-day programs, or programs that strengthen students' cultural connections.

F. The school district must determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school must develop the learning plan in consultation with the student's parent or guardian. The personal learning plan must include targeted instruction that is evidence-based and ongoing progress monitoring, and address knowledge gaps

and skill deficiencies through strategies such as specific exercises and practices during and outside of the regular school day, group interventions, periodic assessments or screeners, and reasonable timelines. The personal learning plan may include grade retention, if it is in the student's best interest; a student may not be retained solely due to delays in literacy or not demonstrating grade-level proficiency. A school must maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an individualized education program.

VII. LOCAL LITERACY PLAN

A. The school district must adopt a local literacy plan to have every child reading at or above grade level every year beginning in kindergarten and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. The school district must update and submit the plan to the Commissioner by June 15 each year. The plan must be consistent with the Read Act, and include the following:

1. a process to assess students' foundational reading skills, oral language, and level of reading proficiency and the screeners used, by school site and grade level, under Minnesota Statutes, section 120B.123;

2. a process to notify and involve parents;

3. a description of how schools in the school district will determine the targeted reading instruction that is evidence-based and includes an intervention strategy for a student and the process for intensifying or modifying the reading strategy in order to obtain measurable reading progress;

4. evidence-based intervention methods for students who are not reading at or above grade level and progress monitoring to provide information on the effectiveness of the intervention;

5. identification of staff development needs, including a plan to meet those needs;

6. the curricula used by school site and grade level and, if applicable, the district plan and timeline for adopting evidence-based curricula and materials starting in the 2025-2026 school year;

7. a statement of whether the school district has adopted an MTSS framework;

8. student data using the measures of foundational literacy skills and mastery identified by MDE for the following students:

a. students in kindergarten through grade 3;

b. students who demonstrate characteristics of dyslexia; and

c. students in grades 4 to 12 who are identified as not reading at grade level.

9. the number of teachers and other staff that have completed training approved by the department.

10. the number of teachers and other staff proposed for training in structured literacy;

11. how the district used funding provided under the Read Act to implement the requirements of the Read Act;

12. beginning as soon as practicable after the end of fiscal year 2026, how the district used literacy aid funding received under Minnesota Statutes, section 124D.98;

13. beginning on December 31, 2025, for a district with a dual language immersion program:

a. the program's partner language;

b. grade levels included in the program;

c. the language used to screen students' foundational reading skills;

d. the percentage of grade 3 students taking the Minnesota Comprehensive Assessments; and

e. the number of students in the program in grades 4 to 12 who are identified as not reading at grade level, and

14. beginning with the 2026-2027 school year, a description of how schools in the district will use the school library media center to complement students' foundational reading skills.

B. Annually by June 15, the school district must post its literacy plan on the official school district website and submit it to the Commissioner using the template developed by the Commissioner.

C. The school district must use a streamlined template developed by the Commissioner for local literacy plans that meets the requirements of Minnesota Statutes, section 120B.12, subdivision 4a, and requires all reading instruction and teacher training in reading instruction to be evidence-based.

VIII. STAFF TRAINING

A. The district must provide training from a menu of approved evidence-based training programs to the following teachers and staff by July 1, 2026:

1. reading intervention teachers working with students in kindergarten through grade 12;

2. all classroom teachers of students in kindergarten through grade 3 and children in prekindergarten programs;

3. kindergarten through grade 12 special education teachers responsible for foundational reading instruction;

4. curriculum directors;

5. instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher;

6. employees who select literacy instructional materials for a district; and

7. teachers holding English as a second language teaching licenses.

B. The school district must provide training from a menu of approved evidence-based training programs to the following teachers by July 1, 2027:

1. teachers who provide foundational reading instruction to students in grades 4 to 12;

2. teachers who provide instruction to students in a state-approved alternative program; and

3. teachers who provide instruction to students in dual language immersion programs.

The Commissioner may grant a school district an extension to these deadlines.

C. By August 30, 2025, the school district must employ or contract with a literacy lead, or be actively supporting a designated literacy specialist through the process of becoming a literacy lead. The school board may satisfy the requirements of this subdivision by contracting with another school board or cooperative unit under Minnesota Statutes, section 123A.24 for the services of a literacy lead by August 30, 2025. The school district literacy lead must collaborate with school district administrators and staff to support the school district's implementation of requirements under the Read Act.

D. Training provided by the following may satisfy the professional development requirements under this Article:

1. a certified trained facilitator; or

2. a training program that MDE has determined meets the professional development requirements under the Read Act.

E. Beginning July 1, 2027, an educator required to receive training under Minnesota Statutes, section 120B.123, subdivision 5, paragraph (a), who is new to the state of Minnesota or is a newly licensed teacher who did not receive instruction in the teaching of foundational reading skills based on structured literacy, must complete one (1) of the approved required trainings. Training must be offered through the regional literacy network and facilitated by a local certified trained facilitator. MDE must review district literacy lead waiver requests and grant waivers to educators new to the state or educators who provide reading instruction exclusively using alternatives to sound-based approaches, and who have completed the professional development requirements consistent with this subdivision.

F. For the 2024-2025, 2025-2026 and 2026-2027 school years only, the hours of instruction requirement under Minnesota Statutes, section 120A.41 for students in elementary and secondary school, as defined in Minnesota Statutes, section 120A.05, subdivisions 9 and 13, is reduced by 5-1/2 hours for a district that enters into an agreement with the exclusive representative of the teachers that requires teachers to receive at least 5-1/2 hours of approved evidence-based training required under this subdivision, on a day when other students in the district receive instruction.

The hours of instruction reduction for secondary school students is applicable only for the 2025-2026 and 2026-2027 school years.

G. An educator who was first enrolled in an elementary, special education, or early childhood education Minnesota-approved teacher preparation program on or after June 1, 2026, does not need to receive additional training according to Minnesota Statutes, section 120B.123, subdivision 5, paragraph (a).

H. All professional development and digital curriculum resources must comply with the accessibility standards developed according to Minnesota Statutes, section 16E.03, subdivision 9. Professional development provided in accordance with the Read Act is subject to the requirements of Minnesota Statutes, section 363A.43.

IX. STAFF DEVELOPMENT

A. The school district must provide training programs on evidence-based reading instruction to teachers and instructional staff in accordance with Minnesota Statutes, section 120B.12, subdivision 1, paragraphs (b) and (c). The training must include teaching in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension, and culturally and linguistically responsive pedagogy.

B. The school district shall use the data under Article V. above to identify the staff development needs so that:

1. elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension with emphasis on mastery of foundational reading skills as defined in Minnesota Statutes, section 120B.119 and other literacy-related areas including writing until the student achieves grade-level reading and writing proficiency;

2. elementary teachers have sufficient training to provide students with evidence-based reading and oral language instruction that meets students' developmental, linguistic, and literacy needs using the intervention methods or programs selected by the school district for the identified students;

3. licensed teachers employed by the school district have regular opportunities to improve reading and writing instruction;

4. licensed teachers recognize students' diverse needs in cross-cultural settings and are able to serve the oral language and linguistic needs of students who are multilingual learners by maximizing strengths in their native languages in order to cultivate students' English language development, including oral academic language development, and build academic literacy; and

5. licensed teachers are well trained in culturally responsive pedagogy that enables students to master content, develop skills to access content, and build relationships.

C. The school district must provide staff in early childhood programs sufficient training to provide children in early childhood programs with explicit, systematic instruction in phonological and phonemic awareness; oral language, including listening comprehension; vocabulary; and letter-sound correspondence.

X. LITERACY AID USES

The school district must use its literacy aid to meet the requirements and goals adopted in the school district's local literacy plan.

Legal References: Minn. Stat. § 120B.119 (Read Act Definitions)
Minn. Stat. § 120B.12 (Read Act Goal and Interventions)
Minn. Stat. § 120B.123 (Read Act Implementation)
Minn. Stat. § 123A.24 (Withdrawing from a Cooperative Unit; Appealing Denial of Membership)
Minn. Stat. §124D.68 (Graduation Incentives Program)
Minn. Stat. § 124D.98 (Literacy Incentive Aid)
Minn. Stat. § 125A.56 (Alternate Instruction Required before Assessment Referral)
Minn. Stat. § 363A.43 (Continuing Education; Accessibility)

Cross References: None

JORDAN DISTRICT SCHOOLS
POLICY

Adopted: September 12, 2007

Revised: August 10th, 2026

709 STUDENT TRANSPORTATION SAFETY POLICY

I. PURPOSE

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

II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

A. School Bus Safety Week

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

B. Student School Bus Safety Training

1. The school district shall provide students enrolled in grades kindergarten (K) through (6) with age-appropriate school bus safety training of the following concepts:

   a. transportation by school bus is a privilege, not a right;

   b. school district policies for student conduct and school bus safety;

   c. appropriate conduct while on the bus;

   d. the danger zones surrounding a school bus;

   e. procedures for safely boarding and leaving a school bus;

   f. procedures for safe vehicle lane crossing; and

   g. school bus evacuation and other emergency procedures.

2. All students in grades K through 6 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training by the end of the third week of school. Students in grades K through 6 who enroll in a school after the second

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

3. The school district and a nonpublic school with students transported by school bus at public expense must provide students enrolled in grades K through 3 school bus safety training twice during the school year.

4. Students taking driver's training instructional classes and other students in grades 9 and 10 must receive training in the laws and proper procedures for operating a motor vehicle in the vicinity of a school bus as required by Minnesota Statutes section 169.446, subdivision 2.

5. The school district and a nonpublic school with students transported by school bus at public expense must conduct a school bus evacuation drill at least once during the school year.

6. The school district will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.

7. The school district may provide kindergarten students with school bus safety training before the first day of school.

8. The school district shall adopt and make available for public review a curriculum for transportation safety education.

9. Nonpublic school students transported by the school district will receive school bus safety training by their nonpublic school. The nonpublic schools may use the school district's school transportation safety education curriculum. The nonpublic school must certify to the school district's school transportation safety director that all students enrolled in grades K through 6 have received the appropriate training.

C. Active Transportation Safety Training

1. Training required

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

b. The school district must provide pupils enrolled in grades 4 through 8 with age-appropriate active transportation safety training. At a minimum, the training must include:

(1) pedestrian safety, including crossing roads safely using the searching left, right, left for vehicles in traffic technique;

(2) bicycle safety, including relevant traffic laws, use and proper fit of protective headgear, bicycle parts and safety features, and safe biking techniques; and

(3) electric-assisted bicycle safety, including that a person under the age of 15 is not allowed to operate an electric-assisted bicycle

2. Instruction

a. The school district may provide active transportation safety training through distance learning.

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

III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

A. Riding the school bus is a privilege, not a right. The school district's general student behavior rules are in effect for all students on school buses, including nonpublic and charter school students.

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

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

2. Rules at the Bus Stop

a. Get to your bus stop five minutes before your scheduled pick up time. The school bus driver will not wait for late students.

b. Respect the property of others while waiting at your bus stop.

c. Keep your arms, legs, and belongings to yourself.

d. Use appropriate language.

e. Stay away from the street, road, or highway when waiting for the bus.

f. Wait until the bus stops before approaching the bus.

g. After getting off the bus, move away from the bus.

h. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.

i. No fighting, harassment, intimidation, or horseplay.

j. No use of alcohol, tobacco, or drugs.

3. Rules on the Bus

a. Immediately follow the directions of the driver.

b. Sit in your seat facing forward.

c. Talk quietly and use appropriate language.

d. Keep all parts of your body inside the bus.

e. Keep your arms, legs, and belongings to yourself.

f. No fighting, harassment, intimidation, or horseplay.

g. Do not throw any object.

h. No eating, drinking, or use of alcohol, tobacco, or drugs.

i. Do not bring any weapons or dangerous objects on the school bus.

j. Do not damage the school bus.

4. Consequences

a. Consequences for school bus/bus stop misconduct will apply to all regular and late routes. Decisions regarding a student's ability to ride the bus in connection with cocurricular and extracurricular

events (for example, field trips or competitions) will be in the sole discretion of the school district. Parents or guardians will be notified of any suspension of bus privileges.

(1) Elementary (K-4)

1st offense – warning, letter to parents
2nd offense – parent conference either in person or phone
3rd offense – 5 school-day suspension from riding the bus
Further offenses – individually considered. Students may be suspended for longer periods of time, including the remainder of the school year.

(2) Secondary (5-12)

1st offense – warning
2nd offense – 5 school-day suspension from riding the bus
3rd offense – 10 school-day suspension from riding the bus
4th offense – 20 school-day suspension from riding the bus/meeting with parent
5th offense – suspended from riding the bus for the remainder of the school year

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

(3) Other Discipline

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

(4) Records

Records of school bus/bus stop misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline records. Reports of student misbehavior on a school bus or in a bus-loading or unloading area that causes an immediate and substantial danger to the student or surrounding

persons or property will be provided by the school district to the Department of Public Safety in accordance with state and federal law.

(5) Vandalism/Bus Damage

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

(6) Notice

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

(7) Criminal Conduct

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

IV. PARENT AND GUARDIAN INVOLVEMENT

A. Parent and Guardian Notification

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

B. Parents/Guardians Responsibilities for Transportation Safety

Parents/Guardians are responsible to:

1. Become familiar with school district rules, policies, regulations, and the principles of school bus safety, and thoroughly review them with their children;

2. Support safe riding and walking practices, and recognize that students are responsible for their actions;

3. Communicate safety concerns to their school administrators;

4. Monitor bus stops, if possible;

5. Have their children to the bus stop five minutes before the bus arrives;

6. Have their children properly dressed for the weather; and

7. Have a plan in case the bus is late.

V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

A. School bus drivers shall have a valid Class A, B, or C Minnesota driver's license with a school bus endorsement. A person possessing a valid driver's license, without a school bus endorsement, may drive a type III vehicle set forth in Paragraphs VII.B. and VII.C., below. Drivers with a valid Class D driver's license, without a school bus endorsement, may operate a "type A-I" school bus as set forth in Paragraph VII.D., below.

B. The school district shall conduct mandatory drug and alcohol testing of all school district bus drivers and bus driver applicants in accordance with state and federal law and school district policy.

C. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of a criminal offense, a serious traffic violation, or of violating any other state or local law relating to motor vehicle traffic control, other than a parking violation, in any type of motor vehicle in a state or jurisdiction other than Minnesota, shall notify the Minnesota Division of Driver and Vehicle Services (Division) of the conviction within 30 days of the conviction. For purposes of this paragraph, a "serious traffic violation" means a conviction of any of the following offenses:

1. excessive speeding, involving any single offense for any speed of 15 miles per hour or more above the posted speed limit;

2. reckless driving;

3. improper or erratic traffic lane changes;

4. following the vehicle ahead too closely;

5. a violation of state or local law, relating to motor vehicle traffic control, arising in connection with a fatal accident;

6. driving a commercial vehicle without obtaining a commercial driver's license or without having a commercial driver's license in the driver's possession;

7. driving a commercial vehicle without the proper class of commercial driver's license and/or endorsements for the specific vehicle group being

operated or for the passengers or type of cargo being transported;

8. a violation of a state or local law prohibiting texting while driving a commercial vehicle; and

9. a violation of a state or local law prohibiting the use of a hand-held mobile telephone while driving a commercial vehicle.

D. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of violating, in any type of motor vehicle, a Minnesota state or local law relating to motor vehicle traffic control, other than a parking violation, shall notify the person's employer of the conviction within 30 days of conviction. The notification shall be in writing and shall contain all the information set forth in Attachment A accompanying this policy.

E. A school bus driver, with the exception of a driver operating a type A-I school bus, who has a Minnesota commercial driver's license suspended, revoked, or cancelled by the state of Minnesota or any other state or jurisdiction and who loses the right to operate a commercial vehicle for any period or who is disqualified from operating a commercial motor vehicle for any period shall notify the person's employer of the suspension, revocation, cancellation, lost privilege, or disqualification. Such notification shall be made before the end of the business day following the day the employee received notice of the suspension, revocation, cancellation, lost privilege, or disqualification. The notification shall be in writing and shall contain all the information set forth in Attachment B accompanying this policy.

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

VI. SCHOOL BUS DRIVER TRAINING

A. Training

1. All new school bus drivers shall be provided with pre-service training, including in-vehicle (actual driving) instruction, before transporting students and shall meet the competency testing specified in the Minnesota Department of Public Safety Model School Bus Driver Training Manual. All school bus

drivers shall receive in-service training annually. For purposes of this section, "annually" means at least once every 380 days from the initial or previous evaluation and at least once every 380 days from the initial or previous license verification. The school district shall retain on file an annual individual school bus driver "evaluation certification" form for each school district driver as contained in the Model School Bus Driver Training Manual.

2. All bus drivers operating a type III vehicle will be provided with annual training and certification as set forth in Subparagraph VII.C.1.b., below, by either the school district or the entity from whom such services are contracted by the school district.

B. Evaluation

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

1. Safely operate the type of school bus the driver will be driving;

2. Understand student behavior, including issues relating to students with disabilities;

3. Ensure orderly conduct of students on the bus and handling incidents of misconduct appropriately;

4. Know and understand relevant laws, rules of the road, and local school bus safety policies;

5. Handle emergency situations; and

6. Safely load and unload students.

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

VII. OPERATING RULES AND PROCEDURES

A. General Operating Rules

1. School buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the *Minnesota Model School Bus Driver Training Program*.

2. Only students assigned to the school bus by the school district shall be transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the

bus. No person shall be allowed to stand when the bus is in motion.

3. The parent/guardian may designate, pursuant to school district policy, a day care facility, respite care facility, the residence of a relative, or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet all other eligibility requirements.

4. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.

5. To the extent practical, the school district will designate school bus loading/unloading zones at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.

6. A bus driver may not operate a school bus while communicating over, or otherwise operating, a cellular phone for personal reasons, whether hand-held or hands free, when the vehicle is in motion or a part of traffic.

   For purposes of this paragraph, “school bus” has the meaning given in Minnesota Statutes section 169.011, subdivision 71:

   "School bus" means a motor vehicle used to: (1) transport pupils to or from a school defined in Minnesota Statutes, section 120A.22, or to or from school-related activities, by the school or a school district, or by someone under an agreement with the school or a school district; or (2) provide training on the operation of the vehicle for purposes specified in clause (1) to employees of the school, school district, or a person under agreement with the school or school district.

   A school bus does not include a motor vehicle transporting children to or from school for which parents or guardians receive direct compensation from a school district, a motor coach operating under charter carrier authority, a transit bus providing services as defined in Minnesota Statutes, section 174.22, subdivision 7, or a vehicle otherwise qualifying as a type III vehicle under Minnesota Statutes, section 169.011, subdivision 71, paragraph (h), when the vehicle is properly registered and insured and being driven by an employee or agent of a school district for nonscheduled or nonregular transportation.

   In addition, “school bus” also includes type III vehicles when driven by employees or agents of the school district. “Cellular phone” means a cellular, analog, wireless, or digital telephone capable of sending or receiving telephone or text messages without an access line for service.

B. Type III Vehicles

1. Type III vehicles are restricted to passenger cars, station wagons, vans, and buses having a maximum manufacturer's rated seating capacity of 10 or fewer people including the driver and a gross vehicle weight rating of 10,000 pounds or less. A van or bus converted to a seating capacity of 10 or fewer and placed in service on or after August 1, 1999, must have been originally manufactured to comply with the passenger safety standards.

2. Type III vehicles must be painted a color other than national school bus yellow.

3. Type III vehicles shall be state inspected in accordance with legal requirements.

4. Vehicles model year 2007 or older must not be used as type III vehicles to transport school children, except those vehicles that are manufactured to meet the structural requirements of federal motor vehicle safety standard 222, Code of Federal Regulations, title 49, part 571.

5. If a type III vehicle is school district owned, the school district name will be clearly marked on the side of the vehicle. The type III vehicle must not have the words "school bus" in any location on the exterior of the vehicle or in any interior location visible to a motorist.

6. A "type III vehicle" must not be outwardly equipped and identified as a type A, B, C, or D bus.

7. Eight-lamp warning systems and stop arms must not be installed or used on type III vehicles.

8. Type III vehicles must be equipped with mirrors as required by law.

9. Any type III vehicle may not stop traffic and may not load or unload before making a complete stop and disengaging gears by shifting into neutral or park. Any type III vehicle used to transport students must not load or unload so that a student has to cross the road, except where not possible or impractical, then the driver or assistant must escort a student across the road. If the driver escorts the student across the road, then the motor must be stopped, the ignition key removed, the brakes set, and the vehicle otherwise rendered immobile.

10. Any type III vehicle used to transport students must carry emergency equipment including:

    a. Fire extinguisher

A minimum of one 10BC rated dry chemical type fire extinguisher is required. The extinguisher must be mounted in a bracket, and must be located in the driver's compartment and be readily accessible to the driver and passengers. A pressure indicator is required and must be easily read without removing the extinguisher from its mounted position.

b. Body fluids cleanup kit

A body fluids cleanup kit is required. The kit must be contained in a removable, moisture- and dust-proof container mounted in an accessible place within the driver's compartment and must be marked to indicate the kit's identity.

c. First Aid Kit

A first aid kit meeting the requirements as defined in the current version of the National School Transportation Specifications and Procedures (NSTSP) must be provided in vehicles model year 2027 and newer. All other vehicles may contain a minimum of a ten-unit first aid kit, as specified in Minnesota Rules 1993, part 3520.5120, or a first aid kit meeting the requirements of the NSTSP. After January 1, 2030, all type III vehicles must be equipped with a first aid kit meeting the requirements of the NSTSP.

d. Passenger cars and station wagons may carry a fire extinguisher, a first aid kit, and warning triangles in the trunk or trunk area of the vehicle if a label in the driver and front passenger area clearly indicates the location of these items.

11. Students will not be regularly transported in private vehicles that are not state inspected as type III vehicles. Only emergency, unscheduled transportation may be conducted in vehicles with a seating capacity of 10 or fewer without meeting the requirements for a type III vehicle. Also, parents may use a private vehicle to transport their own children under a contract with the district. The school district has no system of inspection for private vehicles.

12. All drivers of type III vehicles will be licensed drivers and will be familiar with the use of required emergency equipment. The school district will not knowingly allow a person to operate a type III vehicle if the person has been convicted of an offense that disqualifies the person from operating a school bus.

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

1. The holder of a Class A, B, C, or D driver's license, without a school bus endorsement, may operate a type III vehicle, described above, under the following conditions:

   a. The operator is an employee of the entity that owns, leases, or contracts for the school bus, which may include the school district.

   b. The operator's employer, which may include the school district, has adopted and implemented a policy that provides for annual training and certification of the operator in:

      (1) safe operation of a type III vehicle;

      (2) understanding student behavior, including issues relating to students with disabilities;

      (3) encouraging orderly conduct of students on the bus and handling incidents of misconduct appropriately;

      (4) knowing and understanding relevant laws, rules of the road, and local school bus safety policies;

      (5) handling emergency situations;

      (6) proper use of seat belts and child safety restraints;

      (7) performance of pretrip vehicle inspections;

      (8) safe loading and unloading of students, including, but not limited to:

         (a) utilizing a safe location for loading and unloading students at the curb, on the nontraffic side of the roadway, or at off-street loading areas, driveways, yards, and other areas to enable the student to avoid hazardous conditions;

         (b) refraining from loading and unloading students in a vehicular traffic lane, on the shoulder, in a designated turn lane, or a lane adjacent to a designated turn lane;

         (c) avoiding a loading or unloading location that would require a student to cross a road, or ensuring that the driver or an aide personally escort the student across the road if it is not reasonably feasible to avoid such

a location;

(d) placing the type III vehicle in "park" during loading and unloading;

(e) escorting a student across the road under clause (c) only after the motor is stopped, the ignition key is removed, the brakes are set, and the vehicle is otherwise rendered immobile; and

(9) compliance with Paragraph V.F. concerning reporting convictions to the employer within 10 days of the date of conviction.

c. A background check or background investigation of the operator has been conducted that meets the requirements under Minnesota Statutes section 122A.18, subdivision 8, or Minnesota Statutes section 123B.03 for school district employees; Minnesota Statutes section 144.057 or Minnesota Statutes chapter 245C for day care employees; or Minnesota Statutes section 171.321, subdivision 3, for all other persons operating a type III vehicle under this section.

d. Operators shall submit to a physical examination as required by Minnesota Statutes section 171.321, subdivision. 2.

e. The operator's employer requires preemployment drug testing of applicants for operator positions. Current operators must comply with the employer's policy under Minnesota Statutes section 181.951, subdivisions 2, 4, and 5. Notwithstanding any law to the contrary, the operator's employer may use a breathalyzer or similar device to fulfill random alcohol testing requirements.

f. The operator's driver's license is verified annually by the entity that owns, leases, or contracts for the type III vehicle as required by Minnesota Statutes section 171.321, subdivision 5.

g. A person who sustains a conviction, as defined under Minnesota Statutes section 609.02, of violating Minnesota Statutes section 169A.25, 169A.26, 169A.27 (driving while impaired offenses), or 169A.31 (alcohol-related school bus driver offenses), or whose driver's license is revoked under Minnesota Statutes section 169A.50 to 169A.53 of the implied consent law, or who is convicted of violating or whose driver's license is revoked under a similar statute or ordinance of another state, is precluded from operating a type III vehicle for 5 years from the date of conviction.

h. A person who has ever been convicted of a disqualifying offense

as defined in Minnesota Statutes section 171.3215, subdivision 1 (c), (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor) may not operate a type III vehicle.

i. A person who sustains a conviction, as defined under Minnesota Statutes section 609.02, of a moving offense in violation of Minnesota Statutes chapter 169 within 3 years of the first of 3 other moving offenses is precluded from operating a type III vehicle for 1 year from the date of the last conviction.

j. Students riding the type III vehicle must have training required under Minnesota Statutes section 123B.90, Subd. 2 (See Paragraph II.B., above).

k. Documentation of meeting the requirements listed in this section must be maintained under separate file at the business location for each type III vehicle operator. The school district or any other entity that owns, leases, or contracts for the type III vehicle operating under this section is responsible for maintaining these files for inspection.

2. The type III vehicle must bear a current certificate of inspection issued under Minnesota Statutes section 169.451.

3. An employee of the school district who is not employed for the sole purpose of operating a type III vehicle may, in the discretion of the school district, be exempt from paragraphs VII.C.1.d. (physical examination) and VII.C.1.e. (drug testing), above.

D. Type A-I "Activity" Buses Driven by Employees with Class D Driver's License

1. The holder of a Class D driver's license, without a school bus endorsement, may operate a type A-I school bus under the following conditions:

a. The operator is an employee of the school district or an independent contractor with whom the school district contracts for the school bus and is not solely hired to provide transportation services under this paragraph.

b. The operator drives the school bus only from points of origin to points of destination, not including home-to-school trips to pick up or drop off students.

c. The operator is prohibited from using the eight-light system.

d. The operator has submitted to a background check and physical examination as required by Minnesota Statutes section 171.321, subdivision 2.

e. The operator has a valid driver's license and has not sustained a conviction of a disqualifying offense as set forth in Minnesota Statutes section 171.02, subdivision 2a(b).

f. The operator has been trained in the proper use of child safety restraints as set forth in the National Highway Traffic Safety Administration's "Guideline for the Safe Transportation of Pre-school Age Children in School Buses," in addition to the training required in Section VI., above.

g. The bus has a gross vehicle weight rating of 14,500 pounds or less and is designed to transport 15 or fewer passengers, including the driver.

2. The school district shall maintain annual certification of the requirements listed in this section for each Class D license operator.

3. A school bus operated under this section must bear a current certificate of inspection.

4. The word "School" on the front and rear of the bus must be covered by a sign that reads "Activities" when the bus is being operated under authority of this section.

VIII. SCHOOL DISTRICT EMERGENCY PROCEDURES

A. If possible, school bus drivers or their supervisors shall call "911" or the local emergency phone number in the event of a serious emergency.

B. School bus drivers shall meet the emergency training requirements contained in Unit III "Crash & Emergency Preparedness" of the *Minnesota Model School Bus Driver Training Program*. This includes procedures in the event of a crash (accident).

C. School bus drivers and bus assistants for special education students requiring special transportation service because of a disability shall be trained in basic first aid procedures, shall within one (1) month after the effective date of assignment participate in a program of in-service training on the proper methods for dealing with the specific needs and problems of students with disabilities, assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and ensure that protective safety devices are in use and

fastened properly.

D. Emergency Health Information shall be maintained on the school bus for students requiring special transportation service because of a disability. The information shall state:

1. the student's name and address;

2. the nature of the student's disabilities;

3. emergency health care information; and

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

IX. SCHOOL DISTRICT VEHICLE MAINTENANCE STANDARDS

A. All school vehicles shall be maintained in safe operating conditions through a systematic preventive maintenance and inspection program adopted or approved by the school district.

B. All school vehicles shall be state inspected in accordance with legal requirements.

C. A copy of the current daily pre-trip inspection report must be carried in the bus. Daily pre-trip inspections shall be maintained on file in accordance with the school district's record retention schedule. Prompt reports of defects to be immediately corrected will be submitted.

D. Daily post-trip inspections shall be performed to check for any children or lost items remaining on the bus and for vandalism.

X. SCHOOL TRANSPORTATION SAFETY DIRECTOR

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

annually to the superintendent that students have received school bus safety training in accordance with state law. The name, address and telephone number of the school transportation safety director are on file in the school district office. Any questions regarding student transportation or this policy may be addressed to the school transportation safety director.

XI. STUDENT TRANSPORTATION SAFETY COMMITTEE

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

Legal References: Minn. Stat. § 122A.18, Subd. 8 (Board to Issue Licenses) Minn. Stat. § 123B.03 (Background Check)
Minn. Stat. § 123B.42 (Textbooks; Individual Instruction or Cooperative Learning Material; Standard Tests)
Minn. Stat. § 123B.88 (Independent School Districts; Transportation)
Minn. Stat. § 123B.885 (Diesel School Buses; Operation of Engine; Parking)
Minn. Stat. § 123B.90 (School Bus Safety Training)
Minn. Stat. § 123B.91 (School District Bus Safety Responsibilities)
Minn. Stat. § 123B.935 (Active Transportation Safety Training)
Minn. Stat. § 144.057 (Background Studies on Licensees and Other Personnel)
Minn. Stat. Ch. 169 (Traffic Regulations)
Minn. Stat. § 169.011, Subds. 15, 16, and 71 (Definitions)
Minn. Stat. § 169.02 (Scope)
Minn. Stat. § 169.443 (Safety of School Children; Bus Driver's Duties)
Minn. Stat. § 169.446, Subd. 2 (Safety of School Children; Training and Education Rules)
Minn. Stat. § 169.451 (Inspecting School and Head Start Buses; Rules; Misdemeanor)
Minn. Stat. § 169.454 (Type III Vehicle Standards)
Minn. Stat. § 169.4582 (Reportable Offense on School Buses) Minn. Stat. §§ 169A.25-169A.27 (Driving While Impaired)
Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)
Minn. Stat. §§ 169A.50-169A.53 (Implied Consent Law)
Minn. Stat. § 171.02, Subds. 2, 2a, and 2b (Licenses; Types, Endorsements, Restrictions)
Minn. Stat. § 171.168 (Notice of Violation by Commercial Driver)
Minn. Stat. § 171.169 (Notice of Commercial License Suspension)
Minn. Stat. § 171.321 (Qualifications of School Bus and Type III Vehicle

Drivers)
Minn. Stat. § 171.3215, Subd. 1(c) (Canceling Bus Endorsement for Certain Offenses)
Minn. Stat. § 181.951 (Authorized Drug and Alcohol Testing)
Minn. Stat. Ch. 245C (Human Services Background Studies)
Minn. Stat. § 609.02 (Definitions)
Minnesota Rules 1993, part 3520.5120
Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection)
49 C.F.R. Part 383 (Commercial Driver's License Standards; Requirements and Penalties)
49 C.F.R. § 383.31 (Notification of Convictions for Driver Violations)
49 C.F.R. § 383.33 (Notification of Driver's License Suspensions)
49 C.F.R. § 383.5 (Transportation Definitions)
49 C.F.R. § 383.51 (Disqualification of Drivers)
49 C.F.R. Part 571 (Federal Motor Vehicle Safety Standards)

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

Resources: Minnesota Department of Public Safety: *School Bus Resources* (accessed 10/12/25)
National Highway Traffic Safety Administration: *Guideline for the Safe Transportation of Pre-school Age Children in School Buses* (Feb. 1999) (accessed 10/12/25)

Notification to Employer
Of
Moving Violation

Commercial Drivers License
49 CFR 383.31
Minnesota Statute 171.168

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

DRIVER NAME (First Name, MI, Last Name)	STATE
COMMERCIAL DRIVER'S LICENSE NUMBER	DID THE VIOLATION HAPPEN IN A CMV? G **YES** G **NO**
DATE OF CONVICTION	
LOCATION OF OFFENSE CITY STATE	

DETAILS ABOUT THE OFFENSE, INCLUDING ANY RESULTING SUSPENSION, REVOCATION, OR CANCELLATION OF DRIVING PRIVILEGES:	DATE
SIGNATURE OF DRIVER	

Notification to Employer
Of
Suspension, Revocation, Cancellation or Disqualification

Commercial Drivers License
49 CFR 383.33
Minnesota Statute 171.169

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

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

Type III School Bus Driver
Notification to Employer
Of
Violation

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

Minnesota Statute 171.02 sub 2b

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

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

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

JORDAN DISTRICT SCHOOLS

POLICY

Adopted: November 14th, 2016

Revised: August 10th, 2026

721 PROCUREMENT POLICY

I. PURPOSE

The purpose of this policy is to ensure compliance with the requirements of the federal Uniform Grant Guidance regulations by establishing uniform administrative requirements, cost principles, and audit requirements for federal grant awards received by the school district.

II. DEFINITIONS

A. "Compensation for personal services" includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the federal award, including, but not necessarily limited to, wages and salaries. Compensation for personal services may also include fringe benefits which are addressed in 2 Code of Federal Regulations, section 200.431 (Compensation - Fringe Benefits).

B. "Contract" means a legal instrument by which a non-federal entity purchases property or services needed to carry out the project or program under a federal award. The term, as used in 2 Code of Federal Regulations Part 200, does not include a legal instrument, even if the non-federal entity considers it a contract, when the substance of the transaction meets the definition of a federal award or subaward.

C. "Direct costs" are those costs that can be identified specifically with a particular final cost objective, such as a federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy.

D. "Equipment" means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which exceeds the lesser of the capitalization level established by the non-federal entity for financial statement purposes, or $10,000.

E. "Federal award" has the meaning, depending on the context, in either paragraph 1. or 2. of this definition:

1. a. The federal financial assistance that a non-federal entity receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 Code of Federal Regulations section 200.101 (Applicability); or

b. The cost-reimbursement contract under the federal Acquisition Regulations that a non-federal entity receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 Code of Federal Regulations section 200.101 (Applicability).

2. The instrument setting forth the terms and conditions. The instrument is the grant agreement, cooperative agreement, other agreement for assistance covered in paragraph (b) of 2 Code of Federal Regulations section 200.40 (Federal Financial Assistance), or the cost-reimbursement contract awarded under the federal Acquisition Regulations.

3. "Federal award" does not include other contracts that a federal agency uses to buy goods or services from a contractor or a contract to operate federal-government-owned, contractor-operated facilities.

F. Grants

1. "State-administered grants" are those grants that pass through a state agency such as the Minnesota Department of Education (MDE).

2. "Direct grants" are those grants that do not pass through another agency such as MDE and are awarded directly by the federal awarding agency to the grantee organization. These grants are usually discretionary grants that are awarded by the U.S. Department of Education (DOE) or by another federal awarding agency.

G. "Non-federal entity" means a state, local government, Indian tribe, institution of higher education, or nonprofit organization that carries out a federal award as a recipient or subrecipient.

H. "Post-retirement health plans" refer to costs of health insurance or health services not included in a pension plan covered by 2 Code of Federal Regulations section 200.431(g) for retirees and their spouses, dependents, and survivors.

I. Procurement Methods

1. "Procurement by micro-purchase" is the acquisition of supplies or

services, the aggregate dollar amount of which does not exceed the micro-purchase threshold (generally $10,000, except as otherwise discussed in 48 Code of Federal Regulations, Subpart 2.1 or as periodically adjusted for inflation).

2. "Procurement by small purchase procedures" are those relatively simple and informal procurement methods for securing services, supplies, or other property that do not cost more than $175,000 (periodically adjusted for inflation).

3. "Procurement by sealed bids (formal advertising)" is a publicly solicited and a firm, fixed-price contract (lump sum or unit price) awarded to the responsible bidder whose bid, conforming to all the material terms and conditions of the invitation for bids, is the lowest in price.

4. "Procurement by competitive proposals" is normally conducted with more than one source submitting an offer, and either a fixed-price or cost-reimbursement type contract is awarded. Competitive proposals are generally used when conditions are not appropriate for the use of sealed bids.

5. "Procurement by noncompetitive proposals" is procurement through solicitation of a proposal from only one source.

J. "Relocation costs" are costs incident to the permanent change of duty assignment (for an indefinite period or for a stated period not less than 12 months) of an existing employee or upon recruitment of a new employee.

K. "Severance pay" is a payment in addition to regular salaries and wages by the non-federal entities to workers whose employment is being terminated.

L. "Travel costs" are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the school district.

III. CONFLICT OF INTEREST

A. Employee Conflict of Interest. No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The employees, officers, and agents of the school district may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts.

However, the school district may set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by employees, officers, or agents of the school district.

B. Organizational Conflicts of Interest. The school district is unable or appears to be unable to be impartial in conducting a procurement action involving the related organization because of relationships with a parent company, affiliate, or subsidiary organization.

C. Disclosing Conflicts of Interest. The school district must disclose in writing any potential conflict of interest to MDE in accordance with applicable federal awarding agency policies.

IV. GENERAL PROCUREMENT STANDARDS

A. The school district must use its own documented procurement procedures which reflect applicable state laws, provided that the procurements conform to the applicable federal law and the standards identified in the Uniform Grant Guidance.

B. The school district must maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.

C. The school district's procedures must avoid acquisition of unnecessary or duplicative items. Consideration should be given to consolidating or breaking out procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives and any other appropriate analysis to determine the most economical approach.

D. The school district must award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

E. The school district must maintain records sufficient to detail the history of procurement. These records will include, but are not necessarily limited to, the following: rationale for the method of procurement; selection of the contract type; contractor selection or rejection; and the basis for the contract price.

F. The school district alone must be responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues

include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the school district of any contractual responsibilities under its contracts.

G. The school district must take all necessary affirmative steps to assure that minority businesses, women's business enterprises, veteran-owned businesses, and labor surplus area firms are considered.

H. Thresholds for Employee Purchases

1. The superintendent and/or finance director, in conjunction with the school board, is responsible for overseeing the procurement process, including establishment of procedures, internal controls, quality assurance, methods of greatest economy, and compliance with all applicable laws. To be valid, all contracts must be approved by the board, except as otherwise provided in this policy. Nothing in this paragraph shall be construed to waive or supersede statutory requirements relating to public contracts, competitive bidding thresholds, or school board oversight, except as expressly permitted by law.

2. Individual school district employees may incur expenditures in the following amounts without prior board approval so long as such expenditures are consistent with the school board-approved budget, provided that in all cases the school board retains authority to disapprove any expenditure for any reason at its sole discretion:

   a. Any school district employee may make a purchase for use in connection with school district operations when the expenditure is less than $1,000 and is consistent with this policy's requirements.

   b. In addition to the foregoing, the following school district employees may execute a purchase or procurement that requires the expenditure of up to the following amounts:

      (1). Superintendent: Up to $175,000

      (2). Finance Director: Up to $175,000

3. Emergency expenditures and procurement authorization

   Notwithstanding other provisions of this policy, including the threshold authorization above, the superintendent is authorized to approve emergency expenditures when the superintendent determines that a public exigency or emergency exists that threatens the health, safety, or welfare of students, staff, or school district property and that the expenditure cannot be delayed until the next regular or special meeting of the school

board without material harm to the school district.

In an emergency, the Superintendent may authorize an expenditure in excess of the Superintendent's delegated purchasing authority, subject to the following conditions:

1. The procurement shall comply with applicable state and federal law, including the use of noncompetitive procurement when permitted by law;

2. The superintendent shall document the nature of the emergency, the basis for determining that immediate action was required, and the reason competitive procurement procedures were not used;

3. The expenditure shall be reported to the school board for ratification at the next regular or specially called school board meeting; and

4. Emergency authority under this paragraph is limited to the specific emergency circumstances and does not constitute a permanent increase in the superintendent's purchasing authority.

V. PROCUREMENT METHODS WHEN USING STATE FUNDS

The school district must use one of the following methods of procurement:

A. Procurements for $25,000 or less

If the amount of the contract is estimated to be $25,000 or less, the contract may be made either upon quotation or in the open market, in the school district's discretion. If the contract is made upon quotation it shall be based, so far as practicable, on at least two (2) quotations which shall be kept on file for a period of at least one (1) year after their receipt.

Alternatively, the school district may award a contract for construction, alteration, repair, or maintenance work to the vendor or contractor offering the best value under a request for proposals as described in Minnesota Statutes, section 16C.28, subdivision 1, paragraph (a), clause (2), and paragraph (c).

Procurements for $25,000 or less also may be conducted by micro-purchase.

B. Procurements Exceeding $25,000 but not $175,000

1. Sealed Bids or Direct Negotiation

If the amount of the contract is estimated to exceed $25,000 but not to exceed

$175,000, the contract may be made either upon sealed bids or by direct negotiation, by obtaining two (2) or more quotations for the purchase or sale when possible, and without advertising for bids or otherwise complying with the requirements of competitive bidding. All quotations obtained shall be kept on file for a period of at least one (1) year after receipt thereof.

2. Best Value Alternative

As an alternative to the procurement method described in Subparagraph B.1 above, the school district may award a contract for construction, alteration, repair, or maintenance work to the vendor or contractor offering the best value under a request for proposals as described in Minnesota Statutes, section 16C.28, subdivision 1, paragraph (a), clause (2), and paragraph (c).

C. Procurements Exceeding $175,000

If the amount of the contract is estimated to exceed $175,000, sealed bids shall be solicited by public notice in the manner and subject to the requirements of the law governing school district contracts.

Procurement by Sealed Bids

Procurement by sealed bids means a process in which bids are publicly solicited and a firm fixed price contract by lump sum or unit price is awarded to the responsible bidder whose bid, conforming with all material terms and conditions of the invitation for bids, is the lowest in price. If sealed bids are used, the following requirements apply:

1. bids must be solicited from an adequate number of qualified sources, providing bidders sufficient response time prior to the date set for opening bids;

2. the invitation for bids, which includes any specifications and pertinent attachments, must define the items or services in order for the bidder to properly respond;

3. all bids will be opened at the time and place prescribed in the invitation for bids, and the bids must be opened publicly;

4. a firm fixed price contract award will be made in writing to the lowest responsive and responsible bidder. Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs must be considered in determining which bid is lowest. Payment discounts will only be used to determine the low bid when prior experience indicates that the discounts are usually taken advantage of;

5. any or all bids may be rejected if there is a sound documented reason; and

6. in order for a sealed bid to be feasible, the following conditions must be present:

   a. a complete, adequate, and realistic specification or purchase description is available;

   b. two (2) or more responsible bidders are willing and able to compete effectively for the business; and

   c. the procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the price.

D. Procurement by Proposals

"Procurement by proposals" means a process in which either a fixed price or cost-reimbursement type contract is awarded. Proposals are generally used when conditions are not appropriate for the use of sealed bids. They are awarded in accordance with the following requirements:

1. requests for proposals must be publicized and identify all evaluation factors and their relative importance. Proposals must be solicited from an adequate number of qualified offerors. Any response to publicized requests for proposals must be considered to the maximum extent practical;

2. the school district must have a written method for conducting technical evaluations of the proposals received and for making selections; and

3. contracts must be awarded to the responsible offeror whose proposal is most advantageous to the school district, with price and other factors considered.

VI. PROCUREMENT METHODS WHEN USING FEDERAL FUNDS

A. Procurement by Competitive Proposals

This is a procurement method used when conditions are not appropriate for using sealed bids. This procurement method may result in either a fixed-price or cost-reimbursement contract. If this method is used, the following requirements apply:

1. Requests for proposals require public notice, and all evaluation factors and their relative importance must be identified. Proposals must be solicited

from multiple qualified entities. To the maximum extent practicable, any proposals submitted in response to the public notice must be considered;

2. Proposals must be solicited from an adequate number of qualified sources;

3. The school district must have a written method for conducting technical evaluations of the proposals received and for selecting recipients;

4. Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered; and

5. The school district may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method where price is not used as a selection factor can only be used in procurement of A/E professional services; it cannot be used to purchase other types of services, though A/E firms are a potential source to perform the proposed effort.

B. Procurement by Noncompetitive Proposals

Procurement by noncompetitive proposals may be used only when one (1) or more of the following circumstances apply:

1. The aggregate amount of the procurement transaction does not exceed the micro-purchase threshold;

2. The item is available only from a single source;

3. The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;

4. The DOE or MDE expressly authorizes noncompetitive proposals in response to a written request from the school district; or

5. After solicitation of a number of sources, competition is determined inadequate.

C. Competition

1. All procurement transactions under the Federal award must be conducted in a manner that provides full and open competition and is consistent with the standards of 2 Code of Federal Regulations, sections 200.319 and .320.

2. The school district must have written procedures for procurement

transactions. These procedures must ensure that all solicitations:

a. are made in accordance with 2 Code of Federal Regulations, section 200.319(b);

b. incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description must not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible. When making a clear and accurate description of the technical requirements is impractical or uneconomical, a "brand name or equivalent" description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers must be clearly stated; and

c. identify all requirements which the offerors must fulfill and all other factors to be used in evaluating bids or proposals.

D. The school district must ensure that all prequalified lists of persons, firms, or products used in procurement transactions are current and include enough qualified sources to ensure maximum open competition. When establishing or amending prequalified lists, the school district must consider objective factors that evaluate price and cost to maximize competition. The school must not preclude potential bidders from qualifying during the solicitation period.

E. The school district is prohibited from contracting with or making subawards under "covered transactions" to parties that are suspended or debarred or whose principals are suspended or debarred. "Covered transactions" include procurement contracts for goods and services awarded under a grant or cooperative agreement that are expected to equal or exceed $25,000.

F. All nonprocurement transactions entered into by a recipient (i.e., subawards to subrecipients), irrespective of award amount, are considered covered transactions, unless they are exempt as provided in 2 Code of Federal Regulations, section 180.215.

G. Managing Property and Equipment and Safeguarding Assets

1. Property Standards

The school district must, at a minimum, provide the equivalent insurance coverage for real property and equipment acquired or improved with federal funds as provided to other property owned by the school district. Federally owned property need not be insured unless required by the terms and conditions of the federal award.

The school district must adhere to the requirements concerning real property, equipment, supplies, and intangible property set forth in 2 Code of Federal Regulations, sections 200.311, 200.314, and 200.315.

2. Managing Equipment

Procedures for managing equipment (including replacement equipment), whether acquired in whole or in part under a federal award, until disposition takes place will, at a minimum, meet the following requirements:

a. Property records must be maintained that include a description of the property; a serial number or other identification number; the source of the funding for the property (including the federal award identification number (FAIN)); who holds title; the acquisition date; the cost of the property; the percentage of the federal participation in the project costs for the federal award under which the property was acquired; the location, use, and condition of the property; and any ultimate disposition data, including the date of disposition and sale price of the property.

b. A physical inventory of the property must be taken and the results reconciled with the property records at least once every two (2) years.

c. A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft must be investigated.

d. Adequate maintenance procedures must be developed to keep property in good condition.

e. If the school district is authorized or required to sell the property, proper sales procedures must be established to ensure the highest possible return.

H. Cybersecurity

The school district must take reasonable cybersecurity and other measures to safeguard

1. Personally identifiable information;

2. Information that the federal agency or pass-through entity designates as sensitive; and

3. other information that the school district considers sensitive and is consistent with applicable federal, state, local, and tribal laws regarding privacy and responsibility over confidentiality.

VII. FINANCIAL MANAGEMENT REQUIREMENTS

A. Financial Management.

The school district's financial management systems, including records documenting compliance with federal statues, regulations, and the terms and conditions of the federal award, must be sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the federal statutes, regulations, and the terms and conditions of the federal award.

A. Payment.

The school district must be paid in advance, provided it maintains or demonstrates the willingness to maintain both written procedures that minimize the time elapsing between the transfer of funds and disbursement between the school district and the financial management systems that meet the standards for fund control.

Advance payments to a school district must be limited to the minimum amounts needed and timed to be in accordance with the actual, immediate cash requirements of the school district in carrying out the purpose of the approved program or project. The timing and amount of advance payments must be as close as is administratively feasible to the actual disbursements by the non-federal entity for direct program or project costs and the proportionate share of any allowable indirect costs. The school district must make timely payment to contractors in accordance with the contract provisions.

B. Internal Controls.

The school district must establish and maintain effective internal control over the federal award that provides reasonable assurance that the school district is managing the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. These internal controls should

align with guidance in "Standards for Internal Control in the Federal Government" issued by the Comptroller General of the United States, or the "Internal Control Integrated Framework," issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO).

The school district must comply with the United States Constitution, federal statutes, regulations, and the terms and conditions of the federal award.

The school district must evaluate and monitor the school district's compliance with statutes, regulations, and the terms and conditions of the federal award.

The school district must take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings.

The school district must take reasonable measures to safeguard protected personally identifiable information considered sensitive consistent with applicable federal and state laws regarding privacy and obligations of confidentiality.

VII. ALLOWABLE USE OF FUNDS AND COST PRINCIPLES

A. Allowable Use of Funds.

The school district administration and board will enforce appropriate procedures and penalties for program, compliance, and accounting staff responsible for the allocation of federal grant costs based on their allowability and their conformity with federal cost principles to determine the allowability of costs.

B. Definitions

1. "Advance payment" means a payment that a federal awarding agency or passthrough entity makes by any appropriate payment mechanism, including a predetermined payment schedule, before the non-federal entity disburses the funds for program purposes.

2. "Allowable cost" means a cost that complies with all legal requirements that apply to a particular federal education program, including statutes, regulations, guidance, applications, and approved grant awards.

3. "Education Department General Administrative Regulations (EDGAR)" means a compilation of regulations that apply to federal education programs. These regulations contain important rules governing the administration of federal education programs and include rules affecting the allowable use of federal funds (including rules regarding allowable costs, the period of availability of federal awards, documentation requirements, and grants management requirements).

4. "Omni Circular" or "2 Code of Federal Regulations Part 200s" or "Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards" means federal cost principles that provide standards for determining whether costs may be charged to federal grants.

C. Allowable Costs. The following items are costs that may be allowable under the 2 Code of Federal Regulations, Part 200s under specific conditions:

1. Advertising and public relations;

2. Advisory councils;

3. Audit costs and related services;

4. Bonding costs;

5. Compensation - personal services;

6. Compensation - fringe benefits;

7. Conferences;

8. Contingency provisions;

9. Depreciation;

10. Employee health, and welfare costs;

11. Equipment and other capital expenditures;

12. Gains and losses on disposition of depreciable assets;

13. Insurance and indemnification;

14. Intellectual property;

15. Maintenance and repair costs;

16. Materials and supplies costs, including costs of computing devices;

17. Memberships, subscriptions, and professional activity costs;

18. Organization costs;

19. Participant costs;

20. Plant and security costs;

21. Pre-award costs;

22. Professional service costs;

23. Proposal costs;

24. Publication and printing costs;

25. Rearrangement and reconversion costs;

26. Recruiting costs;

27. Relocation costs of employees;

28. Rental costs of building and equipment;

29. Scholarships, student aid costs, and tuition remission;

30. Specialized service facilities;

31. Taxes;

32. Telecommunication and video surveillance costs;

33. Termination and standard closeout costs;

34. Training and education costs;

35. Transportation costs; and

36. Travel costs.

D. Costs Forbidden by Federal Law. 2 Code of Federal Regulations Part 200s and EDGAR identify certain costs that may never be paid with federal funds. The following list provides examples of such costs. If a cost is on this list, it may not be supported with federal funds. The fact that a cost is not on this list does not mean it is necessarily permissible. Other important restrictions apply to federal funds, such as those items detailed in the 2 Code of Federal Regulations Part 200s; thus, the following list is not exhaustive:

1. Alcoholic beverages;

2. Bad debts;

3. Contingency provisions (with limited exceptions);

4. Contributions and donations;

5. Entertainment (with limited exception);

6. Fines, penalties, damages, and other settlements;

7. Fundraising and investment management costs (with limited exceptions);

8. General costs of government expenses (with limited exceptions pertaining to Indian tribal governments and Councils of Government (COGs));

9. Goods or services for personal use;

10. Interest, except interest specifically stated in 2 Code of Federal Regulations section 200.449 as allowable;

11. Lobbying;

12. Losses or other Federal awards or contracts;

13. Selling and marketing;

14. Student activity costs;

15. Religious use;

16. The acquisition of real property (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs);

17. Construction (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs); and

18. Tuition charged or fees collected from students applied toward meeting matching, cost sharing, or maintenance of effort requirements of a program.

E. Program Allowability

1. Any cost paid with federal education funds must be permissible under the federal program that would support the cost.

2. Many federal education programs detail specific required and/or allowable uses of funds for that program. Issues such as eligibility, program

beneficiaries, caps or restrictions on certain types of program expenses, other program expenses, and other program specific requirements must be considered when performing the programmatic analysis.

3. The two largest federal K-12 programs, Title I, Part A, and the Individuals with Disabilities Education Act (IDEA), do not contain a use of funds section delineating the allowable uses of funds under those programs. In those cases, costs must be consistent with the purposes of the program in order to be allowable.

F. Federal Cost Principles

The Omni Circular defines the parameters for the permissible uses of federal funds. While many requirements are contained in the Omni Circular, it includes five core principles that serve as an important guide for effective grant management. These core principles require all costs to be:

1. Necessary for the proper and efficient performance or administration of the program.

2. Reasonable. An outside observer should clearly understand why a decision to spend money on a specific cost made sense in light of the cost, needs, and requirements of the program.

3. Allocable to the federal program that paid for the cost. A program must benefit in proportion to the amount charged to the federal program – for example, if a teacher is paid 50% with Title I funds, the teacher must work with the Title I program/students at least 50% of the time. Recipients also need to be able to track items or services purchased with federal funds so they can prove they were used for federal program purposes.

4. Authorized under state and local rules. All actions carried out with federal funds must be authorized and not prohibited by state and local laws and policies.

5. Adequately documented. A recipient must maintain proper documentation so as to provide evidence to monitors, auditors, or other oversight entities of how the funds were spent over the lifecycle of the grant.

G. Program Specific Fiscal Rules. The Omni Circular also contains specific rules on selected items of costs. Costs must comply with these rules in order to be paid with federal funds.

1. All federal education programs have certain program specific fiscal rules that apply. Determining which rules apply depends on the program; however, rules such as supplement, not supplant, maintenance of effort,

comparability, caps on certain uses of funds, etc., have an important impact when analyzing whether a particular cost is permissible.

2. Many state-administered programs require school districts to use federal program funds to supplement the amount of state, local, and, in some cases, other federal funds they spend on education costs and not to supplant (or replace) those funds. Generally, the "supplement, not supplant" provision means that federal funds must be used to supplement the level of funds from non-federal sources by providing additional services, staff, programs, or materials. In other words, federal funds normally cannot be used to pay for things that would otherwise be paid for with state or local funds (and, in some cases, with other federal funds).

3. Auditors generally presume supplanting has occurred in three situations:

   a. The school district uses federal funds to provide services that the school district is required to make available under other federal, state, or local laws.

   b. The school district uses federal funds to provide services that the school district provided with state or local funds in the prior year.

   c. The school district uses Title I, Part A, or Migrant Education Program funds to provide the same services to Title I or Migrant students that the school district provides with state or local funds to nonparticipating students.

4. These presumptions apply differently in different federal programs and also in schoolwide program schools. Staff should be familiar with the supplement not supplant provisions applicable to their program.

H. Approved Plans, Budgets, and Special Conditions

1. As required by the Omni Circular, all costs must be consistent with approved program plans and budgets.

2. Costs must also be consistent with all terms and conditions of federal awards, including any special conditions imposed on the school district's grants.

I. Training

1. The school district will provide training on the allowable use of federal funds to all staff involved in federal programs.

2. The school district will promote coordination between all staff involved in

federal programs through activities, such as routine staff meetings and training sessions.

J. Employee Sanctions. Any school district employee who violates this policy will be subject to discipline, as appropriate, up to and including the termination of employment.

K. Reduction in Aid

If the school district makes a purchase without a procurement policy adopted by the school board or makes a purchase not in conformity with the school district's procurement policy, the Commissioner may reduce that school district's state aid in an amount equal to the purchase.

L. Property, Financial Investments, and Contracting

The school district is subject to and must comply with Minnesota Statutes, sections 15.054 and 118A.01 to 118A.06 governing government property and financial investments and sections 471.38, 471.391, 471.392, and 471.425 governing municipal contracting.

M. Mandatory Disclosures

The school district must promptly disclose whenever, in connection with the Federal award (including any activities or subawards thereunder), it has credible evidence of the commission of a violation of Federal criminal law involving fraud, conflict of interest, bribery, or gratuity violations found in 18 United States Code or a violation of the civil False Claims Act (31 United States Code, sections 3729-3733).

The disclosure must be made in writing to the Federal agency, the agency's Office of Inspector General, and pass-through entity (if applicable). School districts are also required to report matters related to recipient integrity and performance in accordance with Appendix XII of this part. Failure to make required disclosures can result in any of the remedies described in 2 Code of Federal Regulations, section 200.339.

VIII. COMPENSATION – PERSONAL SERVICES EXPENSES AND REPORTING

A. Compensation – Personal Services

Costs of compensation are allowable to the extent that they satisfy the specific requirements of the Uniform Grant Guidance and that the total compensation for individual employees:

1. Is reasonable for the services rendered and conforms to the established

written policy of the school district consistently applied to both federal and non-federal activities; and

2. Follows an appointment made in accordance with a school district's written policies and meets the requirements of federal statute, where applicable.

Unless an arrangement is specifically authorized by a federal awarding agency, a school district must follow its written non-federal, entitywide policies and practices concerning the permissible extent of professional services that can be provided outside the school district for non-organizational compensation.

B. Compensation – Fringe Benefits

1. During leave.

The costs of fringe benefits in the form of regular compensation paid to employees during periods of authorized absences from the job, such as for annual leave, family-related leave, sick leave, holidays, court leave, military leave, administrative leave, and other similar benefits, are allowable if all of the following criteria are met:

a. They are provided under established written leave policies;

b. The costs are equitably allocated to all related activities, including federal awards; and

c. The accounting basis (cash or accrual) selected for costing each type of leave is consistently followed by the school district.

2. The costs of fringe benefits in the form of employer contributions or expenses for social security; employee life, health, unemployment, and worker's compensation insurance (except as indicated in 2 Code of Federal Regulations section 200.447(d)); pension plan costs; and other similar benefits are allowable, provided such benefits are granted under established written policies. Such benefits must be allocated to federal awards and all other activities in a manner consistent with the pattern of benefits attributable to the individuals or group(s) of employees whose salaries and wages are chargeable to such federal awards and other activities and charged as direct or indirect costs in accordance with the school district's accounting practices.

3. Actual claims paid to or on behalf of employees or former employees for workers' compensation, unemployment compensation, severance pay, and similar employee benefits (e.g., post-retirement health benefits) are allowable in the year of payment provided that the school district follows a

consistent costing policy.

4. Pension plan costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with the written policies of the school district.

5. Post-retirement costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with established written policies of the school district.

6. Costs of severance pay are allowable only to the extent that, in each case, severance pay is required by law; employer-employee agreement; established policy that constitutes, in effect, an implied agreement on the school district's part; or circumstances of the particular employment.

C. Insurance and Indemnification. Types and extent and cost of coverage are in accordance with the school district's policy and sound business practice.

C. Recruiting Costs. Short-term, travel visa costs (as opposed to longer-term, immigration visas) may be directly charged to a federal award, so long as they are:

1. Critical and necessary for the conduct of the project;

2. Allowable under the cost principles set forth in the Uniform Grant Guidance;

3. Consistent with the school district's cost accounting practices and school district policy; and

4. Meeting the definition of "direct cost" in the applicable cost principles of the Uniform Grant Guidance.

E. Travel Costs. Travel costs may be charged on an actual cost basis, on a per diem or mileage basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip, and results in charges consistent with those normally allowed in like circumstances in the school district's non-federally funded activities and in accordance with the school district's reimbursement policies.

Costs incurred by employees and officers for travel, including costs of lodging, other subsistence, and incidental expenses, must be considered reasonable and otherwise allowable only to the extent such costs do not exceed charges normally allowed by the school district in its regular operations according to the school district's written reimbursement and/or travel policies.

In addition, when costs are charged directly to the federal award, documentation must justify the following:

1. Participation of the individual is necessary to the federal award; and

2. The costs are reasonable and consistent with the school district's established travel policy.

Temporary dependent care costs above and beyond regular dependent care that directly results from travel to conferences is allowable provided the costs are:

1. A direct result of the individual's travel for the federal award;

2. Consistent with the school district's documented travel policy for all school district travel; and

3. Only temporary during the travel period.

X. SUBRECIPIENT MONITORING

A. The school district will:

1. Verify that the subrecipient is not excluded or disqualified in accordance with 2 Code of Federal Regulations, section 180.300. Verification methods are provided in section 180.300, which include confirming in SAM.gov that a potential subrecipient is not suspended, debarred, or otherwise excluded from receiving federal funds.

2. Ensure that every subaward is clearly identified to the subrecipient as a subaward and includes the information provided below. A pass-through entity must provide the best available information when some of the information below is unavailable. A pass-through entity must provide the unavailable information when it is obtained.

a. Required information includes:

(1) Federal award identification

i. Subrecipient's name (must match the name associated with its unique entity identifier);

ii. Subrecipient's unique entity identifier;

iii. Federal Award Identification Number (FAIN);

iv. Federal Award Date;

v. Subaward Period of Performance Start and End Date;

vi. Subaward Budget Period Start and End Date;

vii. Amount of Federal Funds Obligated in the subaward;

viii. Total Amount of Federal Funds Obligated to the subrecipient by the pass-through entity, including the current financial obligation;

ix. Total Amount of the Federal Award committed to the subrecipient by the pass-through entity;

x. Federal award project description, as required by the Federal Funding Accountability and Transparency Act (FFATA);

xi. Name of the Federal agency, pass-through entity, and contact information for awarding official of the pass-through entity;

xii. Assistance Listings title and number; the pass-through entity must identify the dollar amount made available under each Federal award and the Assistance Listings Number at the time of disbursement;

xiii. Identification of whether the federal award is for research and development; and

xiv. Indirect cost rate for the federal award (including if the de minimis rate is used in accordance with 2 Code of Federal Regulations, section 200.414).

(2) All requirements of the subaward, including requirements imposed by Federal statutes, regulations, and the terms and conditions of the Federal award;

(3) Any additional requirements that the pass-through entity imposes on the subrecipient for the pass-through entity to meet its responsibilities under the Federal award. This includes information and certifications (see 2 Code of Federal Regulations, section 200.415) required for submitting financial and performance reports that the pass-through entity must provide to the federal agency;

(4) Indirect cost rate:

(5) A requirement that the subrecipient permit the pass-through entity and auditors to access the subrecipient's records and financial statements for the pass-through entity to fulfill its monitoring requirements; and

(6) Appropriate terms and conditions concerning the closeout of the subaward.

3. Evaluate each subrecipient's fraud risk and risk of noncompliance with a subaward to determine the appropriate subrecipient monitoring described in 2 Code of Federal Regulations, section 200.332, paragraph (f). When evaluating a subrecipient's risk, a pass-through entity should consider the following:

a. The subrecipient's prior experience with the same or similar subawards;

b. The results of previous audits. This includes considering whether or not the subrecipient receives a Single Audit in accordance with 2 Code of Federal Regulations, part 200, subpart F and the extent to which the same or similar subawards have been audited as a major program;

c. Whether the subrecipient has new personnel or new or substantially changed systems; and

d. The extent and results of any federal agency monitoring (for example, if the subrecipient also receives federal awards directly from the federal agency).

4. If appropriate, consider implementing specific conditions in a subaward as described in 2 Code of Federal Regulations, section 200.208 and notify the Federal agency of the specific conditions.

5. Monitor the activities of a subrecipient as necessary to ensure that the subrecipient complies with Federal statutes, regulations, and the terms and conditions of the subaward. The pass-through entity is responsible for monitoring the overall performance of a subrecipient to ensure that the goals and objectives of the subaward are achieved. In monitoring a subrecipient, a pass-through entity must:

a. Review financial and performance reports.

b. Ensure that the subrecipient takes corrective action on all significant developments that negatively affect the subaward. Significant developments include Single Audit findings related to

the subaward, other audit findings, site visits, and written notifications from a subrecipient of adverse conditions which will impact their ability to meet the milestones or the objectives of a subaward. When significant developments negatively impact the subaward, a subrecipient must provide the pass-through entity with information on their plan for corrective action and any assistance needed to resolve the situation.

c. Issue a management decision for audit findings pertaining only to the Federal award provided to the subrecipient from the pass-through entity as required by 2 Code of Federal Regulations, section 200.521.

d. Resolve audit findings specifically related to the subaward. However, the pass-through entity is not responsible for resolving cross-cutting audit findings that apply to the subaward and other Federal awards or subawards. If a subrecipient has a current Single Audit report and has not been excluded from receiving Federal funding (meaning, has not been debarred or suspended), the pass-through entity may rely on the subrecipient's cognizant agency for audit or oversight agency for audit to perform audit follow-up and make management decisions related to cross-cutting audit findings in accordance with 2 Code of Federal Regulations, section 200.513(a)(4)(viii). Such reliance does not eliminate the responsibility of the pass-through entity to issue subawards that conform to agency and award-specific requirements, to manage risk through ongoing subaward monitoring, and to monitor the status of the findings that are specifically related to the subaward.

6. Depending upon the pass-through entity's assessment of the risk posed by the subrecipient (as described in 2 Code of Federal Regulations, section 200.332, paragraph (c)), the following monitoring tools may be useful for the pass-through entity to ensure proper accountability and compliance with program requirements and achievement of performance goals:

   a. Providing subrecipients with training and technical assistance on program-related matters;

   b. Performing site visits to review the subrecipient's program operations; and

   c. Arranging for agreed-upon-procedures engagements as described in 2 Code of Federal Regulations, section 200.425.

7. Verify that a subrecipient is audited as required by 2 Code of Federal Regulations, part 200, subpart F.

8. Consider whether the results of a subrecipient's audit, site visits, or other monitoring necessitate adjustments to the pass-through entity's records.

9. Consider taking enforcement action against noncompliant subrecipients as described in 2 Code of Federal Regulations, section 200.339 and in program regulations.

XI. CONFLICT OF INTEREST

A. Standards of Conduct

The school district will maintain written standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award and administration of contracts.

B. No employee, officer, agent, or board member may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, agent, or board member, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The employees, officers, agents, and board members of the school district may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. However, the school district may set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by employees, officers, agents, or board members of the school district. Disciplinary actions may be undertaken pursuant to the school district's Discipline, Suspension, and Dismissal of School Employees policy.

The school district's Conflict of Interest policies and procedures provide additional measures regarding conflicts of interest.

C. Organizational Conflicts of Interest

If the school district has a parent, affiliate, or subsidiary organization that is not a state, local government, or Indian tribe, the school district must maintain written standards concerning organizational conflicts of interest. Organizational conflicts of interest means that because of relationships with a parent company, affiliate, or subsidiary organization, the school district is unable or appears to be unable to be impartial in conducting a procurement action involving the related organization.

D. Disclosing Conflicts of Interest

The school district will disclose in writing any potential conflict of interest to MDE in accordance with established federal agency policies.

Legal References:
Minn. Stat. § 15.054 (Sale or Purchase of State Property; Penalty)
Minn. Stat. § 16C.28 (Contracts; Awards)
Minn. Stat. § 118A.01-.06 (Deposit and Investment of Local Public Funds)
Minn. Stat. § 123B.52 (Contracts)
Minn. Stat. § 471.345 (Uniform Municipal Contracting Law)
Minn. Stat. § 471.38 (Claims)
Minn. Stat. § 471.391 (Declaration Form)
Minn. Stat. § 471.392 (Penalty)
Minn. Stat. § 471.425 (Prompt Payment of Local Government Bills)
18 U.S.C. (Crimes and Criminal Procedures)
31 U.S.C. §§ 3729–3733 (False Claims)
2 C.F.R. § 180.215 (Which Nonprocurement Transactions are Not Covered Transactions)
2 C.F.R. § 180.300 (What Must I Do before I Enter Into a Covered Transaction with Another Person at the Next Lower Tier?)
2 C.F.R. 200 Subpart E (Cost Principles)
2 C.F.R. 200 Subpart F (Audit Requirements)
2 C.F.R. § 200.1 (Definitions)
2 C.F.R. § 200.101 (Applicability)
2 C.F.R. § 200.112 (Conflict of Interest)
2 C.F.R. § 200.113 (Mandatory Disclosures)
2 C.F.R. § 200.205(d) (Federal Awarding Agency Review of Merit of Proposals)
2 C.F.R. § 200.208 (Specific Conditions)
2 C.F.R. § 200.214 (Suspension and Debarment)
2 C.F.R. § 200.300(b) (Statutory and National Policy Requirements)
2 C.F.R. § 200.302 (Financial Management)
2 C.F.R. § 200.303 (Internal Controls)
2 C.F.R. § 200.305(b)(1) (Federal Payment)
2 C.F.R. § 200.310 (Insurance Coverage)
2 C.F.R. § 200.311 (Real Property)
2 C.F.R. § 200.312 (Federally-owned and Exempt Property)
2 C.F.R. § 200.313(d) (Equipment)
2 C.F.R. § 200.314 (Supplies)
2 C.F.R. § 200.315 (Intangible Property)
2 C.F.R. § 200.318 (General Procurement Standards)
2 C.F.R. § 200.319 (Competition)
2 C.F.R. § 200.320 (Methods of Procurement to be Followed)
2 C.F.R. § 200.321 (Contracting with Small and Minority Businesses, Women's Business Enterprises, and Labor Surplus Area Firms)

2 C.F.R. § 200.328 (Financial Reporting)
2 C.F.R. § 200.332 (Requirements for Pass-Through Entities)
2 C.F.R. § 200.339 (Remedies for Noncompliance)
2 C.F.R. § 200.403(c) (Factors Affecting Allowability of Costs)
2 C.F.R. § 200.413 (Direct Costs)
2 C.F.R. § 200.414 (Indirect Costs)
2 C.F.R. § 200.415 (Required Certifications)
2 C.F.R. § 200.425 (Audit Services)
2 C.F.R. § 200.430 (Compensation – Personal Services)
2 C.F.R. § 200.431 (Compensation – Fringe Benefits)
2 C.F.R. § 200.447 (Insurance and Indemnification)
2 C.F.R. § 200.463 (Recruiting Costs)
2 C.F.R. § 200.464 (Relocation Costs of Employees)
2 C.F.R. § 200.474 (Transportation Costs)
2 C.F.R. § 200.475 (Travel Costs)
2 C.F.R. § 200.513 (Responsibilities)
2 C.F.R. § 200.521 (Management Decisions)
45 C.F.R. § 75.2 (Definitions)
45 C.F.R. § 75.317 (Insurance Coverage)
45 C.F.R. § 75.320 (Equipment)
48 C.F.R. Subpart 2.1 (Definitions)

Cross References: MSBA/MASA Model Policy 208 (Development, Adoption, and Implementation of Policies)
MSBA/MASA Model Policy 210 (Conflict of Interest – School Board Members)
MSBA/MASA Model Policy 412 (Expense Reimbursement)
MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)
MSBA/MASA Model Policy 701.1 (Modification of School District Budget)
MSBA/MASA Model Policy 702 (Accounting)
MSBA/MASA Model Policy 703 (Annual Audit)

Resources: Minnesota Department of Education (MDE): *Procurement Handbook* [January 8, 2025] (accessed 01/07/26)
MDE: *Competitive Proposal Method* [April 2020] (accessed 01/07/26)
Office of Management and Budget: *OMB Guidance for Federal Financial Assistance (Uniform Guidance)* (accessed 02/20/26)
U.S. DOE: *Education Department General Administrative Regulations (EDGAR) and Other Applicable Grant Regulations* (accessed 01/09/26)
U.S. DOE: *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (accessed 01/09/26)

PERSONNEL ITEMS:

(New Hires, Resignations, Retirements, Terminations, Leave Requests, Assignmnet Changes)

New Hire

NAME	ASSIGNMENT	LOCATION	LANE/GRADE	STEP	SALARY/HRLY RATE	EFFECTIVE DATE
Fredericksen, Cole	Building Engineer	High School	1	6	$25.76	8/3/2026
Way, Jennifer	Administrative Assistant, 12 month	Elementary School	2	8	$27.81	8/3/2026
McGarry, Madalyn	Coach, JV Girls Soccer	High School	N/A	N/A	$3,100.00	8/17/2026
Newman, Joshua	Coach, JV Girls Tennis	High School	N/A	N/A	$2,919.00	8/17/2026
Steffen, Madyson	Coach, B/C Volleyball	High School	N/A	N/A	$2,926.00	8/17/2026
Martin, Mitchelle	Teacher, Kindergarten	Elementary School	BA	1	$52,706.00	8/24/2026
Paulseth, Noah	LTS - Teacher, Grade 2	Elementary School	BA	1	$286.45/day	8/25/2026
Tietz, Audrey	LTS - Teacher, Grade 4	Elementary School	BA	1	$286.45/day	8/25/2026
Boyd, Amanda	Assistant Site Lead	Elementary School	2	3	$21.85	8/25/2026
Sinke, Drew	Coach, Head Softball	High School	N/A	N/A	$5,130.00	3/15/2027

NAME	STATUS	ASSIGNMENT	LOCATION	EFFECTIVE DATE
Bedney, Dillon	Resignation	Paraprofessional, Special Education	Elementary School	8/21/2026

JORDAN HIGH SCHOOL
2026-2027 PARENT/GUARDIAN AND STUDENT HANDBOOK

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

The Jordan School District's vision is to:

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

Directory of Information

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

Jordan Schools Policies	Current policy information can be found at link below:
Jordan Public Schools Board Policies	

Jordan High School Staff	Current Jordan High School instructional and support staff can be found at link below:
Jordan Public Schools Staff Directory	

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PURPOSE OF HANDBOOK

This handbook is intended to serve as a guide for Jordan High School students and their families. The handbook provides information for parents and students regarding academic opportunities, student life information, the attendance policy, and behavioral expectations. Education is a cooperative venture between parents, teachers, and administrators working toward the goal of the betterment of young people and the community.

***If you would like to request a print version of this handbook or are unable to access any information, for any reason, please contact the JHS office for assistance.

CONTACT INFORMATION

Principal, Jeff Vizenor……..…….. 492-4401
School Counselor, Robin Whiteside…….. 492-4403
School Social Worker, Rachel Rydberg…….... 492-4471
Dean of Students, Jeff Christ……..…. 492-4404
Activities Director, Brittany Barker…… 492-4399

SCHEDULES

Monday/Tuesday/Thursday/Friday

First Hour: 8:00 – 8:50 (50 minutes)
Second Hour: 8:55 – 9:55 (60 minutes) - 2nd Chance Breakfast
Third Hour: 10:00 – 10:50 (50 minutes)
Fourth Hour: 10:55 - 12:15 (80 minutes total) **Class: 50 minutes Lunch: 30 minutes**

Early Lunch		Late Lunch	
Lunch:	10:55-11:25	Class:	10:55-11:45
Class:	11:25-12:15	Lunch:	11:45-12:15

Fifth Hour: 12:20 – 1:10 (50 minutes)
Sixth Hour: 1:15 – 2:05 (50 minutes)
Seventh Hour: 2:10 – 3:00 (50 minutes)

Wednesday (Will start in October)

PRIDE Time 8:00 – 9:05 (65 minutes)
First Hour: 9:10 – 9:50 (40 minutes)
Second Hour: 9:55 – 10:45 (50 minutes) - 2nd Chance Breakfast Hour
Third Hour: 10:50 – 11:30 (40 minutes)
Fourth Hour: 11:35 - 12:45 (70 minutes total) **Class: 40 minutes Lunch: 30 minutes**

Early Lunch		Late Lunch	
Lunch:	11:35-12:05	Class:	11:35-12:15
Class:	12:05-12:45	Lunch:	12:15-12:45

Fifth Hour: 12:50 – 1:30 (40 minutes)
Sixth Hour: 1:35 – 2:15 (40 minutes)
Seventh Hour: 2:20 – 3:00 (40 minutes)

Schedule 2: Early Release

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

Schedule 3: Late Start

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

ACADEMIC PROCEDURES

ACADEMIC AWARDS:

High-achieving students will be recognized at an awards ceremony in the spring. Students in grade nine, ten, and eleven who maintain a grade point average of 4.0 or higher will earn a Pacesetter Award. This is tabulated at the end of the 1st semester. Students who perform in the top five percent of their class in each subject area will be recognized. See Honor Graduates for senior awards on page 9 of the handbook.

ACADEMICALLY CHALLENGING COURSES:

All Jordan students are encouraged to take courses that will provide them with the appropriate challenge for their future education and career goals. Students who are high academic achievers will want to consider the most rigorous coursework available. Parents and students should be aware of some of the courses that provide additional challenge:

College in the Schools College Algebra through Modeling
College in the Schools Calculus
College in the Schools Human Physiology
Advanced Placement Chemistry
Concurrent Enrollment US History
Concurrent Enrollment World History
Concurrent Enrollment Health Care and Medicine
Concurrent Enrollment Introduction to Composition
Concurrent Enrollment Introduction to Education
Concurrent Enrollment Introduction to Literature
Concurrent Enrollment Foundations of Writing and Rhetoric
Concurrent Enrollment Public Speaking
Concurrent Enrollment Spanish IV and Spanish V
Concurrent Enrollment Musicology

CREDIT REQUIREMENTS FOR GRADUATION:

Students are responsible for keeping track of their credits and monitoring their status for graduation. Students must enroll in a minimum of five credit-bearing classes to be considered a student at Jordan High School.

Graduation Requirements: 2027		**Graduation Requirement:** 2028, 2029, 2030	
English:	Full year of English 9 Full year of English 10 Four semesters to include: one literature, one speaking, one writing, and one elective choice.	**English**:	Full year of English 9 Full year of English 10 Four semesters to include: one literature, one speaking, one writing, and one elective choice.
Social Studies:	Full year of Civics Full year of American History Full year of World History One semester of Economics	**Social Studies:**	Full year of Social 9 Full year of American History Full year of World History One semester of Economics

	One semester Social Studies Elective
Mathematics:	Three full years Mathematics
Science:	Full year of Physical Science
	Full year of Biology
	Full year of a Chemistry
Health/PE:	One semester of PE 9
	One semester of PE 10
	One semester of Health
Fine Arts:	Two semesters of Fine Arts which include: Any Art course, Any Music Education, Fashion/Interior Design or Computer Graphics
Business:	One semester of Freshman Academy
Electives:	Seven credits, which may be made up of full year or semester long courses

	One semester Civics
Mathematics:	Three full years Mathematics
Science:	Full year of Physical Science (or GeoScience)
	Full year of Biology
	Full year of a Chemistry
Health/PE:	One semester of PE 9
	One semester of PE elective
	One semester of Health
Fine Arts:	Two semesters of Fine Arts which include: Any Art course, Any Music Education, Fashion/Interior Design or Computer Graphics
Business:	One semester of Personal Finance
Electives:	Seven credits, which may be made up of full year or semester long courses

CREDIT MAKEUP:

Students can make up credits by attending summer school through the Southwest Metro Educational Cooperative or at Jordan High School. Students must provide their own transportation. Students may also participate in extended day services where they earn credits at the high school after school hours once a week. Credits will be made up using an online program where they must complete all work at a grade of 70% or higher. Students are also required to have 60 hours of seat time for the credit recovery program. Students should see Ms. Whiteside or Ms. Rydberg for help when determining the best way to make up credits.

COMMENCEMENT PROCEDURE:

To participate in graduation ceremonies, seniors must have completed all graduation requirements. Jordan High School students must have earned 24 credits (each semester course equals one-half credit and each year long course equals one credit) and completed the requirements outlined by the State of Minnesota regarding graduation tests. All students participating in the graduation ceremony must wear the graduation attire selected by the class and school. Students wanting to wear culturally significant items at commencement need to get prior approval of the High School principal. Students do not need to participate in the graduation ceremony to receive a diploma. Seniors who do not qualify for participation in commencement may attend the all-night party.

FEES:

Public Education in Minnesota is free to all students who are residents. However, fees may be charged to you under the following circumstances:

1. A minimal fee will be charged for class projects in classes such as FACS, Industrial Arts, Art, etc. Students opting to do a different project other than the one chosen for the class will pay for all supplies. In either case, the project is the student's to keep.

2. Cost of school equipment or material destroyed or broken or unduly damaged through carelessness or failure to follow the instructions in the amount necessary to restore the item involved to service.
3. Costs of field trips which are made available from time to time but are not required as part of a course should the students elect to participate in the field trip.
4. Cost of the school yearbook, graduation announcements, or class rings, should the student elect to order any of these items.
5. Admission fees for plays, athletic events, and other programs or activities which the student may attend at their option.
6. Students are required to furnish their own paper, pencils, pens, notebooks, calculators, graph paper, sketch pads, gym clothing, athletic shoes, and other items of personal equipment.

Fees unpaid within 30 days of the end of the school year may be collected through action in small claims court or other appropriate means. These procedures are in accordance with and governed by the MINNESOTA PUBLIC SCHOOL FEE LAW, MSA 120.71 - 120.76.

GRADE POINTS:

Students who complete Concurrent Enrollment, Advanced Placement or College in the Schools courses will receive dual credit. This means they will get a grade for Jordan High School and a grade from the cooperating university. The grading scales for each may be different. See below for the grading scale for the Jordan High School Concurrent Enrollment, Advanced Placement or College in the Schools courses. Due to state legislation changes, weighted grading has been discontinued starting with the 2025-2026 school year.

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

A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
C-	1.67
D+	1.33
D	1.0
F	0

GRADING SCALE:

The high school grading scale is as follows:

General Education Classes

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%

Concurrent Enrollment/CIS/Ap Classes

A	90 - 100%
A-	89 - 87%
B+	86 - 84%
B	80 - 83%
B-	79 - 77%
C+	76 - 74%
C	70 - 73%
C-	69 - 67%
D+	66 - 64%
D	63 - 60%
D-	59 - 57%
F	0 - 56%

HONOR GRADUATES:
At graduation "Highest Honors" will be awarded to those students who maintained a Grade Point Average at 4.0 and above throughout their high school career. The determination for this honor is made at the end of the first semester of the student's senior year. Highest Honors students will wear gold cords at graduation and will be recognized in the program. "High Honors" will be awarded to those students who maintained a 3.8 to 3.99 Grade Point Average throughout their high school career. High Honors students will wear silver cords at graduation and will be recognized in the program. Students with a 3.5 to 3. 79 Grade Point Average will graduate as honor students. Honors students will wear white cords at graduation and will be recognized in the program. PSEO student grades will be credited in high school records and class rank.

HONOR ROLL:
A letter system is used for evaluating scholastic achievement. Report cards are distributed at the end of each semester. At the end of each semester an honor roll is established which recognizes scholastic excellence. "A" honor roll is achieved with a 3.67 grade point average and above and "B" honor roll is achieved with a 3.0 to 3.66 grade point average.

INCOMPLETE GRADES:
Students generally have two weeks after the end of a semester to complete an Incomplete grade at the end of a semester or they will become an "F." Students with Incompletes are not included on the Honor Roll. Students are responsible for acquiring assignments by either checking the teachers' Google Classroom and/or speaking directly with teachers.

INDEPENDENT STUDY POLICY:
1. Students are generally not allowed to take a required course through Independent Study.
2. Students must complete the required paperwork within ten days of the start of a semester.
3. Students will receive Pass/Fail grades on courses taken through Independent Study. The credit will count toward graduation requirements and the student's GPA will not be affected.
4. As a general rule, students will not be allowed to substitute an Independent Study class for a course already offered.

INTERNET ACCEPTABLE USE AND SAFETY:
All students and parents must read the district Internet Acceptable Use and Safety Policy. The policy can be found on page 31 of this handbook. Students must sign the Acceptable Use and Safety Policy Agreement prior to being granted access to the district Internet. The form can be found on the high school website under student life and technology.

MN STATE TESTING:
Parents/guardians have a right to not have their student participate in state-required standardized assessments. Minnesota statute requires that districts provide information about statewide assessments to parents/guardians and include a form to complete if they refuse to have their student participate. The form is available on the Jordan Public Schools website in English and Spanish. JPS Teaching and Learning-Testing
Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments administered in high school, may be granted free admission to a public school and is available to any resident under 21 years of age.

NATIONAL HONOR SOCIETY:
National Honor Society (NHS) is a nationally recognized student recognition program. Students selected

for NHS demonstrate achievement in scholarship, character, leadership and service. Current juniors and seniors meeting the scholastic requirements are eligible for the National Honor Society. Starting with the fall of 2025, juniors will apply in the fall for admission and be required to have a 3.8 average to be eligible to apply for NHS. Seniors will need to have a 3.67 average to apply. The student's GPA is not the only consideration for admission into the National Honor Society. Eligible students are rated by the Faculty Council on character, leadership and service. Invitations to apply are sent to students in the fall of each academic year.

PARENT-TEACHER-STUDENT CONFERENCES:
Conferences provide parents an opportunity to meet and start a dialogue with teachers. An extended discussion is not possible, as parents and teachers are asked to observe a five-minute time limit. Parents who would like an in-depth conversation should schedule an appointment with the teacher for a different date. Parents are encouraged to bring students to conferences.

POST-SECONDARY ENROLLMENT OPTIONS (PSEO):
PSEO provides eleventh and twelfth grade students, who meet the qualifications of the post-secondary school of their choice, the opportunity to take college courses for high school and college credit. The costs of attending are paid for the student, whose primary financial responsibility is transportation to and from the school. Credits count toward students' diplomas and toward their high school grade point averages.
Different post-secondary schools have different entrance requirements. At Normandale Community College high school students must be in the top one third of their class as juniors if they wish to take a single class and the top ten percent to take more than one class at a time. As seniors, they need to be in the top half to take a single course or at the top third for multiple courses. Normandale will also consider students' performance on the Preliminary Scholastic Aptitude Test (PSAT) or the ACT college entrance exam if they are not eligible by virtue of their class rank.
If a student drops a PSEO course after the permitted college drop period the student will receive a "W" on their college transcript and a "F" on their high school transcript. This will impact their high school GPA, class rank and activities eligibility.
Students who are interested in learning more about PSEO or applying for PSEO may see the counselor. The best time to see the counselor is in the spring before planning a PSEO experience. **The deadline for applications is May 1, 2027 for the fall 2027-2028 school year and October 30, 2026 for the winter 2026-2027 school year.**

PROFICIENCY/DEFICIENCY NOTICE:
Parents will be informed when students are doing exceptionally fine work in a particular class, are failing or close to failing a class, or not doing as well as expected. Teachers who have concerns about students will contact parents via e-mail or telephone. Parents and students should monitor student progress through the Infinite Campus Parent Portal and Google Classroom. It is encouraged that families with concerns about a student's grades reach out to the teacher via email.

REGISTRATION AND SCHEDULE CHANGES:
Students register the previous spring for courses in the next school year. Schedule changes are discouraged and are kept to a minimum. Please see the school counselor if a schedule change is necessary. Once a semester begins, changes are highly discouraged unless a credit deficiency is noticed, a teacher recommends a change, a student has too many study halls, or an error was made. A course dropped after the first two weeks of each semester will result in the student receiving an "F" on their permanent record and they will be placed in a study hall.

REPORT CARDS:
Report Cards will be issued at the end of each semester. Credits are earned at the end of the first and second semesters. Cumulative Grade Point Averages are based on semester grades. Mid-term report cards and first semester report cards will be carried home by students. Second semester report cards will be released on Infinite Campus. Students receiving incompletes have a reasonable time (usually two weeks) to complete missing work. Students are responsible for finding out what is missing and getting it to the teacher.

SAIL (STUDENTS ADJUSTING IN LIFE):
SAIL is a program for students who struggle academically. They may have organizational issues that have resulted in failing grades or they may need help studying. Students are placed in SAIL through the Intervention Team. We also have an alternative for SAIL called REACH that supports student needs beyond academics. This program will be similar to SAIL, but with components of Social and Emotional learning and growth.

SURGE (STRIVING UPWARDS FOR GOALS IN EDUCATION):
The Jordan ALP is a school within a school. It will be housed at Jordan High School in room S508. It is an alternative program for students that wish to remain in a traditional high school setting but need smaller class size with fewer distractions. The program will have between 12-15 students enrolled at any one time. ALP staff will focus on improving attendance, building self esteem, and developing relationships with students and families. Students in the program will be able to access multiple course work concepts:
Curriculum Delivery:

- Teacher-directed curriculum (traditional JHS class)
- Project based curriculum with advising
- Online instruction via Edmentum
- Credit recovery opportunities via PLATO online curriculum
- Possible work based learning component depending on eligibility
- Each student is required to complete a Continual Learning Plan which outlines student goals, requirements and expectations of each program.
- Behavior expectations will be the same as Jordan High School

Students will be required to take MN competency tests in reading, math, and science. They will have access to all academic and extracurricular activities offered at Jordan High School. Students will also have access to all JHS support services including, but not limited to school guidance, academic counseling, health services, career counseling, and transportation to Jordan High School.

GOOGLE CLASSROOM:
The use of electronics has become an important part of the school experience for students as we prepare them for what awaits them beyond high school. Teachers will use Google Classroom, a learning management system, to keep parents and students informed about assignments.
Students will see folders organized by courses when they open Google Classroom. Parents can work with their students to look at their folders or sign up for Google Classroom updates. In the course folders, teachers will list individual units that may include presentations, links, videos, assignments, and other curriculum information.

SOUTHWEST METRO INTERMEDIATE DISTRICT:
The Southwest Metro Intermediate District Center serves the Jordan, Central, New Prague, Prior Lake, Shakopee, Waconia, Watertown-Mayer, Tri-City United, Belle Plaine and Eastern Carver County school districts. It is designed to provide courses and programs districts might not be able to provide

individually. Seniors may register for vocational courses offered at the Southwest Metro Intermediate District. Students are subject to the same academic, behavioral, and attendance expectations at the Co-op that they are expected of at Jordan High School. Students enrolled in these programs will have to provide their own transportation.

STUDENT AIDES:
Students will be allowed to receive one-fourth (¼) credit per semester for serving as a student aide for a maximum of two semesters during their junior and senior years. Student aides will receive a pass/ fail grade. A passing grade will not be used in the determination of a student's grade point average or class rank. The one-fourth credit will count as an elective credit.

STATE STANDARDIZED TESTS:
As a parent/guardian you have the right to choose for your child on their participation on standardized tests. That information can be found at this link.

TRANSCRIPTS:
Jordan High School is working with Parchment Exchange to make ordering transcripts easier for you. Transcripts can be delivered to your home, job, Insurance company or the colleges you choose. Simply create an account and follow the step by step process to order your transcript today. PARCHMENT LINK

PARENT VOLUNTEERS:
Parents/guardians are welcome in the schools and are encouraged to volunteer in their child's classrooms. To volunteer in the school or for an event, parents/guardians should contact the building principal or school office to receive the necessary forms to complete. Parents/guardians who visit the school should sign in at the office before entering a classroom. All volunteers will be required to complete a criminal background check by the BCA (Bureau of Criminal Apprehension) prior to working with students. The school district will pay for the BCA background check for volunteers who will be working with students in the classroom setting. Volunteers will pay for the BCA criminal background check that will supervise students outside of school, such as for a field trip or school-related event. All background checks are good for one year.

WORK EXPERIENCE AND WORK BASED LEARNING:
The work experience course provides students with opportunities for hands-on learning experiences in the workplace. Gainfully employed students are able to apply the skills and knowledge learned in previous CTE and general education courses within a professional work environment allowing students to interact with professionals in the working world. Goals are set cooperatively by the student, teacher, employer, and students. This credit-bearing opportunity cultivates on-the-job skills as students engage in personal employment.

Key Notes: Students are responsible for securing their own employment. Work Based Learning teachers can help support students; however, it is the student's responsibility to find and maintain employment. Students must work a minimum of 45 hours to receive .5 credit and 90 hours to receive 1 credit. Students also provide their own transportation.

STUDENT LIFE

ACTIVITIES:

Students are encouraged to participate in the many activities available at Jordan High School. They include athletics, band, vocal, clubs, drama, yearbook, speech, and Knowledge Bowl. Many times these activities are referred to as the other half of a well rounded education. All activities whether associated with the Minnesota State High School League or not will follow the rules for eligibility set down by the League. All activities will also follow academic eligibility rules as set down by the school (see Extracurricular Student Eligibility Standards.) A separate policy handbook pertaining to extracurricular rules, philosophy, and responsibilities is available through the Activities Director.

FULL YEAR ACTIVITIES

Instrumental Music	Director Burnside
Knowledge Bowl	Ms. Rydberg
National Honor Society	Ms. Jans
Spanish Club	Ms. Peters
Student Council	Ms. Barker and Mr. Vizenor
Vocal Music	Mr. Moll
ESports	Tyler Nelson

FALL ACTIVITIES

Boys Soccer	Coach Wareham
Cheerleading	Coach Ruehling
Debate	Ms. Peters
Fall Play	Director Wignall
Football	Coach Sand
Girls & Boys Cross Country	Coach Nylander
Girls Soccer	Coach Steele
Girls Tennis	Coach Bailey
Volleyball	Coach Attig
Weight Room	Varies by Season

WINTER ACTIVITIES

Boys Basketball	Coach Cordes
Girls Basketball	Coach Johnson
One Act Play	Director Wignall
Robotics	Mr. McClellan
Speech	Coach Peters
Weight Room	Varies by Season
Wrestling	Coach Stauffacher

SPRING ACTIVITIES

Baseball	Coach Arnold
Girls & Boys Golf	Coach Sand/Coach Hennen
Girls & Boys Track	Coach Walerius/ Coach Nylander
Softball	Coach Sinke
Speech	Coach Peters
Spring Play	Director Wignall
Trap Shoot (Club)	Coach Radick
Weight Room	Varies by Season

ACTIVITY FEES:
The school board shall adopt student user fees to help offset the cost of supplies, equipment, and apparel. For more details reference the activities website at https://jordanactivities.org/fees-passes/

ATHLETIC EVENTS SCHEDULES:
For the most up-to-date listing of grades 7-12 athletic events, log on to the schedule website and choose Calendars on the home page.

CLOSED CAMPUS:
Jordan High School is a closed campus. Students must stay in school from the time they arrive until the time they are dismissed or until they are picked up by the bus. Students serving as aides in the elementary or middle school or who attend Industrial Technology classes at the middle school **are not to drive to the school.** Any student leaving the school building must check out through the main office. Approval from the principal or dean of students is needed to leave for personal or emergency situations. Students can earn the opportunity to go off campus for lunch by getting a PRIDE pass for exceptional work. CE/CIS/AP courses also have "flex days" where students can be getting extra help from instructors or working off campus on their classwork.

DANCES:
The following rules will apply to all dances:

1. Any dance held at Jordan High School and sponsored by a class or organization of the high school shall be for students of Jordan High School and guests when permitted.
2. Dances will generally begin at 8:00 and conclude at 11:00.
3. A student of JHS may invite a guest to the dance.
    a. The guest must be at least a freshman in high school and not older than 21 years of age. Freshmen are not permitted to attend Prom.
    b. The guest must be registered in the office prior to the dance by completing a Dance Guest Registration Form.
4. Starting times for dances will be advertised and all dances will end no later than 11:00.
5. Once doors are locked, students will not be admitted. Students cannot leave the dance and re-enter.
6. Students not dressed appropriately will be refused admittance.
7. Students with detentions older than 48 hours will not be allowed to attend dances. Students that are suspended during the time frame of the dance are not allowed to attend.
8. Chemical, alcohol, or tobacco use must be reported at once to the advisor in charge. This person will inform the principal of the details. Students under the influence of mood altering chemicals or alcohol will be detained and the parents/guardians and police will be called.

DETENTION:
Detention is a study time assigned to students as a consequence for violating school rules before, during, or after school or lunch time. Only the principal or dean may assign a student to the detention room, although teachers may submit detention for specific classroom reasons. The time assigned will be 24 hours after the student has received the detention notice so as to allow arrangements to be made with parents for transportation home. The school district assumes no responsibility for the welfare or transportation of students following detention. Detention is held Wednesdays from 3:15 pm - 4:00 pm (or as arranged by teacher or administration). A referral form will be sent home or a phone call will be made to inform parents of the detention. Seniors who have not attended detention will lose Senior Privileges. Students who do not serve detentions will be subjected to increased penalties.

EMERGENCY PROCEDURES:
Posted in each room is a notice related to evacuation and shelter in the event of an emergency. FOLLOW THESE DIRECTIONS unless an emergency causes other directions to be given. When exiting the building, move promptly, but without running. Keep orderly lines. All students and all school employees are to leave the building and are not to return until the all clear is given. Those leaving the building first are to go 300 feet away from the building. In the case of a tornado drill or warning, teachers will direct students to follow the signs posted in each room.
It may become necessary to evacuate or lockdown the building because of an emergency. Students will be notified of such an emergency over the intercom or by classroom teachers. All students are expected to follow the emergency directions given by adult supervisors. Emergency evacuation and lockdown procedures will be practiced.

EMERGENCY SCHOOL CLOSINGS:
The District will notify families directly using the District Website (isd717.org), our Blackboard Notification system (email/phone call), Facebook (https://www.facebook.com/ISD717), and Twitter (https://twitter.com/ISD717). Parents/guardians should make sure phone numbers and email addresses are accurately entered into their Infinite Campus Parent Portal to ensure phone calls and messages will be delivered correctly. If you don't receive notifications, please contact an appropriate building secretary or the District Office. Announcements will also be made on WCCO-TV, KSTP-TV, KARE 11, FOX 9 TV, KCHK Radio, and WCCO 830 AM Radio. The District's Website (isd717.org) and social media accounts are updated to reflect school closing information as soon as possible after the announcements are made. We ask that, except in an emergency, families please not call the school office because phone lines are needed for administrative use. An exception is if there is an emergency that the District should be made aware of immediately.

EXTRA-CURRICULAR STUDENT ELIGIBILITY STANDARDS:
Academic Achievement and co-curricular activity participation go hand in hand to promote the educational growth of each student. For this reason and to encourage achievement in both curricular and co-curricular areas, the following academic standards and eligibility guidelines have been established. In order to be eligible for all co-curricular events, students must have all school work current and up to a passing level. Please see the Activities Handbook for more details about academic eligibility standards.

Minnesota State High School League rules mandate students with chemical use/abuse violations will be excluded from competition per the following time frames:

- First violation: Two events or two weeks, whichever is greater
- Second violation: Six events or three weeks, whichever is greater
- Third violation: Twelve events or four weeks, whichever is greater

As soon as practical at the beginning of each season, informational meetings will be held for students to explain the Minnesota State High School League Rules.

FAMILY ACTIVITY NIGHT:
Wednesday evening shall be designated as Family Night in Jordan. Efforts will be made to avoid school activities for students this evening. All practices scheduled on that day will end at 6:15. This will allow families to plan family activities for their children.

SCHOOL NURSE

JHS employs the services of a school nurse on site. The school nurse attends to the needs of ill or injured students, maintains student medical records, and monitors the immunization records of students. The nurse is also in charge of vision and hearing. Parents of students new to the system or parents having questions about medical or immunization records may reach the nurse at 952-492-4410.

Immunization Requirements

All students entering 9th grade or new to the district must show proof of current immunization status to be enrolled in public schools.

The immunizations required are as follows:

- DTaP - 5 shot series with Tdap booster on or after their 11th birthday
- Meningococcal on or after their 11th birthday (initial immunization), 2nd dose on or after their 16th birthday
- Polio - 4 shots series
- MMR (Measles, Mumps, and Rubella) - 2 shot series
- Hepatitis B - 3 shots series
- Varicella (Chicken Pox) - 2 shot series or date of disease (month / year)

The only exemptions to Minnesota Immunization requirements are:

- Medical exemption - requires a physician note
- Exemption due to conscientiously held beliefs against immunization - this requires a notarized signature.

All immunization dates must show month, day, and year received. Immunizations for 9th and 12th grade students must be completed and the records turned into the high school office by the second week of August. If immunization records are not received by the due date, there will be one reminder letter sent. If no records are received by the second week of school, students will not be able to attend school.

Medication Policies

All prescription or nonprescription medications to be taken by a student during school hours **MUST** be kept in the office and administered by appropriate school personnel for primary school students. Secondary students may self-carry medication with written authorization from parents/guardians. Parents/Guardian or physicians must notify the office when medication is required to be taken at school and must provide the following:

1. A signed "Authorization to Administer Medications at School" form. A new form must be completed at the beginning of each new school year.
2. Non-prescription FDA approved medications must come in the original labeled container, with a signed permission form.
3. Prescription medication must come to school in the original prescription container appropriately labeled by a pharmacy. The container will be labeled with the student's name, name of the medication, dosage, directions for administration, the name of the person licensed to prescribe, name of manufacturer of the drug, and the date of the original issue or renewal.
4. Students are not allowed to have any medications, unless there is a written agreement between the school district, the parent and/or the prescriber (i.e. inhalers). Controlled

substances are never to be carried by a student or self-administered.

5. **The school will not keep *any stock medication* for student use.**

Health Policies

Children should be kept at home if they have any of the following symptoms:

· Vomiting (return 24 hours after the last incident of vomiting)
· Illness when they are unable to participate in routine activities
· Temperature of 100.4 degrees or more (must be fever free for 24 hours without fever reducing medication before returning to school)
· Diarrhea (return 24 hours after the last incident of diarrhea)
· Rash until medical exam indicates it is not a communicable disease
· Mouth sores with drooling
· Unusual color of skin, eyes, stool or urine

If any of these occur, keep the child at home until recovered, call a family doctor for an accurate diagnosis and proper care.

Students with known allergy issues should contact the school nurse and any teachers who may be using those types of allergens in classes (foods and chemistry). If you have any health issues/concerns and/or questions regarding immunizations, medication or health policies please contact the school nurse at 952-492-4410.

LOCKERS AND TEXTBOOKS:

Lockers, locks, Chromebooks, and textbooks will be issued to students at the beginning of the year. They are the property of the school, and students are responsible for their care. Damages caused by misuse or carelessness will be charged to the student responsible. Any locker malfunction should be reported to the office. Students are cautioned not to keep money or other valuables in their lockers. The school is not responsible for lost or stolen items. Students are not to give their locker combinations to others. Under state law, lockers may be examined at any time by school officials. 9th grade students will be assigned a locker and lock. Students in grades 10-12 may request one. **All athletic and PE lockers will be assigned and school issued locks will be used in the locker room.**

MESSAGES:

In emergency situations, students will be called to the office. All other messages will be posted on monitors in the hallways by the office staff. The office telephone is for school business only. Cell phones are not to be used in the classroom and must be silent. Students who have special circumstances should get permission from the office staff to have their phones on in the classroom. A student phone is available in the Commons for students to use before and after school as well as between classes. Please contact the high school office if you are trying to reach your child instead of calling or texting them during instructional class time. Messages to students during class time is a disruption to your child and other students.

PARKING:

All students are encouraged to ride district buses to Jordan High School. Students who must drive to school should keep in mind the following restrictions.

1. Student parking is provided in the west parking lot with the purchase of a $100 annual permit (display in lower corner of front windshield). **Cost for a parking permit will increase after JHS Open House night to $125.**
2. Permits may not be given or sold to another student.
3. Motorized vehicles must display the proper parking permit.
4. Cars parked illegally will be ticketed or towed away at the owner's expense.

5. Students are not allowed to go to their car during school hours without the permission of the principal, office, or dean of students.
6. Students driving vehicles to school for one day should pick up a visitor's permit from the office. A visitor's permit will be good for one day.
7. Unsafe drivers will lose their parking privileges. The speed limit in the parking lot is 10mph.
8. **There is a designated area in front of the school that is reserved for visitors.** Students should not park in these reserved spaces. Violators will be ticketed and/or towed. Students who park in the visitor lot will lose their permit (cost of $10 to get it back).

The interiors of motor vehicles of students in school district locations, including glove or trunk compartments, may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule. The search will be reasonable in its scope and intrusiveness. Such searches may be conducted without notice, without consent, and without a search warrant. A student will be subject to withdrawal of parking privileges and to discipline if the student refuses to open a locked motor vehicle under the student's control or its compartments upon the request of a school official. Students who ride bicycles should park them in bike racks.

PLEDGE OF ALLEGIANCE:

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

SALES:

Students may not sell food or candy to the student body without the permission of the principal. All fundraising activities must be cleared through the principal. Board approval is needed for group fundraising.

SCHOOL BUS PRIVILEGES:

ISD #717 contracts with Benjamin Bus Company to provide safe and efficient transportation for students. Rider misbehavior sidetracks from achieving this goal. Riding the school bus is a privilege, not a right. Students should be at the designated bus stop on time (about 5 minutes before the scheduled pickup time). Students crossing the road after getting off the bus must cross in front of the bus. The driver is fully in charge at all times and students must obey and respect the drive. Video cameras may be placed in buses to help enforce conduct and aid in student safety. Following are expectations for students:

- No objects should be thrown on or off the bus
- No offensive language or obscene gestures
- No animals on the bus
- Follow directions of the bus driver
- Keep body inside windows
- No tobacco, alcohol, and chemicals are allowed on the bus
- No vandalism; restitution is required before the student will be allowed back on the bus
- No use or possession of nuisance devices (matches, lighters, smoke bombs, firecrackers, squirt guns, etc.)
- No tampering with emergency door
- No fighting (striking other students)
- No food or pop consumed on the bus (other than allowed by drivers for field trips, etc.)

Students who violate bus rules for the first time are warned and parents are called. A second violation results in loss of bus riding privileges for one week. Students who violate the rules a third time will lose bus riding privileges for the remainder of the year. More severe penalties may be imposed that reflect the increased risks, costs, and/or legal nature of any infractions. Any acts which may be construed as criminal shall be referred to law enforcement.

SCHOOL MEALS:
For the 2026-2027 school year, Jordan Public Schools is participating in the Free School Meals program. Reimbursable breakfasts and lunches will be free for all students in Preschool - Grade 12. Costs for Snack Cart, additional entrees, milk-only purchases and more, can be found on our website https://www.isd717.org/services/nutritional-services
All families are encouraged to fill out the Application for Educational Benefits. This application qualifies families for benefits including discounted college application and academic testing fees, discounted participation fees on district athletic programs, and some Community Education and Recreation courses. **Students who were approved for benefits last year will still need to turn in a new application this school year.** Questions about lunch accounts should be referred to the Nutritional Services Director. Students will eat in one of three lunch periods. The Jordan Public Schools Nutritional Services Department uses *My School Menus*, an interactive, online menu tool to share daily breakfast and lunch menus with district families. This interactive menu allows families to view school meals, nutritional information, ingredients, and allergens all in one place. To view the school menu, simply click the "Menu" button on the Jordan Public Schools website or the Jordan Public Schools app. From there, viewers will be prompted to select their school and which menu they would like to view (breakfast or lunch). With questions, please contact the Nutritional Services Director, Kelly Raser, at kraser@isd717.org.

SCHOOL SONG:
Jordan High School hats off to thee
To our colors true we shall ever be
Firm and strong, united are we
Rah, Rah, Rah, for JHS
Rah, Rah, Rah, Rah,
Rah for Maroon and Gold

SEARCH AND SEIZURE:
Jordan High School strives to maintain a safe environment for students, one that is free of drugs and weapons. To accomplish this goal staff may, when given cause, search students, backpacks, purses, lockers, and vehicles on the school grounds. School officials may conduct the search or the school may use drug sniffing dogs to conduct the search. ***Students are advised that cameras provide video surveillance in the building and the parking lot.***

School lockers remain the property of the school and may be inspected at any time. Personal possessions within the locker may be searched only when school officials have a suspicion that the search will uncover evidence of a violation of law or a school rule. Students will be notified of a search of their personal possessions as soon as possible following a search. In most cases, contraband will be turned over to the police.

The interiors of motor vehicles of students in school district locations, including glove or trunk compartments, may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule. The search will be reasonable in its scope and intrusiveness. Such searches may be conducted without notice, without consent, and without a search warrant. A student will be subject to withdrawal of parking privileges and to discipline if the student refuses to open a locked motor vehicle under the student's control or its compartments upon the request of a school official. The student who drove the vehicle to school will be held responsible for the contraband and face school disciplinary action. In most cases, contraband will be turned over to the police.

When a student's locker or vehicle is searched, at least one administrator or designee and one other adult employee of the school district will be present. Under the threat of immediate danger, locker(s) and other areas will be searched immediately.
The full School District Policy 502 Search of Student Lockers, Desks, Personal Possessions, and Student's Person can be found in the Appendix to the Parent Student Handbook.

SENIOR PRIVILEGES:
Senior Privileges is a program for seniors who are on track for graduation. Students must have attained a minimum of 18 credits at the beginning of their senior year and 21 at the beginning of the second semester of their senior year. Students must demonstrate responsibility by maintaining appropriate grades, being positive role models, and sustaining a good attendance record. Seniors who qualify are released from school during their study hall. **Senior Privileges will be removed for disciplinary, academic, and/or attendance issues. Students will be expected to attend during their "Privs" hour in order to complete missing work due to absence or neglect.** Students will not be allowed to have Senior Privileges if they have more than one study hall unless they have an advanced class (as defined on page 7) that is worth more than one-half credit. Seniors who qualify for Senior Privileges must complete the application form, have their parent or guardian sign it, and submit it. Seniors will be informed by the principal when they have been approved.

SPORTSMANSHIP:
School District 717 students will demonstrate good sportsmanship at all activities. Student participants in co-curricular activities represent the school in a very public manner, and thus student conduct is under close scrutiny. Because of their visibility and status as a role model for other students, it is extremely important that all of our students demonstrate proper conduct and abide by school rules, Minnesota State High School League rules, local and state laws.

Student athletes, coaches, and fans representing Jordan High School are expected to conduct themselves in a manner that would not cause the school, parents, or community any embarrassment. This applies whenever the student or coach is part of any activity, either athletic or non-athletic; before or after a contest/performance or practice, in transit to and from activities, or at any function associated with the activity.

Any acts of misconduct may result in disciplinary action whether or not this misconduct is directly involved with a school event or activity. The Minnesota State High School League's Code of Responsibility allows school authorities to discipline students for violation of League, State, Federal, and/or school rules.

In addition, coaches/advisors may establish their own additional specific rules. These rules should be presented to players and parents at the beginning of the season and are subject to the approval of the Activities Director.

SPECTATOR EXPECTATIONS AT CO-CURRICULAR EVENTS:
- If a student has been absent from school due to illness or suspension they will not be allowed to attend sporting events that evening.
- We welcome enthusiastic fans that come to watch the game/performance and encourage our team/performers. *Good sportsmanship is our goal*.
- Please arrive at an appropriate time prior to the beginning of an auditorium event. If this is not possible, please enter quietly at an appropriate time, such as a scene change or after the first musical selection.
- Running, throwing objects, or horseplay, such as grabbing hats or playing catch in crowded areas is

both annoying and dangerous. Spectators that endanger themselves or others by their behavior will be removed from the event.

- Alcohol, tobacco and tobacco products are not allowed on any of the school grounds. (This includes outdoor venues like football, baseball, softball, and track)
- We expect spectators to address volunteers, supervisors and each other respectfully. *Offensive language has no place at* Jordan *activities*.
- Signs should be designed to promote our Jordan teams and give positive enthusiastic support.
- Firecrackers, smoke bombs or weapons of any kind are strictly prohibited at any District 717 activity. Violators may be subject to state and/or federal law.
- **Use of noisemakers, horns, whistles, or other artificial attention-getters is not permitted at any MSHSL sponsored event.**
- We thank the fans for patronizing our concession stand. Remember that rude behavior such as cutting in line or speaking rudely to those working there is not acceptable.

VISITORS:
Upon entering the building, visitors of Jordan High School must sign in by providing a government-issued identification card to receive a visitor badge. Visitors must wear badges at all times while they are in the building. Visitors are required to sign out in the office when leaving the building. Visitors of students at JHS are not allowed. Students are **NOT** allowed to bring guests with them to attend classes. This policy also includes recent Jordan High School graduates.

ATTENDANCE AND TARDY POLICY

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

The school board believes that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability important to the future of the student. The purpose of this policy is to encourage regular school attendance. It is intended to be positive and not punitive.

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

RESPONSIBILITIES:
Student's Responsibility: It is the student's right to be in school. It is also the student's responsibility to attend all assigned classes and study halls every day that school is in session and to be aware of and follow the correct procedures when absent from an assigned class or study hall. Finally, it is the student's responsibility to request any missed assignments due to an absence.
Parent or Guardian's Responsibility: It is the responsibility of the student's parent or guardian to ensure the student is attending school, to inform the school in the event of a student absence, and to work cooperatively with the school and the student to solve any attendance problems that may arise.

Research shows that student attendance is a primary factor in student success in school. Please encourage good attendance for your child.

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

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

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

ATTENDANCE REPORTING PROCEDURES:

Reporting an Absence: Parents or guardians should call **952-492-4488 by 8:00am** to report an absence. Messages may be left on voicemail if the call cannot be made during school hours. If a call is not possible, the parent or guardian must send a note with their children when they return to school. This note is only required if the student's parents or guardians did not call. A student will be classified as truant if a parental note, doctor's note or phone call is not received within **two (2)** days of their return. Parents will receive an automated phone call when a student has been marked absent without an excuse.

Appointments: Any scheduled appointments for dentist, doctor, court, etc. should be cleared prior to the appointment by sending a note with the student or calling the attendance line. In general, parents are encouraged to make appointments after school hours or during study hall. The student will then be issued a pass excusing him/her from school. When possible, students should find out what they will miss prior to the absence so they are prepared upon returning to class.

Leaving the Building: Students who leave the building must be issued a pass from the high school office. All students must report to the high school office upon their return and obtain an admit slip for admittance to their classes.

Extended Family Trips: Parents or guardians are encouraged to schedule vacations around the school calendar breaks. However, the school recognizes this may not always be possible and that educational benefits can be gained for students when they are on vacation with their parents. The school will allow up to a maximum of five days for students to participate in a vacation with the parents if the following procedures have been completed.

Written application for approval of vacation days must be submitted to the principal by a parent or guardian prior to the start of the vacation.

After approval is granted, any homework that can be completed before or during the vacation will be assigned. Students should check Google Classroom and speak with teachers directly.

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

PARTICIPATION IN AND ATTENDANCE AT EXTRACURRICULAR ACTIVITIES AND SCHOOL-SPONSORED ON THE JOB TRAINING PROGRAMS:

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

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

ABSENCES DEFINED:

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

EXCUSED ABSENCES:

A parent, guardian, or other person having control of a child may apply to a school district to have the child excused from attendance for the whole or any part of the time school is in session during any school year. Application may be made to any member of the board, a truant officer, a principal, or the superintendent. A note from a physician or a licensed mental health professional stating that the child cannot attend school is a valid excuse. To be considered an excused absence, the student's parent or legal guardian may be asked to verify, in writing, the reason for the student's absence from school. The board of the district in which the child resides may approve the application under subparagraph (a) above upon a legitimate exception being demonstrated to the satisfaction of that board.

Legitimate Exceptions:

The following reasons shall be sufficient to constitute excused absences:

(1) that the child's physical or mental health is such as to prevent attendance at school or application to study for the period required, which includes:

(a) child illness, medical, dental, or orthodontic treatment, or a counseling appointments; including appointments conducted through telehealth.;

(b) family emergencies;

(c) the death or serious illness or funeral of an immediate family member;

(d) active duty in any military branch of the United States;

(e) the child has a condition that requires ongoing treatment for a mental health diagnosis; or

(f) other exemptions included in this attendance policy.

(2). that the child has already completed state and district standards required for graduation from high school; or

(3). that it is the wish of the parent, guardian, or other person having control of the child, that the child attend for a period or periods not exceeding in the aggregate three hours in any week, instruction conducted by a Tribal spiritual or cultural advisor, or a school for religious instruction conducted and

maintained by a church, or association of churches, or any Sunday school association incorporated under the laws of this state, or any auxiliary thereof. This instruction must be conducted and maintained in a place other than a public school building, and it must not, in whole or in part, be conducted and maintained at public expense. A child may be absent from school on days that the child attends upon instruction according to this clause.

CONSEQUENCES FOR EXCUSED ABSENCES:

- Students whose absences are excused are required to make up all assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher.
- For the first day of an absence, a student will have two days to make up work. Students will have one day to make up work for each subsequent day of absences. Any work not completed within a reasonable amount of time may result in a score reduction. However, the building principal or the classroom teacher may extend the time allowed for completion of make-up work in the case of an extended illness or other extenuating circumstances.
- Students who will be absent because of an appointment or participation in an activity should contact their teachers before or after school prior to that absence so they can be prepared when they return to school.

UNEXCUSED ABSENCES:

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

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

- Truancy. An absence by a student which was not approved by the parent and/or the school district.
- Any absence in which the student failed to comply with any reporting requirements of the school district's attendance procedures.
- Work at home.
- Work at a business, except under a school-sponsored work release program.
- Vacations with family, unless approved by the principal or designee.
- Personal trips to schools or colleges, unless approved by the principal or designee.
- Any other absence not included under the attendance procedures set out in this policy.

CONSEQUENCES FOR UNEXCUSED ABSENCES IN GRADES FIVE THROUGH TWELVE:

- Absences resulting from official suspension will be handled in accordance with the Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.
- Days during which a student is suspended from school shall not be counted in a student's total accumulated unexcused absences.
- In cases of recurring unexcused absences, the administration may also request the county attorney to file a petition with the juvenile court, pursuant to Minnesota statutes.
- Students in grades 9 through 12 with unexcused absences shall be subject to discipline in the following manner:

  3 Unexcused Absences: Notification sent to parent and student. Meet with Dean of Students. Makeup of time missed. Student will receive a zero(0) on all tests, quizzes, or assignments given on the days skipped.

  7 Unexcused Absences: Student will meet with Dean of Students and an Attendance Contract will be signed by Student, Parent, and Dean of Students. Student will receive a zero(0) on all tests, quizzes, or assignments given on days skipped. Makeup of time missed.

11 Unexcused Absences: On the 11th Unexcused Absence the student will be dropped from the class and receive an "F" on their transcript. If the class is required, the student will be responsible to make up the class in Credit Recovery through Summer School or Night School.

Students have the right to appeal any loss of credit decision and can do so by filling out the Attendance Appeal Form. The appeal form must be submitted within 5 days of the initial notification.

EXCESSIVE ABSENCES:
Students may have a maximum of ten absences in a semester at the middle and high school level. High school students may lose class credit on the eleventh total absence. Students with excessive absences may lose privileges like attending field trips. The following absences will not count toward the maximum absence rule:

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

Parents will be notified when students reach the seventh and eleventh total absence in a class at the middle school and high schools. Students may be required to submit a doctor's note or receive clearance from the school nurse in order for an absence to be excused. If the result of a grade reduction or loss of credit has the effect of an expulsion, the school district will follow the procedures set forth in the Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.

PARENT NOTIFICATION:

1. When a student is in violation of the attendance policy, a conference may be held with the administration, appropriate staff, parents or guardians, and student. Appropriate consequences may occur, which could include loss of credit. Additionally, a contract may be established outlining expectations for the remainder of the semester.
2. Special consideration will be given to students with a long-term illness if the student submits verification from a doctor.
3. If the result of a grade reduction or loss of credit has the effect of an expulsion, the school district will follow the procedures set forth in the Pupil Fair Dismissal Act.

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

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

- That the child is truant;
- That the parent or guardian should notify the school if there is a valid excuse for the child's absences;

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

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

Students have the right to appeal any loss of credit decision and can do so by filling out the Attendance Appeal Form. The appeal form must be submitted within 5 days of the initial notification.

TARDY PROCEDURES:
Students are expected to be in their assigned area at designated times. Failure to do so constitutes tardiness.
Procedures for Reporting Tardiness
- Students tardy at the start of school must report to the school office for an admission slip.
- Tardiness between periods will be handled by the teacher.

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

Unexcused Tardiness
An unexcused tardiness is failing to be in an assigned area at the designated time class period commences without a valid excuse. Consequences of tardiness in grades 5 through 12 may include detention.
Students are expected to be in their scheduled room at the beginning of each assigned period. Failure to do so constitutes tardiness which will result in the following:
1. First thru fourth tardy per assigned period in a semester: Warning.

2. Students will receive one (1) After School or lunch detention for every 5 tardies. Excessive tardies may result in a parent conference and/or In- School Suspension.

CITIZENSHIP

BEHAVIORS DEFINED AND CONSEQUENCES:

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

Violation	First Offense	Second Offense	Subsequent Offenses
Abuse of Technology	Varies depending on offense: Warning to possible recommendation for expulsion		
Assault/Staff or Student	Suspension and possible recommendation for expulsion; parent conference; contact law enforcement	Possible recommendation for expulsion	
Bullying	Varies depending on offense: Warning, suspension, or recommendation for expulsion; parent contact	Varies depending on offense: Warning, suspension, or recommendation for expulsion; parent contact	
Bus Misbehavior	Warning and parent contact	Loss of riding privileges for one week and parent contact	Loss of riding privileges for the remainder of the school year and parent contact
Cafeteria Misconduct	Warning or suspension from the cafeteria for various amounts of time	Warning or suspension from the cafeteria for various amounts of time; parent contact	Possible permanent suspension from cafeteria; parent contact
Cyberbullying	Varies depending on offense: Warning to possible recommendation for expulsion	Varies depending on offense: Warning, suspension, or recommendation for expulsion; parent	

		contact	
Disorderly Conduct	Varies depending on offense		
Disruptive Conduct (Classroom)	Removal from class for one day; parent contact	Removal from class for three days; parent contact	See Classroom Removal Policy
Electronic Devices	Confiscation; return at end of day	Confiscation; parents must retrieve	Confiscation; parents must retrieve; potential alternative plans to prevent future disruptions
Fighting	1 - 3 day suspension; parent conference; contact law enforcement	3 - 5 day suspension; parent conference; contact law enforcement	5 day suspension and possible recommendation for expulsion; parent conference; contact law enforcement
Harassment/Threats	Varies depending on offense: Warning to possible recommendation for expulsion	Varies depending on offense: Warning to possible recommendation for expulsion	
Hazing	Varies depending on offense: Warning to possible recommendation for expulsion	Varies depending on offense: Warning to possible recommendation for expulsion	
Improper Dress	Change into other clothes	Change into other clothes; detention	Considered Insubordinate
Insubordination	1 -3 days suspension; parent contact	1 - 3 days suspension; parent conference	Suspension and possible recommendation for expulsion; contact parents
Leaving the building without a pass	Detention	Increased hours of detention	Suspension
Nuisance Objects	1 – 3 day suspension; parent conference; possible law enforcement contact	1 – 3 day suspension; parent conference; possible law enforcement contact	Suspension; possible recommendation for expulsion
Plagiarism/cheating (including sharing work with others)	Parent contact, detention, and must re-do the work	Parent conference, detention, and possible failing grade	Parent meeting- failing grade and possible suspension

Theft, buying or receiving stolen goods	Return/replace; 1 - 5 day suspension; contact parents and law enforcement	Return/replace; 1 - 5 day suspension; contact parents and law enforcement	Suspension and possible recommendation for expulsion; contact parents and law enforcement
Unnecessary use of physical force	Warning to suspension depending on the offense		
Use or possession of tobacco, matches or lighter	1-2 day suspension; confiscation; contact parents and law enforcement	3 day suspension; confiscation; contact parents and law enforcement	Up to 5 days suspension; confiscation; contact parents and law enforcement
Use/possession of chemicals, alcohol or items intended to be used as mood altering	5 days suspension; contact parents and law enforcement	5 days suspension; contact parents and law enforcement; possible recommendation for expulsion	
Vandalism	Restitution; 1 - 3 day suspension; contact parent and law enforcement	Restitution; 1 -3 day suspension; contact parent and law enforcement	Restitution; suspension and possible recommendation for expulsion; contact parent and law enforcement
Vulgar Language	Detention	Detention or ISS	Suspension
Weapons, Possession and distribution	Suspension; contact parent and law enforcement; recommendation for expulsion		

ABUSE OF TECHNOLOGY:
Technology is available to students in many areas. Its use can enhance student learning and offer opportunities for student creativity. Specific guidelines are outlined in the Acceptable Use Policy. The use of the school district system and access to use of the Internet is a privilege, not a right.

ASSAULT: Staff or Student
Assault is committing acts of verbal and/or non verbal coercion through intimidation or threat of force. Assault and battery is committing a physical attack upon another person with the intent of causing bodily harm.

BULLYING:
See School District Policy 514 Bullying Prohibition at the end of the Jordan High School Parent/Student Handbook.

BUS BEHAVIOR:
Safety is of prime concern for the school bus driver. A student is in violation of this rule when they interfere with the safe and efficient transportation of students to and from school and/or fails to accept and carry out reasonable instructions given by the bus driver. Students must remember that riding the school bus is a privilege, not a right.

CAFETERIA MISCONDUCT:
Jordan High School has a closed campus and students are expected to stay in school for lunch. Students are expected to behave appropriately. If food is taken out of the commons, it should be disposed of properly and areas are picked up. Abusing lunchroom privileges will result in suspension from the lunchroom for various periods of time or other disciplinary actions.

CYBERBULLYING:
Cyberbullying is the act of using technology, such as the Internet or cellular phones, to bully or intimidate. Cyberbullying most often occurs outside of school; however, when the behavior causes a disruption at school and has a direct effect on school safety, students are subject to discipline. Cyberbullying includes messages intended for both students and staff members. Students who engage in cyberbullying will suffer consequences ranging from a warning to expulsion. **No student will take or share a picture or video of another person during the instructional day without their permission.** School district policies on Internet Acceptable Use and Safety and Student Discipline may be applied to this action.

DISORDERLY CONDUCT:
This is defined as engaging in obscene or abusive language or in boisterous and noisy conduct tending to arouse alarm or resentment in others (i.e. poor sportsmanship at athletic events, inappropriate cheers.) False fire alarms will result in an automatic five-day suspension and notification of police.

DISRUPTIVE CONDUCT (CLASSROOM):
Students who are disruptive in the classroom stop their own learning process and the learning of other students.

ELECTRONIC DEVICES:
Electronic devices (mobile phones and earbuds/headphones) are generally a distraction to the educational process. Additionally, they can disrupt classrooms. These items should not be brought to school. **If students choose to carry a cellular phone, the device should be put away in the assigned phone holder during instructional time and it must be muted so it does not disrupt class.** If a student violates the teacher's policy, the device can be confiscated and will be returned to the student at the end of the day. If a student has multiple violations, the device will be given to building administration. Building administration will contact a parent/guardian for retrieval. Students refusing to give up their phone will be in violation of our policy on insubordination. Students are also not allowed to wear headphones in class, unless instructed otherwise by a teacher. Please contact the high school office if you are trying to reach your child instead of calling or texting them during instructional class time. Messages to students during class time is a disruption to your child and other students. Lost or stolen items are often not retrieved and the school will not be responsible for them. No student will take or share a picture or video of another person during the instructional day without their permission. School district policies on Internet Acceptable Use and Safety and Student Discipline may be applied to this action.

FIGHTING:
Fighting is mutual combat in which both parties have contributed to the situation by verbal and/or physical action. Students are expected to avoid fights and to seek other non-violent means of resolving conflicts. To that end, they are expected to walk away from situations in which they are provoked if at all possible.

HARASSMENT: Religious, racial, and sexual harassment:
See District 717 Policy Against Religious, Racial and Sexual Harassment and Violence at the end of the Jordan High School Parent/Student Handbook.

HAZING:
See School District Policy 526 Hazing Prohibition at the end of the Jordan High School Parent/Student Handbook.

Athletes who violate this rule are subject to the same High School League consequences as those who violate High School League rules concerning chemical use and harassment. Participants in hazing or initiation may also be subject to criminal and/or civil action.

IMPROPER STUDENT DRESS:
Student dress is recognized as a matter of personal taste. However, no student will be allowed to attend school or school-sponsored activities while wearing clothing which could cause disruption of the orderly academic process. Inappropriate clothing is defined as clothing or grooming styles which constitute a health and safety hazard, clothes that advertise alcohol or tobacco products, or any clothing which contributes to a hostile environment. Torn or too revealing clothing as well as clothing expressing sexual innuendo are not accepted as appropriate attire. Wearing sunglasses in the building is not allowed. Shoes must be worn. Appropriate dress helps establish the tone of the school, this includes wearing proper clothing for physical education classes, as defined by the teacher.
The dean of students, counselors, or principal will make the final determination of inappropriate dress to determine if a student needs to change clothes.

Inappropriate clothing includes, but is not limited to, the following:

- keeping with community standards.
- Clothing bearing a message that is lewd, vulgar, or obscene.
- Apparel promoting products or activities that are illegal for use by minors.
- Objectionable emblems, badges, symbols, signs, words, objects, or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, or approves, advances, or provokes any form of religious, racial, or sexual harassment and/or violence against other individuals as defined in school district policy.
- Any apparel or footwear that would damage school property.

INSUBORDINATION:
Each person, regardless of position or role at Jordan High School, has the right to be treated with respect. The deliberate refusal to follow and obey the reasonable request or order of a school staff member or employee will be considered insubordination. For example, any student who refuses to give the proper name to a district employee or go to the office when directed to do so will be considered insubordinate.

Insubordination is also involved when students directly attack a staff member or employee, either physically or with words or manner including but not limited to swearing or obscene language or

gestures. This expectation also includes students giving up their phone when in violation of school electronic usage policies.

LEAVING THE BUILDING WITHOUT A PASS:
Students are not allowed to leave the building during the day without a pass from the office. This includes going out to the parking lot to retrieve books or supplies from cars. If students need to leave the building, they need to stop in the office to receive a pass. Teachers do not have authority to give students passes to leave the building.

NUISANCE OBJECTS:
Nuisance devices detract from the learning environment and can be potentially dangerous. Nuisance items include but are not limited to firecrackers, water pistols, water balloons, and smoke bombs. Students cannot be in possession of these items on school grounds, at school events, or on school buses. Depending on the seriousness of the item, police may be called.

PLAGIARISM/CHEATING:
The acts of plagiarism and cheating interfere with the learning process. They keep one student from learning and others from having the uniqueness of their work recognized. Academic integrity is important for all students. Cheating will lead to gaps in learning and lack of preparation for post-secondary opportunities. The following are the most common types of plagiarism that occur in student work:

1. Blatant plagiarism or direct copying of another's material (this includes current students, former students, and family members) without acknowledging that source.
2. Plagiarizing material or using an original idea of someone else without crediting the source of the material or idea. This includes a family member doing the work for a student.
3. Sharing documents with another person for any reason other than in a group project.
4. Taking a picture of a test, homework, or other assignment to give the answers or get the answers from another.
5. Using AI technology to generate content, including content in the final form and content used as a framework from which to create content, unless as directed by the classroom teacher.

To cheat is to mislead an instructor in some way so as to receive a grade for work that the student did not originate, or work performed with unauthorized aid and assistance. Providing work to another student who then claims it as his/her own is considered cheating for both students involved. Teachers will have the authority to determine what constitutes cheating on a case-by-case basis.

THEFT/BUYING OR RECEIVING STOLEN GOODS:
Students should not bring large amounts of money or valuable property to school. Theft is the unauthorized taking of the property of another. A student knowingly in possession of stolen items is in violation of this policy.

UNNECESSARY USE OF PHYSICAL FORCE OR ROUGHNESS:
This is defined as irresponsible/inappropriate behavior that presents either the potential for or is the cause of physical injury to self or others.

USE OR POSSESSION OF TOBACCO, MATCHES, OR LIGHTER:
Use and possession of tobacco is forbidden by state law to anyone under the age of 21. Even if a person is over the age of 21, possession of tobacco products on school grounds is prohibited. This includes e-cigarettes or vapes. Smoking and/or possession of tobacco products is prohibited in school, on school grounds, in the parking lot, and at school-sponsored events. This no-tobacco use/possession policy is in effect both before and after school hours. See School District Policy 419 Tobacco-Free

Environment at the end of the Jordan High School Parent/Student Handbook. *Sacred tobacco is allowed as part of religious or cultural practices.

USE/POSSESSION OF CHEMICALS, ALCOHOL, ITEMS INTENDED TO BE USED AS MOOD ALTERING, PARAPHERNALIA:

The possession or use of controlled chemical substances by students is harmful and illegal. Possession of controlled substances includes illegal drugs, alcohol, or substances intended to be used as mood altering chemicals. Possession and use of narcotics without a prescription is illegal at any age. The school district will help the student and family find resources when appropriate to help maintain the proper atmosphere for learning. Students in violation of this policy during end of year activities will not be allowed to participate in any final week activities including graduation.

VANDALISM:

All members of the school community want to be proud of their school. Vandalism is the willful destruction and/or defacement of property or the destruction and/or defacement through negligence.

VULGAR LANGUAGE:

An effective learning and work environment is free of inappropriate language. Students should refrain from swearing while at school. This includes language that is derogatory and hurtful to others. Slurs about someone based on age, race, gender, mental capacity, etc. are unnecessary and unacceptable.

This includes before school, during class, between classes and at lunch, after school, and at school sponsored events.

WEAPONS:

Items included in this policy:

1. Any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, a firearm, whether loaded or unloaded; air guns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; nunchucks; throwing stars; explosives; fireworks; mace and other propellants; stun guns; ammunition; poisons; chains, arrows; and objects that have been modified to serve as a weapon
2. Additionally, items treated like weapons which includes, but is not limited to, weapons listed above which are broken or non-functional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.
3. Articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.), to inflict bodily harm and/or intimidate.

A student who finds a weapon on the way to school or in a school location, or a student who discovers that he or she accidentally has a weapon in her or her possession, and takes the weapon immediately to the principal's office shall not be considered to possess a weapon. The superintendent may use discretion in determining whether, under the circumstances, a course of action other than the minimum consequences specified is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline.

CLASSROOM REMOVAL POLICY:

To maintain a proper learning environment, students will sometimes need to be removed from the classroom. Disruptive, uncooperative, or inappropriate behavior that affects the learning environment is subject to Jordan High School's classroom removal policy.

- A first reference removal is one day (class period) out of class. Upon removal, the student reports to the dean of students. Parents are notified of the removal from the particular class.

Students will continue working on the material from class.

- A second reference removal is three days out of class. The student reports to the dean's office and continues to work on material from the class. Parents are notified of the removal from the particular class.
- A third reference removal in the semester may result in the student being removed from that particular class for the remainder of the term. The student reports to the dean's office where they are assigned a study hall in place of the class. Parents are notified of the removal. Students should then use PRIDE Time or see the teacher in the mornings before school begins to receive assignments, ask for teacher assistance, and take tests.

Students who consistently fail to see the teacher before school risk failing the class and having to repeat the course.

USE OF REASONABLE FORCE:

"A teacher, a school employee, school bus driver or other agent of a district may use reasonable force in compliance with Minnesota Statutes §121A.582 and other laws."

TENNESSEN WARNING:

The Minnesota Government Data Practices Act (Minn. Stat. 13.01 et seq.) provides that an individual asked to supply private or confidential data concerning the individual has the right to be informed of the following:

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

Non-Exclusionary Discipline

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

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

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

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

- Continuum of procedures for discouraging inappropriate behavior

At JPS a team of school representatives composed of administrators, classroom and special education teachers and non-certified staff meet on a regular basis to support staff, students and families with following our school rules: Be Respectful, Responsible, and Safe, as well as the District's strategic plan of *Grow your Jordan* ***PRIDE: P****reparedness.* ***R****espect.* ***I****ntegrity.* ***D****ependability.* ***E****xcellence.* Jordan Public Schools uses **non exclusionary discipline and practices**, **restorative practices/conversations**, and the language of ***Recognize, Acknowledge, and Connect*** as a framework for working with students. All students will be taught PBIS processes and procedures during the first weeks of school and revisited throughout the school year.

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

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

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

- Connect students to the group
    - Does the student need a conversation, consequence or punishment in order to learn the expected behaviors?

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

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

SCHOOL BOARD POLICY INFORMATION

NOTICE OF POLICIES AVAILABLE ONLINE:
The following district policies are available online:

Alternative Educational Opportunities, 605
Attendance, 503
Complaints, 103
Course Credits Required, 604
Discipline, 506
Drug-Free School and Workplace, 417, 418
Employee Directory, 406
Employment Background Checks, 404
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Graduation Requirements, 613
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Interviews of Students by Outside Agencies, 519
Nondiscrimination, 102, 401, 521, 522, 528
Notification of Violent Students, 529
Parking on School District Property, 527
Pledge of Allegiance, 531
Religion, 609
School Activities, 510
School Calendar, 602

Searches, 502, 527
Student Records, 515
Student Surveys, 520
Transportation of Public School Students, 707, 709, 710
Video and Audio Recording, 711, 712
Weapons Prohibited, 501

A full list of school board policies can be found on the Jordan Public Schools website.

Policy Name	Policy Number
Bullying Prohibition	514
Distribution of Non School Sponsored Materials	505
Harassment and Violence	413
Hazing Prohibition	526
Protection and Privacy of Pupil Records	515
School Weapons	501
Search of Student Lockers, Desks, Personal Possessions and Student's Person	502
Student Attendance	503
Student Discipline	506
Student Surveys	520
Tobacco Free Environment	419
Unpaid Meal Charges	534
Wellness Policy	533

Jordan High School Handbook Changes for 2026 - 2027

Parent-Student Handbook Changes

Pages 3-5--Cleaned up table of contents

Page 6–Changed AD name.

Page 7-8–Changed the graduation years to correspond to the graduation requirements.

Page 11–Bolded and highlighted the deadline for PSEO applications. This application is to be completed before May 1st and is for the full year. Students who do not apply before the deadline will not be considered for PSEO for that full school year. This was changed last year, but we will continue to bold this.

Page 11–Added this information to address concerns of students dropping PSEO classes near the end of a term. *If a student drops a PESO course after the permitted college drop period the student will receive a "W" on their college transcript and a "F" on their high school transcript. This will impact their high school GPA, class rank and activities eligibility*. This was changed last year, but we will continue to bold this.

Page 14--Adjusted coach and advisor names for the 2026-2027 school year.

Page 19–Added more detail to the visitor parking spaces in the front lot at JHS.

Page 21–Updated senior privileges to emphasize that it is a privilege and not right. Student attendance and academic performance are expected to meet a standard of excellence.

Page 31–Bold and highlighted the expectation for phones being put in assigned phone holders during classes.

Page 33–Highlighted the portion on leaving the building. Students need a pass to leave the school building during the school day.

Jordan Middle School



2026 - 2027
PARENT / STUDENT HANDBOOK

INDEPENDENT SCHOOL DISTRICT #717

Ben Bakeberg
Middle School Principal

Jordan Middle School Grades 5-8
500 Sunset Drive
Jordan, MN 55352
(952) 492-2332 -- Office
(952) 492-4450 -- FaX

Welcome to Jordan Middle School

Dear Students and Families,

Welcome to Jordan Middle School! We currently serve approximately 545 students in our grades 5-8 middle school. Our highly trained and dedicated staff is committed to meeting the varied academic, social, and emotional needs of our students. Thank you for the pleasure of working with your family. The staff and I consider it an honor to serve you and your family during these transitional years of middle school.

JMS offers a rigorous standards-based curriculum, infused with 21st century skills. Students leave our school with the ability needed to not only contribute but to lead in generations to come. Instructional staff plan and deliver curriculum resulting in learning opportunities where students will critically and creatively problem solve while developing strong collaboration and communication skills. Through the use of technology, along with the award winning middle school design, students are prepared to not only contribute but lead in the 21st century.

At JMS, we pride ourselves on working as a team. We continually plan and work together to develop and improve the school culture, academic programming, and opportunities for all our students. As a Positive Behavioral Intervention and Supports (PBIS) school, we focus on J-Town PRIDE by being respectful, responsible, and safe. We offer strong elective options for students in and out of the instructional day. There are numerous ways for students to be involved at school including athletics, choir, band, student council, technology, before and after school programs and the list goes on! We are very committed to the growth of each and every student at our school.

If you have questions about items found in this handbook please contact the office at 952-492-2332 or view it online at www.jordan.k12.mn.us.

If you have questions at any point, please do not hesitate to contact your child's teacher or the Jordan Middle School office. Office hours are 7:00 AM – 4:00 PM Monday through Friday during the regular school year. Have a great school year!

Respectfully,

Ben Bakeberg

Principal
Jordan Middle School

Directory

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

Jordan Schools Policies	Current policy information can be found at link below:
Jordan Public Schools Board Policies	

Jordan Middle School Staff	Current Jordan Middle School instructional and support staff can be found at link below:
Jordan Public Schools Staff Directory	

***If you would like to request a print version of this handbook or are unable to access any information, for any reason, please contact the JMS office for assistance. Managerial items are subject to change based on educational needs of Jordan Middle School.

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PART I – INFORMATION

Equal Education and Employment Opportunity Policy

The educational program of Jordan Public Schools #717 has sought to provide equal educational opportunities for all.

Jordan Public Schools #717 is in compliance with current state and federal statutes and regulations. In recognition of its obligation to provide equal opportunity for education and employment for all persons within its jurisdiction, it will not discriminate on the basis of sex, race, color, religion, creed, national origin, status in regard to public assistance, marital status, parental status, or disability in the following areas: access to course offerings, curricular materials, counseling practices, extracurricular activities, use of school facilities, or employment practices.

This policy supports the district's good faith efforts to comply with Title IX of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972.

Inquiries regarding compliance with this policy may be directed to the superintendent at Jordan Public Schools #717, 500 Sunset Drive, Jordan, MN 55352, telephone number (952) 492-6200, or to the Director of the Office for Civil Rights, Department of Health, Education and Welfare, Washington, D.C.

Any student that feels discriminated against on the basis of sex by the school district or its employee, may file a formal complaint to the Principal. The forms for this complaint may be obtained in the District office.

SCHOOL HOURS

The school day begins at 8:00 AM with dismissal at 3:00 PM. The safe arrival and dismissal of our students is extremely important to the faculty and staff, as we know it is for parents. In the interest of safety and security, the following procedures are in place. Your cooperation is greatly appreciated. Recess is part of the lunch period designated on the bell schedule. Recess does NOT include any other times throughout the school day.

ATTENDANCE

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

The school board believes that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability important to the future of the student. The purpose of this policy is to encourage regular school attendance. It is intended to be positive and not punitive.

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

RESPONSIBILITIES:

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

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

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

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

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

ATTENDANCE REPORTING PROCEDURES:

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

vacation with their parents. The school will allow up to a maximum of five days for students to participate in a vacation with the parents if the following procedures have been completed.

- Written application for approval of vacation days must be submitted to the principal by a parent or guardian prior to the start of the vacation.
- After approval is granted, any homework that can be completed before or during the vacation will be assigned. Students should check teacher websites/Google Classroom and speak with teachers directly.

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

PARTICIPATION IN AND ATTENDANCE AT EXTRACURRICULAR ACTIVITIES:
This policy applies to all students involved in any extracurricular activity scheduled either during or outside the school day and any school-sponsored programs.

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

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

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

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

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

For the first day of an absence, a student will have two days to make up work. Students will have one day to make up work for each subsequent day of absences. Any work not completed within a reasonable amount of time may result in a score reduction. However, the building principal or the classroom teacher may extend the time allowed for completion of make-up work in the case of an extended illness or other extenuating circumstances. Students who will be absent because of an appointment or participation in an activity should contact their teachers before or after school prior to that absence so they can be prepared when they return to school.

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

- Oversleeping/babysitting
- Missing the bus
- Skipping class
- Leaving building without permission
- Personal reasons (if the absence is necessary but too sensitive to discuss, a phone call should be made to the social worker or principal)
- Any other absence not included under the attendance procedures set out in this policy.
- **A note or call from the parent/guardian is required but does not necessarily excuse the absence**

CONSEQUENCES FOR UNEXCUSED ABSENCES IN GRADES FIVE THROUGH TWELVE:

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

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

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

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

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

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

PARENT NOTIFICATION:

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

TRUANCY:

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

Reporting Responsibility:

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

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

Habitual Truant:

A habitual truant is a child under the age of 17 years who is absent from attendance at school without lawful excuse for one or more class periods on seven school days per school year if the child is in middle school or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days

per school year and who has not lawfully withdrawn from school. A school district attendance officer shall refer a habitual truant child and the child's parent or legal guardian to appropriate services and procedures, under Minn. Stat. Ch. 260A.

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

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

TARDY PROCEDURES:
Students are expected to be in their assigned area at designated times. Failure to do so constitutes tardiness.
Procedures for Reporting Tardiness
- Students tardy at the start of school must report to the school office for an admission slip.
- Teachers will make students tardy in Infinite Campus.

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

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

Students are expected to be in their scheduled room at the beginning of each assigned period. Failure to do so constitutes tardiness which will result in the following:

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

ARRIVAL TO SCHOOL

Morning Procedures

- Morning supervision begins at 7:20 AM each morning. All students must remain in the Commons until the pod doors open at 7:45 AM unless the student has a pass to see a teacher. Once pod doors open students put items in their lockers and report to the Advisory.

Breakfast

- Students eating breakfast will be supervised in the Commons starting at 7:20 and remain in the commons until the POD doors open at 7:45.

Homework Help

- Homework help is available each morning by scheduling ahead of time with the teacher.

Academic Intervention

- Students needing additional support in a class will have the option of scheduling a time to meet with their teacher before or after school. Some students will be scheduled into an intervention time based on student need.

BACKPACKS

Students are not allowed to carry their personal backpack with them during the school. Backpacks, cell phones, hats and jackets should be kept in students' lockers. Cell phone policy applies as outlined in this handbook.

DROPPING OFF AND PICKING UP STUDENTS

Morning Drop Off:

- The routine for dropping students off at the start of the day is designed for the student's safety. Please use the following procedure:
    - Have students be prepared to exit the car.
    - Follow the drop off line.
    - Please continually pull forward following in line.
    - Drop them off next to the curb on the parking lot side.

Afternoon Pick Up:

- The routine for picking up students at the end of the day is designed for the student's safety. Please use the following procedure:
    - Follow the pick up line.
    - Please continually pull forward following in line.
    - No parking along the side of the school building.
    - No parking in the driving lanes between the parking spaces.
    - Park only in the designated parking lot spaces. Meet your child at the pick up spot and walk them to your car for their safety.
    - Please follow the signs for exiting.
- Please do not pick students up in the CERC lot after school.

If you have any questions, please contact the building principal at 952-492-2332.

DISMISSAL

Instruction continues until dismissal time each day. When picking up a student, rather than texting/calling your student, please call the office so office staff can notify the student at a time that does not interrupt instruction. When you arrive to pick up your child, please report to the office to sign your child out. The school secretary will then call the classroom, and your child will come to the office to meet you.

We ask parents and family members picking up students from school to wait in the office area for your child. **PLEASE DO NOT GO INTO THE GRADE LEVEL PODS.** This can be very distracting and disruptive to both the students and the teachers.

EMPLOYMENT BACKGROUND CHECKS

The school district will seek criminal history background checks for all applicants who receive an offer of employment with the school district. The school district will also seek criminal history background checks for all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether compensation is paid. These positions include, but are not limited to, all athletic coaches, extracurricular academic coaches, assistants, and advisors. The school district may elect to seek criminal history background checks for other volunteers, independent contractors, and student employees.

FEES

Materials that are part of the basic educational program are provided with state, federal, and local funds at no charge to a student. Students are expected to provide their own pencils, paper, erasers, and notebooks. Students may be required to pay certain fees or deposits, including (not an inclusive list):

- Cost for materials for a class project that exceeds minimum requirements and is kept by the student.
- Security deposits for the return of materials, supplies, or equipment.
- Field trips considered supplementary to the district's educational program.
- Admission fees or costs to attend or participate in optional extracurricular activities and programs.
- Voluntarily purchased student health and accident insurance.
- Use of musical instruments owned or rented by the school district.
- A school-district-sponsored driver or motorcycle education training course.
- Transportation to and from school for students living within two miles of school.
- Transportation of students to and from optional extracurricular activities or post-secondary instruction conducted at locations other than school.

Students will be charged for technology devices, textbooks, workbooks, and library books that are lost or destroyed. The school district may waive a required fee or deposit if the student and parent/guardian are unable to pay. For more information, contact the building principal.

CLASSROOM TREATS / BIRTHDAY POLICY

Students are allowed to bring store-bought treats with permission of the Advisory teacher. Treats must be in the original wrapper and consumed within that class period. ***Parties are permissible only during the Advisory period and not during regular classes or the lunch period***. Please refer to the district Wellness Policy for further guidelines.

Students may bring a snack if they so choose. Please be sure the snack is a healthy snack. No candy or beverages high in sugar should be sent to school as a snack.

Birthday celebrations can be a very sensitive experience for your child. With this in mind, we ask the following:

- Please deliver party invitations outside of the school environment.
- Please have balloons, flowers, etc. delivered at home. Items sent to school will be kept in the office until the end of the school day.

During lunch, snack time, or Advisory parties, students must finish eating their food inside the school building. Food is not allowed outside of the building.

SCHOOL MEALS

Jordan Public Schools is participating in the Universal School Meals program. One reimbursable breakfast and lunch will be free for all students in Preschool - Grade 12. Costs for Snack Cart, additional entrees, milk-only purchases and more, can be found on our HERE. A student may purchase a second breakfast at the nonprogram price if the student has already selected a reimbursable breakfast. A student may purchase a second meal at the nonprogram price if the student has already selected a reimbursable meal.

All families are encouraged to fill out the Application for Educational Benefits. This application qualifies families for benefits including discounted college application and academic testing fees, discounted participation fees on district athletic programs, and some Community Education and Recreation courses. **Students who were approved for benefits last year will still need to turn in a new application this school year.**

The Jordan Public Schools Nutritional Services Department uses *My School Menus*, an interactive, online menu tool to share daily breakfast and lunch menus with district families. This interactive menu allows families to view school meals, nutritional information, ingredients, and allergens all in one place.

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

PROCEDURES FOR NOTIFYING FAMILY OF MEAL ACCOUNT STATUS

Please reference Jordan Public Schools Policy *534 Unpaid Meal Charges* for procedures regarding meal account balances.

MESSAGES TO STUDENTS

Office telephones are not for students' personal use. Students will not be called out of class to receive phone messages, except in the event of an emergency. The office will post a student's name on the monitors if students have a message in the office. When picking up a student, rather than texting/calling your student, please call the office so office staff can notify the student at a time that does not interrupt instruction.

NONDISCRIMINATION

The school district is committed to inclusive education and providing an equal educational opportunity for all students. The school district does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, or age in its programs and activities. The school board has designated the Interim Superintendent, Ranae Case Evenson, 500 Sunset Drive, Jordan, MN 55352, 952-492-6200, as the district's human rights officer to handle inquiries regarding nondiscrimination.

NOTICE OF VIOLENT BEHAVIOR BY STUDENTS

The school district will give notice to teachers and other appropriate school district staff before any student with a history of violent behavior is placed in their classrooms. Prior to giving this notice, district officials will inform the student's parent or guardian the notice will be given. The student's parents/guardians have the right to review and challenge their child's records, including the data documenting the history of violent behavior.

PARENTAL CUSTODY

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

school office must be given legal written notification from the court indicating the restrictions. No child will be released to anyone without permission from the custodial parent with physical custody rights. Any questions on custody issues must be clarified by the court and presented to the school.

PARENT – TEACHER INVOLVEMENT

Parent-Teacher Organization (PTO): All parents are welcome and encouraged to be involved in their child's education by joining the JMS PTO. PTO meetings are open to all parents and are held on a monthly basis. The function of the PTO is to:

- Help improve middle school programs.
- Discuss the strengths and needs of Jordan Middle School.
- Promote good home/school communication.
- Help with school/community projects.

VOLUNTEERS

Parents/Guardians are welcome in the schools and are encouraged to volunteer in their children's classrooms. To volunteer in the school building or classroom, parents/guardians should contact the building principal or office to receive the necessary forms to complete. Parents/Guardians who visit the school should sign in at the middle school office before entering a classroom. All volunteers will be required to complete a BCA (Bureau of Criminal Apprehension) criminal background check prior to working with students. The school district will pay for the BCA criminal background check for volunteers working with students in the classroom setting. Volunteers will pay for the BCA criminal background check when supervising students outside of school, such as on a field trip or school related event. All background checks will be good for one year.

PLEDGE OF ALLEGIANCE

Students at JMS will recite the pledge of allegiance to the flag of the United States of America each day. The recitation shall be conducted during Advisory.

Any student or teacher may decline to participate in recitation of the pledge of allegiance to the flag. Students must respect the choice to not recite the pledge. Students will be instructed in the proper etiquette toward, correct display of, and respect for the flag and in patriotic exercises.

SEARCHES

In the interest of student safety and to ensure schools are drug free, district authorities may conduct searches. Students violate school policy when they carry contraband on their person or in their personal possessions or store contraband in their desks, lockers, or vehicles parked on school property. "Contraband" means any unauthorized item, the possession of which is prohibited by school district policy and/or law. If a search yields contraband, school officials will seize the item(s) and, where appropriate, give the item(s) to legal officials for ultimate disposition. Students found to be in violation of this policy are subject to discipline in accordance with the school district's "Student Discipline" policy, which may include suspension, exclusion, expulsion, and when appropriate, the student may be referred to legal officials.

LOCKERS AND PERSONAL POSSESSIONS WITHIN A LOCKER

According to state law, school lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. School officials may inspect the interior of lockers for any reason, at any time, without notice, without student consent, and without a search warrant.

Student's personal possessions within a school locker may be searched only when school officials have a reasonable suspicion the search will uncover evidence of a violation of law or school rules. After the search of a student's personal possessions, the school officials will provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.

PERSONAL POSSESSIONS AND STUDENT'S PERSON

The personal possessions of a student and/or a student's person may be searched when school officials have a reasonable suspicion the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.

WEATHER CLOSURE GUIDELINES

The District will cancel school if it is determined that it is unsafe for students and staff to travel to school. The Superintendent will make a decision to close schools using guidance from the National Weather Service in Chanhassen. The decision will be made in collaboration with our partners at Benjamin Bus Company. Reasons for closure may include excessive snow, dangerously low temperatures combined with wind chill, unsafe road conditions, especially as they relate to bus travel, or if it is determined that buses will not operate dependably. The decision will typically be made prior to 5:45 am in order to provide adequate notification for commuting families and our students who ride buses. Students should not report to school.

Decisions to close schools or alter schedules for students are made to insure the safety of students based on information available. It is important to remind students, staff, parents/guardians, and District residents of the school closing procedures and communications to ensure student safety and a safe winter for all.

We will focus on the safety of our students, and more specifically, on the safety of children who are waiting at bus stops or walking to school during the decision making process. If parents/guardians disagree with the District's decision to have school, they may always keep their children home, and it would be marked as an excused absence.

Factors used for deciding on closing school for severely cold weather are based on the National Weather Service's wind chill forecast and their corresponding **frostbite guideline chart (see below)**. Consideration to delay the start of school or cancel school will be triggered if the National Weather Service projects a 6:30am wind chill temperature of -35°F to -40°F, or greater, with a corresponding frostbite stage in the 5-10 minute range. The decision will also be made if there is a combination of dangerous road conditions and a wind chill that is very cold, but may not be in the above noted threshold.

Late Start

Should it be determined to start school late, the District will use the same notification system and timelines as those used for a school closure. Buses will operate on a schedule to deliver students in time for a late start and dismissal will be at the regular time. Families that live on rural roads may receive an alternate pick up location from our partners at Benjamin Bus Company for late start days when rural routes are undriveable for buses. Families that are impacted by alternate pick up locations will be notified as soon as possible by Benjamin Bus Company on late start days.

Athletics/Activities

If school is canceled all day, it is at the discretion of the Activities Director and Superintendent to hold varsity practices and contests. Information about cancellations will be shared on the district's website, Activities Twitter account, or through our email/phone notification system. If school is canceled during the day, all activities hosted by the District will likely be canceled for that afternoon/evening.

Community Education (to include Preschool and Kids' Company)

If schools are closed for the day, all daytime and after school Community Education activities (including Kids' Company and Early Explorers Preschool) are canceled. A decision about

Community Education evening activities will be made by mid-afternoon and communicated via the district's website or Community Education Webpage.

- **Early Explorers Preschool:** In the case of a late start, all morning ONLY classes will be canceled. All day classes will follow the 2-hour late start schedule. If schools are closed for the day, all preschool programs are canceled.
- **Kids' Company:** In the case of a late start, Kids' Company also follows the late start schedule (for example, if there is a 2 hour late start, Kids' Company will open at 8:00am). If school closes early due to inclement weather, parents/guardians will be asked to pick up their child within one hour of the adjusted school closing time. If school is canceled for the day, Kids' Company will also be closed.
- **Jordan Community Education and Recreation Center(CERC):** In school district weather closures, the Jordan Community Education and Recreation Center (CERC) will maintain posted business hours unless extreme weather conditions call for a closure due to safety. In this case, it will be noted on the district website and social media channels.

Notification

The District will notify families directly using the District Website , our Blackboard Notification system (email/phone call), Facebook, and Twitter. Parents/guardians should make sure phone numbers and email addresses are accurately entered into their Infinite Campus Parent Portal to ensure phone calls and messages will be delivered correctly. If you don't receive notifications, please contact an appropriate building secretary or the District Office. Announcements will also be made on WCCO-TV, KSTP-TV, KARE 11, FOX 9 TV, KCHK Radio, and WCCO 830 AM Radio. The District's Website and social media accounts are updated to reflect school closing information as soon as possible after the announcements are made. We ask that, except in an emergency, families please not call the school office because phone lines are needed for administrative use. An exception is if there is an emergency that the District should be made aware of immediately.

SKATEBOARDS, IN-LINE SKATES, & SHOES WITH SKATES

These items are not allowed in school and are prohibited on school property. Items will be taken away from students who do not follow the rules or who participate in unsafe use of their skateboard / skates. If you bring a skateboard to school, please store it in the office. Do not ride your skateboard until off school property.

STUDENT PUBLICATIONS AND MATERIALS

The policy of the school district is to protect students' free speech rights while at the same time, preserving the district's obligation to provide a learning environment free of disruption. All school publications are under the supervision of the building principal and/or sponsor.
Non-school-sponsored publications may not be distributed without prior approval.

DISTRIBUTION OF NON-SCHOOL SPONSORED MATERIALS ON SCHOOL PREMISES

The school district recognizes students and employees have the right to express themselves on school property. This protection includes distributing non-school sponsored material, subject to school district regulations and procedures, at a reasonable time and place and in a reasonable manner. For detailed information, see the complete "Distribution of Non-school-Sponsored Materials on School Premises by Students and Employees" policy found on the Jordan Schools Policies page.

STUDENT RECORDS

Student records are classified as public, private, or confidential. State and federal laws protect student records from unauthorized inspection or use and provide parents/guardians and eligible students with certain rights. For the purposes of student records, an "eligible" student is one who is 18 or older or who is enrolled in an institution of post-secondary education. For more complete information on the rights of parents/guardians and eligible students regarding student records, see the found on the Jordan Schools Policies page.

STUDENT SURVEYS

Occasionally, the school district utilizes surveys to obtain student opinions and information about students. Please reference Jordan Public Schools Policy *520 Student Surveys* for complete procedures regarding student surveys.

TRANSPORTATION OF PUBLIC SCHOOL STUDENTS

The school district will provide transportation for all resident students who live one mile or more from the school. Transportation will be provided on all regularly scheduled school days or make-up days. Transportation will not be provided during the summer school break, except in certain circumstances such as designated areas for summer school. The school district will not provide transportation for students whose transportation privileges have been revoked or have been voluntarily surrendered by the student's parent or guardian.

VIDEO AND AUDIO TAPING

School Buses

All school buses used by the school district may be equipped for the placement and operation of a video camera. The school district will post a notice in a conspicuous location informing students that their conversations or actions may be recorded. The school district may use a videotape of the actions of student passengers as evidence in any disciplinary action arising from the student's misconduct on the bus.

Places Other Than Buses

Jordan Middle School is equipped with video cameras – inside and outside. Video surveillance may occur in any school district building or on any school district property.

VISITORS IN DISTRICT BUILDINGS

Parents/Guardians and community members are welcome to visit Jordan Middle School. To ensure the safety of those in the school and to avoid disruption to the learning environment, all visitors must report directly to the office upon entering the building, with the exception of events open to the public. Upon entering the building, visitors must sign in by providing a government-issued identification card to receive a visitor badge. Visitors must wear badges at all times while they are in the building. Visitors are required to sign out in the office when leaving the building. Visitors of students at Jordan Middle School are not allowed. An individual or group may be denied permission to visit a school or school property, or such permission may be revoked, if the visitor does not comply with school district procedures or if the visit is not in the best interests of the students, employees, or the school district.

PART II — ACADEMICS

ALTERNATIVE EDUCATIONAL OPPORTUNITIES

Some students may be at risk of not completing their educational programs. The school district provides alternative learning options for students who are at risk of not succeeding in school. Alternative educational opportunities may include special tutoring, modified curriculum and instruction, instruction through electronic media, special education services, homebound instruction, and enrollment in an alternative learning center, among others. A list of the alternative learning options is available in the district office. Students and parents/guardians with questions about these programs should contact the principal of their child's school.

CHEATING AND PLAGIARISM

The acts of plagiarism and cheating interfere with the learning process. They keep one student from learning and others from having the uniqueness of their work recognized. Academic integrity is important for all students. Cheating will lead to gaps in learning and lack of

preparation for post-secondary opportunities. The following are the most common types of plagiarism that occur in student work:

1. Blatant plagiarism or direct copying of another's material (this includes current and former students) without acknowledging that source.
2. Plagiarizing material or using an original idea of someone else without crediting the source of the material or idea.
3. Sharing documents with another person for any reason other than in a group project.
4. Taking a picture of a test, homework, or other assignment to give the answers or get the answers from another.
5. Using AI technology to generate content, including content in the final form and content used as a framework from which to create content.

To cheat is to mislead an instructor in some way so as to receive a grade for work that the student did not originate, or work performed with unauthorized aid and assistance. Providing work to another student who then claims it as his/her own is considered cheating for both students involved. Teachers will have the authority to determine what constitutes cheating on a case-by-case basis.

EXTENDED SCHOOL YEAR OPPORTUNITIES

The school district provides extended school year opportunities to a student who is the subject of an Individualized Education Program (IEP) if the student's IEP team determines the services are necessary during a break in instruction in order to provide a free and appropriate public education. For more information on extended school year opportunities for students with an IEP, contact the building principal.

STUDENT OF THE MONTH

Once a month (November – May, please see school calendar), four students from each grade are nominated by the staff to be a Student of the Month. Students being nominated have displayed the following criteria:

- Displays acceptable behavior
- Displays a positive attitude
- Does his/her best work
- Displays J-Town P.R.I.D.E. at all times
- Has shown growth or improvement over time

All students assemble for an award presentation. Family members of the Students of the Month are invited to attend the presentation. Please check into the office upon arrival at school and pick up a visitor badge.

ACTIVITY NIGHTS

Activity nights will be offered and divided by 5th/6th grade and 7th/8th grade when possible. Appropriate dress and behavior is expected, and all school rules and regulations will be enforced. Only students enrolled at the Jordan Middle School are allowed to attend these activities. Students who are absent on the day of the activity night, will not be allowed into the activity night. Poor school performance or behavior may also result in no admittance to activity nights.

PHYSICAL EDUCATION UNIFORM AND RULES

6th through 8th grade students are expected to be dressed in an appropriate uniform for Phy. Ed. class which includes shorts or sweatpants. Students are also asked to purchase a shirt (during fall open house) to be worn in class. After the third warning, a disciplinary action may be taken with students who do not dress appropriately for class.

ACTIVITIES

All students are encouraged to participate in the activities available at Jordan Middle School. They include Athletics, Band, Choir, School Plays, Student Council, Knowledge Bowl, Math Masters, and After School Program. Activities make Jordan Middle School both more enjoyable and more meaningful. All school activities, whether associated with the high school league or

not, will follow the rules for eligibility set down by the league. All activities will also follow the rules for academic eligibility as set by the school. These rules are included below.

Extracurricular Student Eligibility Standards (Grades 7 – 8)
Any student who chooses to participate in an extracurricular activity at Jordan Middle School (including all interscholastic activities) is required to:

- Abide by all rules as mandated by the High School League
- Maintain passing grades in all classes (no failures)
- Maintain a GPA average of 1.67 (C-)
- Maintain acceptable standards of conduct in the classroom. If behavior is unsatisfactory, the student must attend a parent-teacher conference
- Special Education students must be making progress on IEP goals (IEP is in place at the beginning of the season) unless a student has been referred by staff to the Special Education Team for additional help.
- **JMS also runs its own requirements; they will be given out at the beginning of each sport season.**

Academic Support for Student Eligibility
Students participating in activities who fail a course will be placed on Academic Support for the remainder of the current semester with the goal of helping the student gain academic progress. Students on Academic Support are required to meet with his/her instructors to assure they are making progress during this semester. The student must be attending all classes, turning in assigned work, and making an effort to improve their academic performance. An ***unexcused absence*** at any time during the semester of Academic Support may result in a loss of participation for the remainder of the current semester.

The Academic Support form must be signed by each instructor, for all classes the student is currently enrolled. It must be signed and returned to the Middle School Activities Director for verification on the dates listed. Failure to return the form by the dates listed will result in loss of participation for the next week. If the student fails to return this form, or if one instructor fails to support the student's participation, the student will not be allowed to participate for the next week, starting the Monday after the signature sheet is due.

Information meetings will be held for students to explain the High School League Rules related to violations resulting in suspension of participation:

- 1st violation – 2 events or 2 weeks
- 2nd violation – 6 events or 3 weeks
- 3rd violation – 12 events or 4 weeks (whichever is greater)

New Streaming Platform for Varsity Games
The Jordan Activities department is excited to announce we will now be streaming home athletic events via Hudl TV rather than the Jordan Activities YouTube channel. This switch will provide an enhanced viewing experience for our streaming audience. Additionally, if you miss a game, there will be a 1-2 minute highlight reel available for all past games, so you don't miss out on seeing your favorite Jordan HIgh School athletes!

Families and community members can find the link to our live stream videos on Hudl TV by visiting www.JordanActivities.org and navigating to the 'More' tab. Once you're on the Hudl TV site, click on 'video' and then 'select a stream.' With questions, please contact the Jordan Activities department

FIELD TRIPS

Field trips may be offered to supplement student learning. Field trips may be optional and, if so, students who participate may be charged. Students will not be required to pay for instructional trips that take place during the school day, relate directly to a course of study, and require student participation.

GRADES

Student progress will be reported to parents by the use of a report card each semester and in an ongoing manner through Infinite Campus. Assignments turned in on time will be updated at least weekly. Assignments turned in late will be graded within a week from being turned in. All formative assessments must be in prior to initial summative assessments in order to be considered for retake assessments. Refer to teacher syllabus for individual grading procedures. 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%*

CONFERENCES

Parent/teacher conferences will be held twice during the school year. Conferences provide an opportunity for parents and teachers to share information about a student's progress and needs. **Conferences will go from 3:30 to 7:30 PM.** Below are open house and conference information for the 2026-2027:

- August 27th -Open House Night
- September 16th - JMS Curriculum Night (4:30-6:30PM)
- October 29th - Invitation Conferences (3:30-7:30 PM)
- October 30th - Invitation Conferences (7:30-3:30 PM)
- November 12th - Open House Conferences (3:30-7:30 PM)
- February 16th - Invitation Conferences

CAMPUS PORTAL PARENT ACCESS

Parents can purchase meals and any other school items such as t-shirts, registration materials, etc. on their Campus Portal account. We encourage all families to get familiar with this account and use it instead of cash or checks.

HOMEWORK GUIDELINES

It is important for young students to develop good study skills at this time in their educational career. This includes the development of good home study habits. Homework may include reading assignments from textbooks and/or completing assigned work and projects. The amount of time spent on homework will vary, according to the needs and abilities of each student. *Ten minutes per night per grade level has been a common practice for assigned homework (i.e. a 5th grade student could have 50 minutes of homework each night: 5 x 10 minutes = 50 minutes)*.Please set aside a time and place where quality work may be completed each evening. Make this a positive experience in your family.

ACADEMIC PERFORMANCE

All students are expected to achieve an acceptable level of proficiency. JMS has a variety of services to help students succeed in middle school. Some of these programs include, Extra Reading, Mathematics courses, Targeted Service Programs, REACH, etc. Students who achieve at an acceptable level will be promoted to the next grade level at the completion of the school year.

PROMOTION/RETENTION PROCEDURE

If retention of a student is to be considered, a discussion involving professional staff and parents/guardians will take place during the last semester of school. After the discussion and review of district policy, attendance and academic data, the building principal, educational team and parents/guardians will further evaluate and decide what is in the best interest of the student. After consultation with the district superintendent, a final decision will be made.

PLANNERS

The staff, students, and parents of JMS agree that the planner is an excellent tool for communication between home and school. Parents are asked to pay for planners at the beginning of the school year. Planners are most effective when expectations of all three members of the partnership are fulfilled. Those expectations are listed below:

Staff is expected to:

- Write all assignments on the board or post in Google Classroom.
- Write notes to parents when needed.

Students are expected to:

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

Parents are expected to:

- Look at the planner every evening.
- Communicate with the teacher when needed.

SUMMER SCHOOL

The school district will provide summer school learning opportunities. Letters to those eligible will be sent out well before the summer classes begin. Our summer school will take place during the month of July for most students. For more information, contact the office or Principal.

TARGETED SERVICE PROGRAM

The school district offers students a learning program that provides instruction throughout the year on an extended calendar, extended school day, or both. A student's participation in the program is optional. Students participating in the After School Program will need parental permission to participate. Parents or guardians are responsible for transporting the students home after each session.

STATE STANDARDIZED TESTS

Parents/guardians have a right to not have their student participate in state-required standardized assessments. Minnesota statute requires districts provide information about statewide assessments to parents/guardians and include a form to complete if they refuse to have their student participate. Students opting out count as a "Does Not Meet" for the school. The form is available on the Jordan Public Schools website in English and Spanish. JPS Teaching and Learning-Testing.

PASSES

Students are not allowed to be out of class at any time without a pass from a staff member. Passes will not be issued the first ten minutes of class and the last ten minutes of class to maintain a positive learning environment. Students who leave the building must be issued a pass from the office. All students must report to the middle school office upon their return and obtain an admit slip for admittance to their classes

PARENT RIGHT TO KNOW

If a parent requests, the school district will provide information regarding the professional qualifications of his/her child's classroom teachers, including, at a minimum, the following:

- whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- whether the teacher is teaching under emergency or other provisional licensing status through which state qualification or licensing criteria have been waived;
- whether the student is provided services by paraprofessionals and, if so, their qualifications.

In addition, the school district will provide parents with information as to the level of achievement of their child in each of the state academic assessments. The school district will also provide notice to parents if, for four or more consecutive weeks, their child has been assigned to or taught by a teacher who is not highly qualified.

FOUNDATIONS OF LEARNING CLASS

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

REACH

REACH is an elective class designed to assist students academically, socially, and/or emotionally during the school day. REACH staff work closely with other professionals, students, and families to not only assist students academically but equip students with skills for future success. The REACH program follows a set schedule each week to support students. Below are the items followed on the schedule.

- Weekly Check-in/Goals Group
- Character Building Exercises
- Academic Days

What does REACH stand for?

- **R**elationships - A safe place for students to belong, connect, and be supported.
- **E**ducation - Create positive learning opportunities through academic support and individual assignment modification.
- **A**ccountability - A support network with staff committed to help students succeed that nurtures student accountability with parent support.
- **C**haracter - Skill building activities that encourage positive academic and personal growth.
- **H**ard Work - Students that rise to the level of expectations

PART III — RULES AND DISCIPLINE

ATTENDANCE

Regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability. For detailed information, see the "Student Attendance" policy in this handbook and/or on the school district website.

BULLYING PROHIBITION

The school district is committed to providing a safe and respectful learning environment for all students. Acts of bullying, in any form, by either an individual student or a group of students, is prohibited on school district property or at school-related functions. For detailed information regarding the school district's "Bullying Prohibition" policy, refer to this handbook and/or the school district website.

BUSES—CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

Riding the school bus is a privilege, not a right. The school district's general student behavior rules are in effect for all students on school buses, including non-public and charter school students. The school district will not provide transportation for students whose transportation privileges have been revoked. All bus riders are under the authority of the bus driver and must obey rules as imposed by them to provide for the safe operation of their vehicle. In order to maintain a safe and healthy situation in and around a school bus, specific guidelines have been developed. The following acts are prohibited and may result in loss of bus privileges:

- Use or possession of alcohol, drugs, or tobacco on the bus.
- General disruptiveness such as fighting or throwing things.
- Unauthorized movement around the bus. Riders should stay seated when the bus is moving.
- Transportation of unauthorized passengers. Non-regular riders must receive official permission before being transported.
- Loud, obscene, or abusive language of any kind.
- Vandalism on the bus. (This may result in civil action.)
- Insubordination toward or failure to follow driver's orders.
- Fighting or provoking a fight. (This may result in suspension from school and/or criminal charges being filed.)
- Using or carrying dangerous items on the bus such as guns, knives, lighters, etc. (Criminal charges may be filed.)
- Placing any part of the body out of the bus or throwing objects from the bus. (Criminal charges may be filed.)

Students must avoid playing or loitering on the highway when waiting for the bus. When crossing the highway before boarding or after leaving the bus, students should be careful to check for approaching vehicles, as well as bus movement.

In the case of a discipline problem, the following procedures will be used:

1. The driver will take appropriate measures to maintain order and/or protect the health and safety of all students.
2. If the bus driver cannot correct a student's misbehavior by talking to the student and/or the student's parents, the driver shall report the problem to the Middle School Principal and Benjamin Bus Company.
3. Should another incident occur, the driver will complete an "Incident Report" before leaving their bus and drop it off with the bus supervisor at Benjamin Bus Company. The "Incident Report" will be mailed immediately to the student's parents/guardian, with a copy delivered to the appropriate school principal. Each subsequent incident will be handled in accordance with the aforementioned procedure through the third (3rd) offense, after which the student will not be allowed to ride the bus until a conference, which includes the contractor, appropriate principal, driver, and parent/guardian, has been held.
4. Suspensions for offenses one (1) through three (3) may be for a period of time from one (1) to ten (10) days.
5. In cases of serious or hazardous conduct, Benjamin Bus Company, with district approval, or the school district may skip the preliminary notices or warnings and immediately suspend the student's riding privileges for an indefinite period of time.

CELL PHONES AND PERSONAL ELECTRONIC COMMUNICATION DEVICES

Students are prohibited from using cell phones, earpods/headphones, SMART watches and other SMART devices, and other electronic communication devices during the instructional day, except as stated below and/or when a teacher allows students to bring an electronic mobile device to class for educational purposes (i.e. use a graphing calculator app in an upper level math course). Students are also prohibited from using a cell phone or other electronic communication device to engage in conduct prohibited by school district policies including, but not limited to, cheating, bullying, harassment, malicious/sadistic conduct, etc. No student will

take or share a picture or video of another person during the instructional day without their permission. School district policies on Internet Acceptable Use and Safety and Student Discipline may be applied to this action.

No student is allowed to take pictures or videotape another person without their permission. Cell phones or other electronic devices are not allowed in the bathroom or locker room.

If the school district has a reasonable suspicion a student has violated a school rule or law by use of a cell phone or other electronic device, the school district may search the device. The search of the device will be reasonably related in scope to the circumstances justifying the search.

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

CELL PHONE/ELECTRONIC DEVICES
Cell phones, earbuds/headphones and other electronic devices must be kept in student's lockers during school hours (8:00 AM - 3:00 PM). Students are not allowed to have earbuds/headphones outside the classroom. If a cell phone is in a student's possession, or goes off during the school day, it will be taken by staff of the school and given to a building principal or designee.

- **1st offense:** The phone/electronic device will be kept by the principal/designee for the rest of the school day. At the end of the day, the student will be able to get the phone back from the principal.
- **2nd and subsequent offenses:** The phone/electronic device will be kept by the principal/designee and will only be given back to the parent or guardian. Ongoing issues will result in students turning their phone into the office each morning.

NON EXCLUSIONARY DISCIPLINE

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

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

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

- A clear set of positive expectations and behaviors

- Procedures for teaching expected behavior
- Continuum of procedures for encouraging expected behavior
- Continuum of procedures for discouraging inappropriate behavior

At JPS a team of school representatives composed of administrators, classroom and special education teachers and non-certified staff meet on a regular basis to support staff, students and families with following our school rules: Be Respectful, Responsible, and Safe, as well as the District's strategic plan of *Grow your Jordan* ***PRIDE: P****reparedness.* ***R****espect.* ***I****ntegrity.* ***D****ependability.* ***E****xcellence.* Jordan Public Schools uses **non exclusionary discipline and practices**, **restorative practices/conversations**, and the language of ***Recognize, Acknowledge, and Connect*** as a framework for working with students. All students will be taught PBIS processes and procedures during the first weeks of school and revisited throughout the school year.

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

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

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

- Connect students to the group
    - Does the student need a conversation, consequence or punishment in order to learn the expected behaviors?
        - If students struggle with following the school rules, they might receive a verbal warning, redirection or have a **conversation** about the incident.
        - For repeated behaviors or more serious offenses, students may receive a **consequence** such as a phone call home to the child's family or a "Just Stop and Think" slip from the classroom teacher naming the inappropriate behavior and what school rule the student needs to improve on.

- More severe consequences might necessitate a **punishment** such as an office referral and/or suspension that will require the implementation of **non exclusionary discipline and practices**, and may require the attention of building administration. Either of these slips will go home for families to be informed about their child's behavior and will need to be signed and returned to school. It may also be determined that a more in depth communication/meeting should be scheduled to determine an action plan for future student success (see policy 506 *Student Discipline* on the Jordan Public Schools website for more detailed information).

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

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

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

WIN ROOM

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

DRESS AND APPEARANCE

Students are expected to be clean, neat, and dressed appropriately for the school day. Articles of clothing must not be disruptive to school property, offensive, nor interfere with the educational process and must comply with requirements for health and safety.

District #717 is committed to its schools being free from tobacco, drugs, and violence. Therefore, words or symbols on clothing or personal property that advertise products or actions which are illegal or harmful for children will not be permitted. Examples of unacceptable clothing/appearance include, but are not limited to the following:

- Obscene and/or profane language, slogans, emblems, or pictures
- Advertisements for alcohol or tobacco products
- Gang symbols or emblems on clothing worn in a manner to identify gang membership
- Chains, pins, studs, rings, and other potentially hazardous items

- Headgear, including hats or head coverings, is not to be worn in the building except with the approval of the building principal (i.e. student undergoing chemotherapy, medical situations, student religious/cultural practice or belief).
- Immodest or sexually provocative clothing, words, or symbols such as the following:
    - Shirts must cover the entire midsection of the body
    - Sleeveless tops must have straps
    - Undergarments must not be showing
    - Pants must be at a length so the student will not trip on them
    - Shorts and skirts must be of a length at the fingertip or beyond when the student is standing with arms at their sides

DRUG-FREE SCHOOL AND WORKPLACE

The possession and use of alcohol, controlled substances, medical cannabis, non intoxicating cannabinoids, and edible cannabinoid products and toxic substances are prohibited at school or in any other school location before, during, or after school hours. Paraphernalia associated with controlled substances is also prohibited. The school district will discipline or take appropriate action against anyone who violates this policy.
District policy is not violated when a person brings a controlled substance which has a currently accepted medical treatment into a school location for personal use if the person has a physician's prescription for the substance, except marijuana is not allowed on school property even if prescribed. Students who have prescriptions must comply with the school district's "Student Medication" policy. The school district will provide an instructional program in every elementary and secondary school on chemical abuse and the prevention of chemical dependency.

A violation of this policy does not occur when an adult lights tobacco on school district property as a part of a traditional American Indian spiritual or cultural ceremony. An American Indian student may carry a pouch containing loose tobacco intended as observance of traditional spiritual or cultural practices.

HARASSMENT AND VIOLENCE PROHIBITION

The school district strives to maintain a learning and working environment that is free from religious, racial, or sexual harassment and violence. The school district prohibits any form of religious, racial, or sexual harassment and violence. For detailed information on the school district's "Harassment and Violence Prohibition" policy, refer to the back of this handbook and/or on the school district website.

HAZING PROHIBITION

Hazing is prohibited. No student will plan, direct, encourage, aid, or engage in hazing. Students who violate this rule will be subject to disciplinary action pursuant to the school district's "Student Discipline" policy. For detailed information on the school district's "Hazing Prohibition" policy, refer to the back of this handbook and/or on the school district website.

INTERNET ACCEPTABLE USE

All school district students have conditional access to the school district's computer system, including Internet access, for limited educational purposes, including use of the system for classroom activities, educational research, and professional and career development. **Use of the school district's system is a privilege, not a right.** Unacceptable use of the school district's computer system or the Internet may result in one or more of the following consequences:

- suspension or cancellation of use or access privileges
- payments for damages and repairs
- discipline under other appropriate school district policies, including, but not limited to, suspension, expulsion, or exclusion; or civil or criminal liability under other applicable laws.

A copy of the school district's "Internet Acceptable Use" policy is available in the district office.

TOBACCO-FREE SCHOOLS

School district students and staff have the right to learn and work in a tobacco-free environment. School policy is violated by any individual's use of tobacco or tobacco-related devices in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. This policy includes E-Cigarettes. Any student who violates this policy is subject to school district discipline. For detailed information on the school district's "Tobacco-Free Environment" policy, contact the district office. Contact the building principal or the superintendent if you have questions or wish to report violations.

WEAPONS PROHIBITION

No person will possess, use, or distribute a weapon when in a school location except as provided in school district policy. A "weapon" means any object, device, or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded, air guns, pellet guns, BB guns, all knives, blades, clubs, metal knuckles, nunchucks, throwing stars, explosives, fireworks, mace and other propellants, stun guns, ammunition, poisons, chains, arrows, and objects that have been modified to serve as a weapon. A weapon also includes look-alike weapons. Appropriate discipline and action will be taken against any person who violates this policy. The school district takes a "zero tolerance" position in regard to the possession, use, or distribution of weapons by students. Discipline of students will include, at a minimum: immediate out-of-school suspension, confiscation of the weapon, immediate notification of police, parent or guardian notification, and recommendation to the superintendent of dismissal for a period of time not to exceed one year. A student who brings a firearm to school will be expelled for at least one year, subject to school district discretion on a case-by-case basis. For a copy of the "School Weapons" policy see the back of this handbook and/or the school district website.

PART IV — HEALTH AND SAFETY

ACCIDENTS

All student injuries that occur at school or school-sponsored activities should be reported to the school nurse. Parents/guardians of an injured student will be notified as soon as possible. If the student requires immediate medical attention, the principal or other district leader will call 911 or seek emergency medical treatment and then contact the parent(s).

INTEGRATED PEST MANAGEMENT (IPM) NOTIFICATION

Notice Concerning Use of Pesticides

All Minnesota schools are required to inform parents/guardians and school employees they may request to be notified prior to pesticide applications on school property. Pesticides include chemicals which are used to control insects, weeds, rodents, or other pests as defined by the law. (M.S. 123B.575, Subd.9)

Pests have the potential to sting, bite, contaminate, cause property damage, spread disease, cause asthma, and/or trigger an allergic reaction. Therefore, we attempt to minimize their impact on students, staff, and building visitors. Our district utilizes the service of a licensed, professional pest control firm for the prevention and control of pests in and around district buildings and grounds. All pest control materials are chosen and applied according to federal law.

Because long-term health effects on children from the application of such pesticides or the class of chemicals to which they belong may not be fully understood, the district requires the least amount and least toxic pesticides available be used.

An estimated schedule of interior pest control inspections and possible treatments are available for review or copying at the district office. A similar estimated schedule is available for applications to school grounds of herbicides and other materials. Parents may receive, at their expense, notification of pesticide application prior to their use should they be deemed necessary on unscheduled days if specifically requested.

The district's IPM program was reviewed by a representative from the Minnesota Department of Agriculture in February 2011. During this review, the district received additional technical expertise for IPM program improvements related to chemical storage and handling/disposal.

Any questions you may have regarding the ISD #717 Integrated Pest Management (IPM) program or practices should be directed to JPS Facilities Director, Mr. Dan Lehman, at 952-492-6200.

INDOOR AIR QUALITY (IAQ) ANNUAL NOTIFICATION

Jordan Public School ISD #717, in coordination with the Minnesota Department of Education (MDE) and the Environmental Protection Agency (EPA), have developed an indoor air quality management plan. A factor of the IAQ management plan is the following yearly correspondence to all district residents on the status of IAQ issues within the district.

Formal approval of the IAQ Management Plan by the ISD #717 School Board has been conducted. The plan is reviewed annually. Since that time, IAQ related activities specified in the management plan including walkthroughs, ventilation inspections, and staff surveys have been conducted annually in order to monitor and manage indoor conditions within our facilities.

Throughout the upcoming year, ISD #717 will continue to respond to IAQ concerns in a proactive manner to ensure the health and safety of students, staff, and building visitors. If you have questions relating to IAQ or would like to review the District IAQ management plan, please feel free to contact Ranae Case Evenson at (952)492-6200.

LEAD IN SCHOOL DRINKING WATER

The school district must send parents an annual notice that includes the district's annual testing and remediation plan, information about how to find test results, and a description of remediation efforts on the district website. The district must update the lead testing and remediation information on its website at least annually. Information on how parents may find the test results and a description of remediation efforts can be requested by contacting JPS Facilities Director, Mr. Dan Lehman, at 952-492-6200.

CRISIS MANAGEMENT

The school district has developed a "Crisis Management" policy. Each school building has its own building-specific crisis management plan. Students and parents will be provided with information as to district and school-specific plans.

The "Crisis Management" policy addresses a range of potential crisis situations that need mock drills scheduled in the school district and includes general crisis procedures for securing buildings, classroom evacuation, campus evacuation, sheltering, and communication procedures. The school district will conduct lockdown drills, fire drills, and a tornado drill yearly. Complete building plans, including classroom and building evacuation procedures, and can be found in the school office.

PETS IN SCHOOL

Due to health and air quality concerns, dogs, cats, rodents, rabbits, reptiles, fish, birds or exotic animals are not allowed on school property, unless pre-arranged with the principal. Certified therapy dogs will be permitted. Science curriculum approved by the principal may bring in the above listed animals. Organizations that may be approved for presentations may include, but are not limited to Critters & Co., The Raptor Center, and The Humane Society. Animals brought in for

"show and tell" should be scheduled for fall or spring, thus permitting the viewing of these animals in an outside location of the school.

SCHOOL NURSE

JMS employs the services of a school nurse on site. The school nurse attends to the needs of ill or injured students, maintains student medical records, and monitors the immunization records of students. The nurse is also in charge of vision and hearing.

Parents of students new to the system or parents having questions about medical or immunization records may reach the nurse at 952-492-4232.

Immunization Requirements

All students entering 7th grade or new to the district must show proof of current immunization status to be enrolled in public schools.

The immunizations required are as follows:

- DTaP - 5 shot series with Tdap booster on or after their 11th birthday
- Meningococcal on or after their 11th birthday (initial immunization)
- Polio - 4 shots series
- MMR (Measles, Mumps, and Rubella) - 2 shot series
- Hepatitis B - 3 shots series
- Varicella (Chicken Pox) - 2 shot series or date of disease (month / year)
-

The only exemptions to Minnesota Immunization requirements are:

- Medical exemption - requires a physician note
- Exemption due to conscientiously held beliefs against immunization - this requires a notarized signature.

All immunization dates must show month, day, and year received. The requirements for 5th and 6th graders are unchanged from their Kindergarten requirements. Immunizations for 7th grade students must be completed and the records turned into the middle school office by the second week of August. If immunization records are not received by the due date, there will be one reminder letter sent. If no records are received by the second week of school, students will not be able to attend school.

Medication Policies

All prescription or nonprescription medications to be taken by a student during school hours **MUST** be kept in the office and administered by appropriate school personnel for primary school students. Secondary students may self carry medication with written authorization from parents/guardians. Parents/Guardian or physicians must notify the office when medication is required to be taken at school and must provide the following:

1. A signed "Authorization to Administer Medications at School" form. A new form must be completed at the beginning of each new school year.
2. Non-prescription FDA approved medications must come in the original labeled container, with a signed permission form.
3. Prescription medication must come to school in the original prescription container appropriately labeled by a pharmacy. The container will be labeled with the student's name, name of the medication, dosage, directions for administration, the name of the person licensed to prescribe, name of manufacturer of the drug, and the date of the original issue or renewal.
4. Students are not allowed to have any medications, unless there is a written agreement between the school district, the parent and/or the prescriber (i.e. inhalers). Controlled substances are never to be carried by a student or self-administered.
5. **The school will not keep *any stock medication* for student use.**

Health Policies

Children should be kept at home if they have any of the following symptoms:

- Vomiting (return 24 hours after the last incident of vomiting)
- Illness when they are unable to participate in routine activities
- Temperature of 100.4 degrees or more (must be fever free for 24 hours without fever reducing medication before returning to school)
- Diarrhea (return 24 hours after the last incident of diarrhea)
- Rash until medical exam indicates it is not a communicable disease
- Mouth sores with drooling
- Unusual color of sin, eyes, stool or urine

If any of these occur, keep the child at home until recovered, call a family doctor for an accurate diagnosis and proper care.

If you have any health issues/concerns and/or questions regarding immunizations, medication or health policies please contact the school nurse at 952-492-4232.

School District Policies

A full list of school board policies can be found on the Jordan Public Schools website.

Policy Name	Policy Number
Student Discipline	506
School Weapons	501
Harassment and Violence	413
Tobacco Free Environment	419
Search of Student Lockers, Desks, Personal Possessions and Student's Person	502
Bullying Prohibition	514
Hazing Prohibition	526
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JORDAN PUBLIC SCHOOLS

Jordan Middle School
500 Sunset Drive, Suite #2
Jordan, Minnesota 55352
952-492-2332 main | 952-492-4450 fax

BEN BAKEBERG
Principal, Jordan Middle School
bbakeberg@isd717.org

Executive Summary: Jordan Middle School updates and edits to the Student/Parent Handbook for the 2026-2027 school year.

Ben Bakeberg, Jordan Middle School Principal

This summary provides an overview of the changes to the JMS Student/Parent Handbook for the 2026-2027 school year. Overall, twenty-two changes have been made to the handbook. Fourteen of the changes are formatting/editing, and the remaining ten are outlined below.

Updates:

- Adjusted table of contents as needed.
- Updated dates as needed throughout the handbook.
- Added attendance and academic data to the retention review section.
- Added Foundations of Learning Class
- Removed references to WIN throughout the handbook.
- Updated curriculum night and conferences dates and times.
- Updated WIN Room process with Student Support team in the main office.
- Replaced references to lunch with meals where appropriate.
- Updated links to website as needed.
- Updated all linked resource documents throughout the handbook.

Recommendation:

It is my recommendation that the 2026-2027 JMS Student/Parent Handbook be approved by the Jordan School Board.

District Office: 500 Sunset Drive, Suite #1, Jordan, Minnesota 55352
952-492-6200 main | 952-492-4445 fax | www.jordan.k12.mn.us

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

Jordan Elementary School

2026 - 2027
FAMILY / STUDENT HANDBOOK

INDEPENDENT SCHOOL DISTRICT #717
Jordan PreK-4 Elementary
815 Sunset Drive Jordan, MN 55352

(952) 492-2336: Main Office

(952) 492-4444: Attendance

(952) 492- 4446: Fax

Office Hours- 7:00-3:30

Student Hours- 8:15-3:15

JORDAN PUBLIC SCHOOLS SCHOOL BOARD AND STAFF DIRECTORY

Board of Education	**Current Board of Education members and information can be found at link below:**
Jordan Public Schools Board of Education	

Jordan Public Schools Staff Directory

***If you would like to request a print version of this handbook or are unable to access any information, for any reason, please contact the JES office for assistance. Managerial items subject to change based on the educational needs of Jordan Elementary School.

Welcome to Jordan Elementary School

Dear Families and Students,

Welcome to Jordan Elementary School! We are very excited to start the upcoming school year with you and your child. I am honored to be a part of such an outstanding staff committed to collaborating with parents, extended families, and the surrounding community in educating our students.

The mission of Jordan Public Schools is to, ***Inspire a caring community to ignite learning, innovation, and success for all.*** At Jordan Elementary we value academic achievement and have high standards and expectations for our students. Additional factors that contribute to academic success are quality instruction delivered at a developmentally appropriate level, and time devoted to addressing the social-emotional and culturally diverse needs of students. Staff is committed to working with students in becoming life-long learners who demonstrate strong character. Students and staff embrace our "Jordan PRIDE" behavior model of showing **P**reparedness, **R**espect, **I**ntegrity, **D**ependability, & **E**xcellence, while being respectful, responsible, and safe in all areas of the building and on the school bus. Mindfulness practices are embedded in classrooms where students learn how to manage their emotions and regulate their bodies to best prepare for the academic and social challenges throughout the day.

Families play an integral role in the overall education of their children, and we look forward to partnering with you and supporting your needs. We appreciate you taking the time to view the information provided in this handbook. Please keep this handy for future reference, as it may answer many questions that come up during the school year. If you have any questions about

items found in this handbook, please contact the school office at 952-492-2336 or view it online at isd717.org.

Again, welcome back! We look forward to working with you to ensure an outstanding school year!

Respectfully,



Melissa Barnett
Jordan Elementary School Principal

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PART I – INFORMATION

Equal Education and Employment Opportunity Policy

The educational program of Jordan Public Schools #717 has sought to provide equal educational opportunities for all.

Jordan Public Schools #717 is in compliance with current state and federal statutes and regulations. In recognition of its obligation to provide equal opportunity for education and employment for all persons within its jurisdiction, it will not discriminate on the basis of sex, race, color, religion, creed, national origin, status in regard to public assistance, marital status, parental status or disability in the following areas: access to course offerings, curricular materials, counseling practices, extra-curricular activities, use of school facilities, or employment practices.

This policy supports the District's good faith efforts to comply with Title IX of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972.

Inquiries regarding compliance with this policy may be directed to the Superintendent at Jordan Public Schools #717, 500 Sunset Drive, Jordan, MN 55352, telephone number (952) 492-6200, or to the Director of the Office for Civil Rights, Department of Health, Education and Welfare, Washington, D.C.

Any student, who feels he/she has been discriminated on the basis of sex by the school district or its employee, may file a formal complaint to the Principal. The forms for this complaint may be obtained in the District office.

SCHOOL HOURS

The school day begins at 8:15 AM and ends at 3:15 PM, with a staggered dismissal starting around 3:05 PM. The safe arrival and dismissal of our students is extremely important to the faculty and staff, as we know it is for parents/guardians. In this interest of safety and security, the following procedures are in place. Your cooperation is greatly appreciated.

JES doors do not open until 7:40 for students to enter into the building to be supervised by a staff member or eat breakfast. Students arriving prior to this time will be asked to remain outside or in the main entrance area, and a phone call will be made to the family reminding them when students can arrive at school. Our Kids' Company program is available for students to attend before school to assist parents/guardians with before-school care.

Teachers want to provide students with a day full of engaging activities to ensure they can grow and learn to their fullest potential. In order for this to happen, staff need uninterrupted time before school to collaborate with one another and focus on planning and organizing their instructional spaces. Students will enter the classrooms around 8:00, and we ask if parents/guardians need to speak with the teacher that you call ahead of time to schedule a meeting.

ARRIVAL

Please make every effort to send your child to school in a positive frame of mind. A positive start at home each morning puts your child in the right state of mind for learning.

Breakfast: Students who are eating breakfast may arrive at 7:40 AM. **Students should not arrive before these times, as there are no adults on duty to supervise students outside the buildings.** This creates an unsafe situation for our children. Time prior to the start of the day is used by teachers to prepare for the day's work and will not be used to supervise children who arrive early.

If supervision before school is needed, Kids' Company is available by calling Pam Going at 952-492-4261, or kidsco@isd717.org If arriving early is a consistent problem, a meeting will be set up between the principal and parents.

Upon arrival at school, all students are to report to designated areas of the school until they are excused to classrooms at 8:00. Adults will supervise students and dismiss them to the classrooms prior to the start of the school day.

Parents/guardians who walk their children to school should accompany them to the front door. Parents are discouraged from walking students in grades 1-4 to class. **Those parents/guardians with Kindergarten students may accompany them to their classrooms for the first two weeks of school. After that time, Kindergarten students will enter the building with the rest of the students.** Making their way to class independently allows the students to develop skills in self-reliance.

ATTENDANCE

EXCUSED ABSENCES

A parent, guardian, or other person having control of a child, may apply to a school district to have the child excused from attendance for the whole or any part of the time school is in session during any school year. Application may be made to a school official designated by the principal. A note from a physician or a licensed mental health professional stating that the child cannot attend school is a valid excuse. To be considered an excused absence, the student's parent or legal guardian may be asked to verify, in writing, the reason for the student's absence from school.

If your child is absent, please notify the elementary office by 8:30 AM (952-492- 4444), or email the school at jesattendance@isd717.org. If you know that your child/children will be absent, please notify the school in advance. For student safety, the district will contact families of absent students that have not notified us by 8:30 AM. All absences are unexcused unless cleared by the principal or building designee. 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 and Behavior Specialist monitors attendance via a monthly report. Specific detailed information on attendance can be found in JPS Policy 503 Student Attendance, on our district website. Below are times throughout the year when families will be notified of student attendance issues:

1. Following the twelfth (12th) day of excused absences, a letter may be sent to families notifying them that eight (8) days of absences remain for the year.

2. Following the fifteenth (15th) day of excused absences, a letter may be sent to families that only five (5) days of absences remain for the year.

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

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

Excused Absences May Include:

• Physical or mental health illness, including appointments conducted via telehealth (Medical professional verification may be required by administration)
• Death or serious illness of an immediate family member
• Family emergencies
• Instruction by a Tribal spiritual or cultural advisor, or a school for religious instruction
• Pre-planned absences such as school related activities, vacations, etc. (verification may be required). **Vacations require a vacation approval form** to be completed prior to the dates of absence (the form must submitted to the principal and homeroom teacher; see *Vacations* section below)

Unexcused Absences Include:

• Oversleeping
• Babysitting
• Missing the bus
• Leaving building without permission
• Personal reasons (if the absence is necessary but too sensitive to discuss, a phone call should be made to the Social Worker or Principal)

A note or call from the parent/guardian is required, but does not necessarily excuse the absence

Excessive school absences may result in the following:

• Parent/guardian phone call/written note/conference with administration
• Required doctor's note or school nurse verification of any absence due to illness
• Referral to School Social Worker
• Referral to Scott County for Truancy in accordance with Minnesota State Statutes

Truancy

If a student is frequently absent without lawful excuse, they may be considered truant according to state law. Habitual truancy concerns may be referred to the Scott County Attorney's office.

Tardy

School starts at 8:15 AM. Your child will be considered tardy if they arrive after this time. Please walk your child into the building if they are tardy so the office can verify the reason for being late. **3 unexcused tardies will equal 1 unexcused absence.**

Vacations

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

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

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

CHILD CARE

If you are looking for childcare before and/or after school, Kids' Company (school based childcare) is available. This is a well-organized program that provides children a safe environment and meaningful activities. Please contact Community Education (952) 492-4261 for more information.

CLASS ASSIGNMENTS

Classroom assignments are within the school district's discretion. Parents/guardians can provide input on the best teaching and learning environment for their child in the spring prior to the start of the upcoming school year. Parent input forms will be available in the main office through mid-April for currently enrolled students, with families new to the district being able to submit the form through the

summer months. Classroom teachers and support staff will place students into classrooms in late spring, with a placement team composed of teachers and administration finalizing class lists at the end of the school year. Factors that may determine student placement include work habits, academic and social needs, special individual needs, gender balance, as well as overall grade level dynamics.

Fluctuation in enrollment and the factors listed above can also create the need for adding to or reducing total classroom numbers. For these reasons, the overall educational program must have the highest priority and the final determination of class assignments is the responsibility of the building principal. A student's classroom assignment can be designated as directory information by the school board and, if so, can be listed publicly unless a parent or guardian opts out. If you have further questions or would like to request a change in assignment for your child, please contact the building principal for consideration.

DISMISSAL

Instruction continues until dismissal time each day. If you must remove your child early from school, please report to the office to sign your child out. The school administrative assistant will then call the classroom, and your child will come to the office to meet you. **If there is a change in how or when your child is getting picked up, please email (jesoffice@isd717.org) or call (952-492-2336) the office by 2:00 to ensure communication happens between the office and classroom teacher.** We cannot guarantee information received after 2:00 will be delivered to the classroom teacher due to changes in teaching and learning schedules and additional school-related activities.

DROP-OFF AND PICK-UP PROCEDURES

One of our most important jobs at school is ensuring the safety of our students. We have a drop-off and pick-up procedure for families who will be driving their child to school each morning or picking them up in the afternoon. In the morning and afternoon, vehicles should enter the school through the main entrance via the traffic circle on the north side of the building for dropping off and picking up students. **All students being dropped off should enter the building through the main entrance.**

1. Drop-off times are from 7:40-8:10 AM and school begins promptly at 8:15 AM. Please **do not** drop your students off before 7:40 a.m. Students are not allowed into the classroom until 8:00, and we do not have supervision for students until 7:40. Breakfast is from 7:40-8:15, so please be mindful of this as you plan for dropping your child off in the morning.

2. Pick-up times are from 3:05-3:20 p.m. We have a staggered release time starting around 3:05 from classrooms to allow for a safe dismissal of all of our students. **Families will receive signage in the first weeks of school to place in the window of their vehicle labeled with their child/children's name(s) in order to safely connect students with parents/guardians at the end of the day**. If a child is not picked up by 3:20, they will be brought to the main office where families will be called to have them picked up. If another family member or older sibling from the MS or HS is picking up a student, please remind them of the designated pick-up times and the need to display the family signage in the vehicle in the

drop-off/pick-up loop. If it becomes a habit that JES students are not picked up by 3:20, local law enforcement and/or Scott County Social Services may be notified.

3. There is a designated drop off zone that runs parallel to the front of the building. Dropping your children off in the drive-up loop prior to approaching the loading zone is unsafe and may cause traffic to be backed up. If you are the first car in line, please pull **ALL THE WAY UP TO WHERE SUPERVISORS DIRECT YOU** as to let as many cars into the drop off zone as possible.

4. Have your child(ren) exit/enter your vehicle on the right side for their safety.

5. **Please stay in your vehicle until a supervisor reports to the loading zone.** If your child needs help with the car door, our staff can assist you in order to keep the line moving smoothly. If you want to walk your child into the building, please park your car in the visitor parking spots located in the front of the building and escort your child to the main office. We encourage children to independently get to their classroom, so families should say goodbye to their child/ren at the main office area.

6. The northwest parking lot spaces **have been designated for our Early Learning Services and Kids' Company families**. Families will be walking their young children into the building or picking them up in the mornings and afternoons. Please do not park in this lot to ensure the safe arrival and dismissal of students in these programs.

EMERGENCY DRILLS

MN schools are required to have five fire drills, five lockdowns, one tornado drill and busing/walking/biking safety sessions each school year. These drills may be planned or done without notice to staff and students in order to be prepared for the unexpected.

Jordan Public Schools has implemented new safety protocols aligned with the ***I Love U Guys* program**. Students and staff need to be empowered with options if the school faces a serious safety threat. Because the safety of everyone in our schools is our first priority, the district is committed to learning from past crises, research and best practice recommendations.

As a District, we have worked with the Minnesota Department of Homeland Security - School Safety Division and the Jordan Police Department to completely review and revise the District's Emergency Action Plan. This plan is a private document that provides District employees and students with a guide on how to react and respond to a crisis situation. To learn more about our JPS safety procedures and age appropriate discussion guides for parents to continue the conversation about safety and lockdown drills with their child at home, please click on the following link that will direct you to the JPS website: JPS Family Supports

EMPLOYMENT BACKGROUND CHECKS

The school district will seek criminal history background checks for all applicants who receive an offer of employment with the school district. The school district also will seek criminal history background

checks for all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether compensation is paid. These positions include, but are not limited to, all athletic coaches, extracurricular academic coaches, assistants, and advisors. The school district may elect to seek criminal history background checks for other volunteers, independent contractors, and student employees.

FEES

Materials that are part of the basic educational program are provided with state, federal, and local funds at no charge to a student. Students are expected to provide their own pencils, paper, erasers, and notebooks. Students may be required to pay certain other fees or deposits, including (not an inclusive list):

- Cost for materials for a class project or instructional tools that exceeds minimum requirements and is kept by the student.
- Security deposits for the return of materials, supplies, or equipment.
- Field trips considered supplementary to the District's educational program.
- Admission fees or costs to attend or participate in optional extracurricular activities and programs.
- Voluntarily purchased student health, accident and technology device insurance.
- Use of musical instruments owned or rented by the school district.
- Transportation to and from school for students living within two miles of school.
- Transportation of students to and from optional extracurricular activities or post-secondary instruction conducted at locations other than school.

Families are encouraged to pay for all fees online via the Parent Portal on Infinite Campus. **The main office can only take checks or cash for the exact amount, since we do not have any cash on hand. If families need to pay with cash, they will be required to pay at the District Office if they don't have the exact amount and need change.**

Students may be charged for textbooks, technology devices, workbooks, and library books that are lost or destroyed. The school district may waive a required fee or deposit if the student and parent/guardian are unable to pay. For more information, contact the building principal.

FOOD IN THE CLASSROOM & BIRTHDAY/SPECIAL EVENTS

Students may have snack time as part of their daily routine. **JES does NOT have a snack or milk option for purchasing.** Students may bring a snack if they so choose, however, please be sure it is a healthy snack. **Please also be aware of allergies students may have and consult your child's teacher regarding this important health issue.** No candy or beverages high in sugar should be sent to school as a snack. Please refer to the JPS Wellness Policy 533 on the district website for further guidelines and a list for healthy snack choices: District Wellness Policy and Healthy Snack Choices.

Birthdays and personal achievements are special events we try to honor at school, however, we ask the following: 1. Please deliver party invitations outside of the school environment. 2. Please have balloons, flowers, trophies, etc. kept at home. Items sent to school will be kept in the office until the end of the school day. 3. **Parents wishing to commemorate events such as birthdays or personal achievements may send a small treat or picture of the item, that must fit in the student's backpack, and be able to be brought to the classroom in the student's backpack without adult assistance and can be easily distributed/shared within the classroom**. Food for these celebrations cannot be homemade, but commercially prepared to avoid the danger of improperly handled foods. Please also be aware of allergies students may have and consult your child's teacher regarding this important health issue. Please refer to the JPS Wellness Policy 533 for further guidelines.

MEALS

All students have approximately twenty-five minutes for a scheduled meal in the morning and again midday, which coincides with a school-wide, scheduled recess. The school district must not withhold or excessively delay a student's participation in a scheduled meal.

JPS participates in the Scott County Solid Waste Management Program, where students learn how to recycle, reduce and reuse. Students sort food and other solid wastes to be recycled or composted. They also are provided a Share Cart to access during lunch, which gives students a place to put food (whole fruits, applesauce cups, bagged carrots/chips etc.) that they received during breakfast or lunch and chose not to eat. Other students can help themselves to what is in the Share Cart. At the end of service, kitchen staff will take the remaining food, clean it if necessary, and return it to inventory.

Jordan Public Schools is participating in the Free School Meals program. Reimbursable breakfasts and lunches will be free for all students in Preschool - Grade 12. Costs for additional entrees, milk-only purchases and more, can be found on our website at www.isd717.org/services/nutritional-services. A student may purchase a second breakfast at the nonprogram price if the student has already selected a reimbursable breakfast. A student may purchase a second lunch at the nonprogram price if the student has already selected a reimbursable lunch.

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

The Jordan Public Schools Nutritional Services Department uses *My School Menus*, an interactive, online menu tool to share daily breakfast and lunch menus with district families. This interactive menu allows families to view school meals, nutritional information, ingredients, and allergens all in one place. To view the school menu, simply click the "Menu" button on the Jordan Public Schools website

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

Parents or special visitors may want to eat lunch with their children. Due to enrollment, capacity of our facilities and safety and security, parents, guardians, grandparents and special visitors are encouraged to take their children to a special place outside of the school, and return once their scheduled lunch time is complete.

PROCEDURES FOR NOTIFYING FAMILY OF LUNCH ACCOUNT STATUS

Please reference *534 Unpaid Meal Charges* on the Jordan Public Schools website for procedures regarding lunch account balances.

MESSAGES TO STUDENTS

Office and classroom telephones are not for students' personal use. Students will not be called out of class to receive phone messages except in the event of an emergency. Personal cell phone use during the instructional day is also prohibited.

NONDISCRIMINATION

The school district is committed to inclusive education and providing an equal educational opportunity for all students. The school district does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability(or fail to ensure physical and program access for disabled persons), sexual orientation, or age in its programs and activities. The school board has designated Superintendent, Ranae Case Evenson, 500 Sunset Drive, Jordan, MN 55352, 952-492-6200, as the district's Title IX Coordinator and the Americans with Disabilities Act (ADA) coordinator, to handle inquiries regarding nondiscrimination.

NOTICE OF VIOLENT BEHAVIOR BY STUDENTS

The school district will give notice to teachers and other appropriate school district staff before students with a history of violent behavior are placed in their classrooms. Prior to giving this notice, district officials will inform the student's parent or guardian that the notice will be given. The student's parents/guardians have the right to review and challenge their child's records, including the data documenting the history of violent behavior.

ONLINE PARENT/GUARDIAN ACCESS

Parents can check their child's/children's lunch account, attendance, and academic status on the Infinite Campus Portal of the District website. To access information, you will need to use a password/code. Please contact the District Office (952-492-6200) for more information.

PARENTAL CUSTODY

The school will assume, unless informed differently, that the parents/guardians listed in Infinite Campus have legal and physical custody rights of a child. Legal custody allows the parent/guardian access to all educational data and involvement in school meetings for the child. Parents/guardians who have physical custody rights can make decisions regarding who can pick up or drop off the child, and may volunteer or visit the child at school. If parental custody of a child is changed or restricted, the school office must be given legal written notification from the court indicating the restrictions. No child will be released to anyone without permission from the custodial parent/guardian with physical custody rights. Any questions on custody issues must be clarified by the court and presented to the administration.

PARENT/GUARDIAN – TEACHER INVOLVEMENT

Parent-Teacher Organization (PTO): All parents/guardians are welcome and encouraged to be involved in their child's education by joining the JES PTO. PTO meetings are open to all parents and are held on a monthly basis, usually the second Tuesday of the month. The function of the JES PTO is to: 1. Help improve the Elementary School programs. 2. Discuss the strengths and needs of Jordan Elementary. 3. Promote positive home/school communication. 4. Help with school/community projects. **Please contact the JES PTO for more information at** JES PTO Info.

PLEDGE OF ALLEGIANCE

Students in this school district shall recite the pledge of allegiance to the flag of the United States of America at least one or more times each week. The recitation shall be conducted by each individual classroom teacher or over a school intercom system by a person designated by the school principal or other person having administrative control over the school.

Any student or teacher may decline to participate in recitation of the pledge of allegiance to the flag. Students must respect the choice to not recite the pledge. Students will be instructed in the proper etiquette toward, correct display of, and respect for the flag and in patriotic exercises.

RECESS

Students are expected to go outside for approximately twenty-five minutes during the school day. This school-wide, scheduled recess time coincides with the scheduled lunch period, and does not include additional "brain/movement breaks", extra recess, outdoor learning or Phy. Ed. activities where students would have the opportunity to go outside with their homeroom.

Students will not be prohibited or excluded from this school-wide, scheduled recess as a consequence for behavior unless:

- a student causes or is likely to cause serious physical harm to other students or staff
- the student's parent or guardian specifically consents to the use of recess detention
- for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student

Students **will not** go outside if:

- The wind chill or air temperature is below zero degrees.
- The child is ill and has a doctor's note stating he/she cannot be outdoors.
- It is raining / severe weather.

SCHOOL DISTRICT CLOSING PROCEDURES

The District will cancel school if it is determined that it is unsafe for students and staff to travel to school. The Superintendent will make a decision to close schools using guidance from the National Weather Service in Chanhassen (**https://www.weather.gov/mpx/**). The decision will be made in collaboration with our partners at Benjamin Bus Company. Reasons for closure may include excessive snow, dangerously low temperatures combined with wind chill, unsafe road conditions, especially as they relate to bus travel, or if it is determined that buses will not operate dependably. The decision will typically be made prior to 5:45 am in order to provide adequate notification for commuting families and our students who ride buses. Students should not report to school.

Decisions to close schools or alter schedules for students are made to insure the safety of students based on information available. It is important to remind students, staff, parents/guardians, and District residents of the school closing procedures and communications to ensure student safety and a safe winter for all.

We will focus on the safety of our students, and more specifically, on the safety of children who are waiting at bus stops or walking to school during the decision making process. If parents/guardians disagree with the District's decision to have school, they may always keep their children home, and it would be marked as an excused absence.

Factors used for deciding on closing school for severely cold weather are based on the National Weather Service's wind chill forecast and their corresponding **frostbite guideline chart (see below)**. Consideration to delay the start of school or cancel school will be triggered if the National Weather Service projects a 6:30am wind chill temperature of -35°F to -40°F, or greater, with a corresponding frostbite stage in the 5-10 minute range. The decision will also be made if there is a combination of dangerous road conditions and a wind chill that is very cold, but may not be in the above noted threshold.

Late Start

Should it be determined to start school late, the District will use the same notification system and timelines as those used for a school closure. Buses will operate on a schedule to deliver students in time for a late start and dismissal will be at the regular time. Families that live on rural roads may receive an alternate pick up location from our partners at Benjamin Bus Company for late start days when rural routes are undriveable for buses. Families that are impacted by alternate pick up locations will be notified as soon as possible by Benjamin Bus Company on late start days.

Notification

The District will notify families directly using the District Website (isd717.org), our District Notification system (email/phone call), Facebook and Twitter. Parents/guardians should make sure phone numbers and email addresses are accurately entered into their Infinite Campus Parent Portal to ensure phone calls and messages will be delivered correctly. If you don't receive notifications, please contact an appropriate building secretary or the District Office. Announcements will also be made on WCCO-TV, KSTP-TV, KARE 11, FOX 9 TV, KCHK Radio, and WCCO 830 AM Radio. The District's Website (isd717.org) and social media accounts are updated to reflect school closing information as soon as possible after the announcements are made. We ask that, except in an emergency, families please not call the school office because phone lines are needed for administrative use. An exception is if there is an emergency that the District should be made aware of immediately.

SEARCHES

In the interest of student safety and to ensure that schools are drug free, district authorities may conduct searches. Students violate school policy when they carry contraband on their person or in their personal possessions or store contraband in their desks, lockers, or vehicles parked on school property. "Contraband" means any unauthorized item, the possession of which is prohibited by school district policy and/or law. If a search yields contraband, school officials will seize the item(s) and, where appropriate, give the item(s) to legal officials for ultimate disposition. Students found to be in violation of this policy are subject to discipline in accordance with the school district's "Student Discipline" policy, which may include suspension, exclusion, expulsion, and, when appropriate, the student may be referred to legal officials.

Lockers and Personal Possessions within a Locker

According to state law, school lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. School officials may inspect the interior of lockers for any reason, at any time, without notice, without student consent, and without a search warrant.

Students' personal possessions within a school locker may be searched only when school officials have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. After the search of a student's personal possessions, the school officials will provide notice of the search to students whose lockers were searched, unless disclosure would impede an ongoing investigation by police or school officials.

Desks

School desks are the property of the school district. At no time does the school relinquish its exclusive control of desks provided for the convenience of students. School officials may inspect the interior of desks for any reason, at any time, without notice, without student consent, and without a search warrant.

Personal Possessions and Student's Person

The personal possessions of a student and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.

For more specific information, see policy, *502 SEARCH OF STUDENT LOCKERS, DESKS, PERSONAL POSSESSIONS, AND STUDENT'S PERSON,* on the Jordan Public Schools website.

SCHOOL-SPONSORED MEDIA

School district policy 512 sets forth the rights and responsibilities of student journalists. Student media advisers shall supervise student journalists to ensure compliance with the law and school district policies. Students producing school-sponsored media and participating in school activities will be under the supervision of a student media advisor and/or the school principal. Non-school-sponsored publications may not be distributed without prior approval.

Distribution of Non-school-Sponsored Materials on School Premises

The school district recognizes that students and employees have the right to express themselves on school property. This protection includes distributing non- school-sponsored material, subject to school district regulations and procedures, at a reasonable time and place and in a reasonable manner. For detailed information, see the complete *505 Distribution of Non-school-Sponsored Materials on School Premises by Students and Employees* policy found on the Jordan Public Schools website.

SKATE/HOVERBOARDS, SCOOTERS, SKATES (IN-LINE & SHOES WITH SKATES)

These items are not allowed in school and are prohibited on school property. Items will be taken away from students who do not follow the rules or who participate in unsafe use. If students bring a skateboard or hoverboard to school, please store it in the office. Do not ride them until off school property.

STUDENT RECORDS

Student records are classified as public, private, or confidential. State and federal laws protect student records from unauthorized inspection or use and provide parents/guardians and eligible students with certain rights. For the purposes of student records, an "eligible" student is one who is 18 or older or who is enrolled in an institution of post-secondary education. For more complete information on the rights of parents/guardians and eligible students regarding student records, see the full policy *515 Protection and Privacy of Pupil Records,* found on the Jordan Public Schools website.

STUDENT SURVEYS

Occasionally, the school district utilizes surveys to obtain student opinions and information about students. See policy *520 Student Surveys* on the Jordan Public Schools website for complete

information on the rights of parents/guardians and eligible students about conducting surveys, collection and use of information for marketing purposes, and certain physical examinations.

TRANSPORTATION OF PUBLIC SCHOOL STUDENTS

The school district will provide transportation for all resident students who live one mile or more from the school. Transportation will be provided on all regularly scheduled school days or make-up days. Transportation will not be provided during the summer school break, except in certain circumstances. The school district will not provide transportation for students whose transportation privileges have been revoked or have been voluntarily surrendered by the students' parents or guardians.

VIDEO AND AUDIO TAPING

School Buses All school buses used by the school district may be equipped for the placement and operation of a video camera. The school district will post a notice in a conspicuous location informing students that their conversations or actions may be recorded. The school district may use a videotape of the actions of student passengers as evidence in any disciplinary action arising from the students' misconduct on the bus.

Places Other Than Buses

The school district buildings and grounds may be equipped with video cameras. Video surveillance may occur in any school district building or on any school district property. Video surveillance of locker rooms or bathrooms will only be utilized in extreme situations, with extraordinary controls, and only as expressly approved by the superintendent.

VISITORS

Volunteers, parents, guardians, grandparents and special visitors may have limited access at JES.
Because of student safety, we do require visitors to sign in at the office and wear a visitor's badge before visiting any classroom. To ensure the safety of those in the school and to avoid disruption to the learning environment, all visitors must sign in to the electronic Visitor Management System, and report directly to the office upon entering the building. All visitors will be required to wear a visitor's badge while in the building during the school day. Visitors wanting to enter the classroom during instructional time must make arrangements with school staff in advance. An individual or group may be denied permission to visit a school or school property, or such permission may be revoked, if the visitor does not comply with school district procedures or if the visit is not in the best interest of the students, employee, or the school district. Students are not allowed to bring visitors to school without prior permission from the principal.

VOLUNTEER GUIDELINES

Jordan Public Schools welcome volunteers of all ages who want to share their talents, skills and resources to help support students, teachers, and school programs. Volunteers play an important role in our efforts to ensure academic success for every student. Every day parents, grandparents, community and business members bring fresh perspectives and enthusiasm to our schools while enriching the learning experience of our students. Volunteers have discovered that spending time

and sharing talents with students is an energizing and worthwhile experience. Whether you have an hour a day, a week or month, we have students and classrooms that can use your help.

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

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

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

Confidentiality

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

Sign-In & Out/Visitor Badges

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

Student Discipline

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

Student Contact

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

- Avoid being isolated with a child, such as a room with a closed door. Work only in areas of the school that are in continual, direct supervision of district staff.

- Use the staff/adult restroom facilities rather than the student facilities.
- Refrain from giving students gifts, rewards, or food items without the teacher's permission.
- Interactions between you and students may take place only at scheduled times and in the school.

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

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

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

MN Bureau of Criminal Apprehension Background Check
Minnesota state statute 123B.03 requires that a background check be performed as this volunteer position may involve working with or near children. Jordan Public School District policy 404 outlines the procedures for a background check. If you will be volunteering in the school under the direct supervision of a school district employee, the District **will not require a criminal background check.** However, if you are volunteering in the school and will be working with children in areas not supervised by a school district employee, you will need to **complete a District-paid criminal background check via an online agency, *Trusted Employees*.** For volunteers chaperoning for field trips or other events **outside of school**, **the volunteer will need to pay for a criminal background check to be completed by the District**. Please contact the JPS District Office or click on the following link to complete the online form for a background check if you plan on volunteering at JES for the upcoming school year: Volunteer Guidelines and Criminal Background Check

PART II — ACADEMICS AND SOCIAL-EMOTIONAL LEARNING

ALTERNATIVE EDUCATIONAL OPPORTUNITIES
Some students may be at risk of not completing their educational programs. The school district provides alternative learning options for students who are at risk of not succeeding in school. Alternative educational opportunities may include special tutoring, modified curriculum and instruction, instruction through electronic media, special education services, homebound instruction, and enrollment in an alternative learning center, among others. A list of the alternative learning options is available in the district office. Students and parents/guardians with questions about these programs should contact the building Principal.

CHEATING AND PLAGIARISM

Cheating and plagiarism are prohibited. Students who cheat or commit plagiarism on any test or assignment will be given a failing grade for that test or assignment and will be disciplined in accordance with the school district's policy 506 *Student Discipline*.

EARLY ENTRANCE INTO KINDERGARTEN

General Statement of Policy 626**:** Jordan Public Schools #717 and the State (Statute M.S. 120A.20A) guidelines require that a person shall not be admitted to a public school as a Kindergarten pupil, unless the pupil is at least five years of age on September 1 of the calendar year in which the school year for which the pupil seeks admission commences; however, a child whose birth date falls after September 1st and before October 2nd, may enter Kindergarten if he or she meets the early entrance requirements as listed in this policy and approved by the Superintendent. To view the complete policy and/or to learn more about the process for consideration of Early Entrance, please go to the district website or contact the building principal.

EXTENDED SCHOOL YEAR

The school district provides extended school year opportunities to a student who is the subject of an Individualized Education Program (IEP) if the student's IEP team determines the services are necessary during a break in instruction in order to provide a free and appropriate public education. For more information on extended school year opportunities for students with an IEP, contact the building principal.

FIELD TRIPS

Field trips may be offered to supplement student learning. Field trips may be optional and, if so, students who participate may be charged. Students will not be required to pay for instructional trips that take place during the school day, relate directly to a course of study, and require student participation.

If a student is attending a field trip, he/she is required to report to school and ride the bus to the field trip. If there are medical reasons as to why a student cannot ride the school bus to a field trip, a doctor's note must be presented to the building principal for consideration of alternate forms of transportation to the event by a parent/guardian. This ensures the safe transportation and liability of students to the event, and also allows the school to adhere to the timelines and requirements administered by the organization or agency offering the field trip. Students are allowed to go home only with their parents/guardian from the field trip, and must declare this on the field trip permission slip. Families are encouraged to contact administration at least a week before the field trip if there are extenuating circumstances to be considered in following these procedures.

If a parent/guardian chooses to not have their child participate in a school-sponsored field trip, they may be given one of two options:

1. Keep the child home for an excused absence
2. Send the child to school where they may be assigned to another age-appropriate classroom/setting for the duration of the field trip. **This option needs to be planned with the building principal <u>at least one week prior</u> to the field trip.**

FLEXIBLE ONLINE LEARNING DAYS

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

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

Jordan Public Schools' Online Asynchronous Learning Plan

MDE Compliant Plan Development

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

- The Flexible Learning Plans are communicated through each building's -- elementary, middle, and high school -- *Student and Parent Handbook*.
- The *Student and Parent Handbook* is reviewed by all building teachers.
- The *Student and Parent Handbook* is presented and approved by the School Board in August before the start of the school year.
- The *Student and Parent Handbook* is published on the website for students, parents, and community members to view prior to the start of the school year.

Flexible "Online Asynchronous Learning" at Jordan

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

JPS Flexible "Online Asynchronous Learning" Goals

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

Flexible "Online Asynchronous Learning" by School

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

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

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

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

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

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

Technology Access

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

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

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

Flexible "Online Asynchronous Learning" for Parents

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

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

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

Flexible "Online Asynchronous Learning" for Teachers

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

- Familiarize students with Google Classroom or the website so students will be able to access and complete any online assignments.
- Provide a timely plan, posting work for the day by 10:00am (grades 5-12).
- Plan for self-directed, independent learning with specific consideration for age and individual learning needs.
- Anticipate time requirements recognizing students learn at different paces, especially in an independent setting.
- Customize learning opportunities with a focus on supporting troubleshooting for students with digital challenges.
- Communicate with colleagues to ensure common expectations, communications, work load, and protocols. *(Reminder -- if everyone gives an hour of work to the students, that is not realistic for completion and growth.)*
- During Flex Days, all K-12 teachers have been asked to:
    - Check Google Classroom and/or email throughout the Flexible "e-Learning" Day from 7:30am to 3:00pm.
    - Interact with students and post lessons or activity boards.
    - Complete the *Flex "Online Asynchronous Learning" Day: School Closings Google Form* by 10:00am. This form will allow district administrators and staff to better answer questions from parents on student assignments or plans and will allow administrative staff to better support your own personalized growth on this day.
    - Continue your work as a team or individual on professional development topics.

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

GRADES AND CONFERENCES

Student progress will be reported to parents by the use of a report card at the end of each semester (2 times per year). In addition, parent/teacher conferences will be held twice during the school year. Conferences provide an opportunity for parents and teachers to share information about a student's progress and needs.

Fall Conferences for grades K-4 will be held on Monday, November 2, from 11:30AM-7:30PM.

Spring Conferences for grades K-4 will be held on Tuesday, March 16, from 3:30-7:30 PM, Thursday, March 18, from 3:30-7:30, and Friday, March 19, from 8:00 AM-12:00 PM. Spring conferences may have optional forms of communication of student performance provided to families in lieu of in-person conferences.

By law, schools are only required to provide one conference per student unless there is court documentation that states otherwise. More information will be made available as we get closer to these dates.

HOMEWORK GUIDELINES

Jordan Elementary teachers feel it is important for children to develop good study skills at the beginning of their school career. This includes the development of good home study habits. Homework may include reading assignments from textbooks and/or completing assigned work. It is strongly recommended that each student include recreational (outside) reading as part of his/her study time. The amount of time spent will vary according to the needs and abilities of each student. Please set aside a time and place where quality work may be completed each evening, and try to make it a positive experience for your family.

Academic Performance

All students are expected to achieve an acceptable level of proficiency on state standards. The district has a variety of services to help students succeed in school. Students who achieve at an acceptable level will be promoted to the next grade level at the completion of the school year.

MN STATE TESTING

Parents/guardians have a right to not have their student participate in state- required standardized assessments. Minnesota statute requires that districts provide information about statewide assessments to parents/guardians and include a form to complete if they refuse to have their student participate. The form is available on the Jordan Public Schools website in English and Spanish. JPS Teaching and Learning-Testing

PARENT/GUARDIAN RIGHT TO KNOW

If a parent/guardian requests it, the school district will provide information regarding the professional qualifications of his/her child's classroom teachers, including, at a minimum, the following:

- whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- whether the teacher is teaching under emergency or other provisional licensing status through which state qualification or licensing criteria have been waived;
- whether the teacher is teaching in the field of discipline of the certification of the teacher;
- whether the student is provided services by paraprofessionals and, if so, their qualifications.

In addition, the school district will provide parents/guardians with information as to the level of achievement of their child in each of the state academic assessments. The school district also will provide notice to parents/guardians if, for four or more consecutive weeks, their child has been assigned to or taught by a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

PLANNERS

The staff, students, and parents of Jordan Elementary agree that the planner is an excellent tool for communication between home and school. Parents/Guardians of students in grades 2-4 will receive a planner at the beginning of the school year at Back to School Conferences. Planners are most effective when expectations of all three members of the partnership are fulfilled. Those expectations are listed below:

Staff is expected to...

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

Students are expected to...

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

Parents/Guardians are expected to....

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

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS)

JPS staff works diligently with students to support their social and emotional needs at school, which can have a direct impact on academic performance. The underlying theme of PBIS is teaching

behavioral expectations in the same manner as any core curriculum subject. PBIS is endorsed by MDE and is written in state legislation as an appropriate character education program for students. PBIS has a common purpose and approach to discipline that includes:

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

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

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

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

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

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

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

Recognize - the Person

Everything that happens in a school setting is about building relationships. With every thought, word, and action, the foundation of relationships are being created. "Recognize" is the staff's commitment to truly get to know and appreciate each student. We know their likes and dislikes, hobbies, interests beyond school, and get to know their learning styles. We "Recognize" that every student is special and we will always care for the student while we are also teaching helpful/positive and hurtful/negative behaviors.

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

Acknowledge - the Behavior

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

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

- Acknowledge the positive behavior
  - Individual Jordan PRIDE Passes
  - Class Passes for a whole classroom showing expected behavior

- Weekly PRIDE Pass drawings to celebrate positive behaviors
- All school celebrations for filling up the PRIDE Pass Baskets

- Acknowledge the negative behavior
  - Many minor behaviors can be addressed by the classroom teacher using the following approach under ***connect.***
  - Stop and Think slip
  - Work with WIN Para(s)
  - Refer major behaviors to Behavior Specialist and/or Administrator
  - Office Referral

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

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

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

WIN Room(s)

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

member and/or student(s). The goal is to assist students in choosing behaviors that are positive and help them to learn and succeed in the school environment.

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

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

Mindfulness

The mindfulness curriculum is offered to students throughout the school day as a way to learn skills to develop self-regulation, manage strong emotions and build physical and emotional strength. This integrated approach to wellness uses mindful-based movement, breathing techniques, social/emotional skill development and relaxation techniques to meet children's emotional, physical and mental needs.

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

Harambee

Harambee, which means pulling together, is a celebration event that creates an environment that generates positive energy and **recognizes** the individual, **acknowledges** positive behaviors, and celebrates differences.

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

What does Harambee look like? This 30-minute event will follow the structure below:
- Introduction (explaining Harambee)
- Cheers and Chants (create unity and positive energy)
- Topic Discussion (recognize and celebrate differences)
- Celebration Song (theme song)
- Recognitions (all grades acknowledge students for positive behaviors)

- POWER Chant (create unity and positive/high energy)
- Moment of Silence (calm energy and quiet mind)

Peaceful Bus

The *Peaceful School Bus* program was designed to reduce student behavior problems on our school buses. It also creates a sense of community and responsibility among students on each bus route, as well as for when students ride buses for a field trip. We hope this program will make a child's experience on the bus easier and more enjoyable. Throughout the school year, students on each school bus may gather together for a meeting during the school day. They will get to know each other and learn how to act responsibly on the bus. This program is a natural extension of our Jordan PRIDE efforts already in place. Bus drivers 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 Tennessen Warning. The Minnesota Government Data Practices Act (Minn. Stat. 13.01 et seq.) provides that an individual asked to supply private or confidential data concerning the individual has the right to be informed of the following:
1. The purpose and intended use of the requested data;
2. Whether the individual may refuse or is legally required to supply the requested data;
3. Any known consequence of supplying or refusing to supply the private or confidential data; and
4. The identity of persons or entities authorized by state or federal law to receive the data (Minn. Stat. 13.04, subd. 2

More Information on Jordan PRIDE, PBIS, Mindfulness, Culturally Responsive Pedagogy, Restorative Practices, and Peaceful Bus is available on the school website.

PROMOTION AND RETENTION

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

Promotion

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

Retention

Retention of a student may be considered when professional staff and parents/guardians feel that it

is in the best interest of the student. Physical development, maturity, attendance, language acquisition, and emotional factors may be considered, as well as scholastic achievement. If retention of a student is to be considered, a discussion involving professional staff and parents/guardians will take place during the school year and at spring conferences. After the discussion, the building principal, educational team and parents/ guardians will meet to discuss relevant data, and evaluate what is in the best interest of the student. Final consultation will happen with the Superintendent, and their recommendation shall be final, with documentation being included in the student's file.

SUBJECT/GRADE LEVEL ACCELERATION

Jordan Public Schools supports the philosophy that all students must be educationally challenged by their school programs. Some students may have already learned material taught in their grade level classes or may learn it more rapidly and in greater complexity than other students. When a reasonable attempt to provide a curriculum at a student's grade level does not provide sufficient challenge, options for curriculum acceleration should be considered by teachers, parents/guardians, and the building principal. The District has a policy to establish standards and procedures for grade advancement and/or subject-specific acceleration of students in grades 3-8. To view the complete policy 513.1, please go to the district website or contact the building principal.

SUMMER SCHOOL/LEARNING YEAR PROGRAM

The school district may provide summer school learning opportunities. For more information, contact the office or principal.

After School Program

The school district offers to its students a learning year program that provides instruction throughout the year on an extended year calendar, extended school day calendar, or both. A student's participation in the program is optional. Students participating in the After School Program will need parental/guardian permission to participate in the program. Parents/guardians are responsible for transporting students home after each session.

PART III — RULES AND DISCIPLINE

ATTENDANCE

Regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability. For detailed information, see policy *503 Student Attendance* in the back of the handbook and/or on the Jordan Public Schools website.

BULLYING PROHIBITION

The school district is committed to providing a safe and respectful learning environment for all students. Acts of bullying, in any form, by either an individual student or a group of students, is

prohibited on school district property or at school-related functions. For detailed information regarding the school district's policy *514 Bullying Prohibition,* refer to the back of this handbook and/or on the Jordan Public Schools website.

BUSES-CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

Riding the school bus is a privilege, not a right. The school district's general student behavior rules are in effect for all students on school buses, including nonpublic and charter school students. The school district will not provide transportation for students whose transportation privileges have been revoked.

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

1. **School Bus and Bus Stop Rules**

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

2. **Rules at the Bus Stop**

a. Get to your bus stop five minutes before your scheduled pick up time. The school bus driver will not wait for late students.

b. Respect the property of others while waiting at your bus stop.

c. Keep your arms, legs, and belongings to yourself.

d. Use appropriate language.

e. Stay away from the street, road, or highway when waiting for the bus.

f. Wait until the bus stops before approaching the bus.

g. After getting off the bus, move away from the bus.

h. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.

i. No fighting, harassment, intimidation, or horseplay.

j. No use of alcohol, tobacco, or drugs.

3. **Rules on the Bus**

a. Immediately follow the directions of the driver.

b. Sit in your seat facing forward.

c. Talk quietly and use appropriate language.

d. Keep all parts of your body inside the bus.

e. Keep your arms, legs, and belongings to yourself.

f. No fighting, harassment, intimidation, or horseplay

g. Do not throw any object.

h. No eating, drinking, or use of alcohol, tobacco, or drugs.

i. Do not bring any weapons or dangerous objects on the school bus.

j. Do not damage the school bus.

4. **Consequences**

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

(1) **Elementary (K-4)**

- **1st offense**: verbal warning/conversation, phone call or written documentation to parents
- **2nd offense**: parent/guardian conference either in person or phone
- **3rd offense:** up to a five school-day suspension from riding the bus.
- **Further offenses individually considered**: Students may be suspended for longer periods of time, including the remainder of the school year.
  Note: When any student goes 60 transportation days without a report, the student's consequences may start over at the first offense. The principal always has the discretion to change the above amounts if they deem it appropriate.

(2) **Other Discipline**

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

CELL PHONES AND OTHER PERSONAL ELECTRONIC COMMUNICATION DEVICES

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

If the school district has a reasonable suspicion that a student has violated a school rule or law by use of a cell phone or other personal electronic communication devices, the school district may search the device. The search of the device will be reasonably related in scope to the circumstances justifying the search. Students who use a personal electronic communication device during the school day and/or in violation of school district policies may be subject to disciplinary action pursuant to the school district's discipline policy. In addition, a student's cell phone or other personal electronic communication device may be confiscated by the school district and, if applicable, provided to law enforcement. Cell phones or other personal electronic communication devices that are confiscated and retained by the school district will be returned in accordance with school building procedures.

CONSEQUENCES OF MISUSE

Cell phones and other personal electronic communication devices must be kept in a student's locker/backpack during school hours, ***except during the following time periods: before 7:45 AM, & after 3:15 PM, or by teacher's discretion for educational purposes within the classroom or course setting***. If a cell phone or other personal electronic communication device is in a student's possession, or goes off during the school day, it may be taken by staff of the school and given to the building principal or designee.

- **1st offense:** The personal electronic communication device will be kept by the Principal/designee for the rest of the school day. At the end of the day, the student will be able to get the device back from the Principal/designee.
- **2nd and subsequent offenses:** The personal electronic communication device will be kept by the Principal/designee, and will only be given back to the parent/guardian.

DISCIPLINE

Misbehavior by one student can disrupt the learning process for many other students. In addition, students must learn to practice good safety habits, value academic honesty, respect the rights of others, and obey the law. Students who do not comply with the rules and regulations as set by the Board of Education, will face appropriate consequences for their behavior. These consequences may range from a simple reminder to expulsion or exclusion. Naturally, the severity of the consequence will depend upon the degree and frequency of the student's inappropriate behavior. Inappropriate behaviors/disruptions within the learning environment may result in more severe consequences due to the negative effect on learning. Students must provide accurate information when discussing disciplinary incidents.

For more detailed information on the Student Code of Conduct and consequences for violations, see the complete policy *506 Student Discipline* referenced in the back of this handbook and/or on the Jordan Public Schools website.

DRESS AND APPEARANCE

Students are expected to be clean, neat and dressed appropriately for the school day. Articles of clothing must not be disruptive to school property, offensive, nor interfere with the educational

process and must comply with requirements for health and safety.

District 717 is committed to its schools being free from tobacco, drugs, and violence. Therefore, words or symbols on clothing or personal property that advertises products or actions which are illegal or harmful for children will not be permitted. Examples of unacceptable clothing/appearance include, but are not limited to, the following:

• Obscene and/or profane language, slogans, emblems or pictures

• Advertisements for alcohol or tobacco products

• Gang symbols or emblems on clothing worn in a manner to identify gang membership

• Chains, pins, studs, rings, and other potentially hazardous items

• Headgear, including hats or head coverings, is not to be worn in the building except with the building principal's approval (i.e., student undergoing chemotherapy, medical situations, student religious practices or beliefs, special event/activities).

• Immodest or sexually provocative clothing, words, or symbols such as the following

- Shirts must cover the entire midsection of body
- Sleeveless tops must have straps o Undergarments must not be showing
- Pants must be at a length so that the student will not trip on them

• Shorts and skirts must be of a length at the fingertip or beyond, when the student is standing with arms at their sides

DRUG-FREE SCHOOL AND WORKPLACE

The possession or use of alcohol, controlled substances, toxic substances, and medical cannabis, non intoxicating cannabinoids, and edible cannabinoid products are prohibited at school or in any other school location before, during, or after school hours. Paraphernalia associated with controlled substances also is prohibited. The school district will discipline or take appropriate action against anyone who violates this policy.

District policy is not violated when a person brings a controlled substance which has a currently accepted medical treatment use onto a school location for personal use if the person has a physician's prescription for the substance except marijuana is not allowed on school property even if prescribed. Students who have prescriptions must comply with the school district's "Student Medication" policy. The school district will provide an instructional program in every elementary and secondary school on chemical abuse and the prevention of chemical dependency.

HARASSMENT AND VIOLENCE PROHIBITION

The school district strives to maintain a learning and working environment that is free from religious, racial, or sexual harassment and violence. The school district prohibits any form of religious, racial, or sexual harassment and violence. For detailed information on the school district's policy *413 Harassment and Violence Prohibition* at the back of this handbook and/or on the Jordan Public Schools website.

HAZING PROHIBITION

Hazing is prohibited. No student will plan, direct, encourage, aid, or engage in hazing. Students who violate this rule will be subject to disciplinary action pursuant to the school district's "Student Discipline" policy. For detailed information on the school district's policy 526 Hazing Prohibition at the back of this handbook and/or on the Jordan Public Schools website.

INTERNET, TECHNOLOGY AND CELL PHONE ACCEPTABLE USE

All school district students have conditional access to the school district's computer system, including Internet access, for limited educational purposes, including use of the system for classroom activities, educational research, and professional and career development. **Use of the school district's system is a privilege, not a right.** Unacceptable use of the school district's computer system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including, but not limited to, suspension, expulsion, or exclusion; or civil or criminal liability under other applicable laws. A copy of the school district's *Internet, Technology and Cell Phone Acceptable Use* policy is available in the district office.

TOBACCO-FREE SCHOOLS

School district students and staff have the right to learn and work in an environment that is tobacco free. School policy is violated by any individual's use of tobacco or tobacco-related devices in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. Students may not possess any type of tobacco or tobacco-related device in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. Any student who violates this policy is subject to school district discipline. For detailed information on the school district's policy *419 Tobacco-Free Environment*, refer to the back of this handbook and/or on the Jordan Public Schools website. Contact the building principal or the superintendent if you have questions or wish to report violations.

WEAPONS PROHIBITION

No person will possess, use, or distribute a weapon when in a school location except as provided in school district policy. A "weapon" means any object, device, or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; air guns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; nunchucks; throwing stars; explosives; fireworks; mace and other propellants; stun guns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon. A weapon also includes look-alike weapons. Appropriate discipline and action will be taken against any person who violates this policy. The school district takes a "zero tolerance" position in regard to the possession, use, or distribution of weapons by students. Discipline of students will include, at a minimum: immediate out-of-school suspension; confiscation of the weapon; immediate notification of police; parent or guardian notification; and recommendation to the superintendent of dismissal for a period of time not to exceed one year. A

student who brings a firearm to school will be expelled for at least one year, subject to school district discretion on a case-by-case basis. For a copy of policy *501 School Weapons*, see the back of this handbook and/or on the Jordan Public Schools website.

PART IV — HEALTH AND SAFETY

ACCIDENTS

All student injuries that occur at school or school-sponsored activities should be reported to the school nurse. Parents/guardians of an injured student will be notified as soon as possible. If the student requires immediate medical attention, the principal or other district leader will call 911 or seek emergency medical treatment and then contact the parent(s).

ANNUAL ASBESTOS NOTIFICATION

Jordan Public Schools in accordance with the federal Asbestos Hazard Emergency Response Act (AHERA) continues to implement an E.P.A. approved asbestos management plan. The plan has been developed to identify and manage asbestos containing materials within ISD #717 buildings. ISD #717 approaches this issue in a safe and proactive manner to insure the health and safety of students, staff and other building occupants.

The following asbestos related activities have been or will be conducted within the year throughout Jordan Public School buildings:

October 2025 Six-month periodic surveillance completed by IEA, LLC April 2026, Six-month periodic surveillance completed by IEA, LLC October 2025, Six-month periodic surveillance to be completed by IEA, LLC April 2026, Six-month periodic surveillance to be completed by IEA, LLC

If you have questions regarding the district's asbestos management plan, it is on file in the district office and is available for public viewing during normal district business hours. Should you have questions regarding this information please contact the district Asbestos Program Manager, Ms. Ranae Case Evenson at (952) 492-6200.

CRISIS MANAGEMENT

The school district has developed a "Crisis Management" policy. Each school building has its own building-specific crisis management plan. Students and parents will be provided with information as to district - and school-specific plans.

The "Crisis Management" policy addresses a range of potential crisis situations that need mock drills scheduled in the school district and includes general crisis procedures for securing buildings, classroom evacuation, campus evacuation, sheltering, and communication procedures. The school district will conduct lock- down drills, fire drills, and a tornado drill. Complete building plans include classroom and building evacuation procedures, and can be found in the school office.

HEALTH INFORMATION AND SCHOOL NURSE

Jordan Elementary School employs the services of a licensed RN school nurse on site. The school nurse attends to the needs of the ill or injured students, maintains student medical records and monitors the immunization records of students. She/he is also in charge of vision and hearing screenings.

Should an accident/injury occur at school first aid will be given to the student by school personnel, and parents/guardians are notified. Any further medical attention beyond first aid is entirely the parent's responsibility. If parents or emergency contact person cannot be reached and a doctor's attention is necessary, 911 will be called.

Children should be kept at home if they have any of the following symptoms:

- Sore throat
- Nausea, vomiting
- Temperature of 100 degrees or more (must be fever free for 24 hours before returning to school)
- Diarrhea
- Skin rash
- Earache or discharging ear
- Sores on the skin such as impetigo, scabies or ringworm

If any of these occur, keep the child at home for at least 24 hours or until recovered, and call a family doctor for an accurate diagnosis and proper care. If families have any additional questions about guidelines for when a student can return to school, please refer to the JPS Health Services and Wellness page on the district's website.

Parents/Guardians of students new to the system, or parents/guardians having questions about medical or immunization records, may reach the nurse at 952-492-4278. Students entering Kindergarten must have completed a screening process, which is required by state law.

Communicable Diseases

To protect other students from contagious illnesses, students infected with certain diseases may not be allowed to come to school while contagious. If a parent/guardian suspects that his/her child has a communicable or contagious disease, they should contact the school nurse or principal so that other students who might have been exposed to the disease can be alerted. Examples of common childhood communicable diseases are pink eye, strep throat, head lice, impetigo, flu, pneumonia and influenza.

Students with certain communicable diseases will not be excluded from attending school in their usual daily attendance settings as long as their health permits and their attendance does not create a significant risk of transmitting the illness to other students or school district employees. The school district will determine on a case-by-case basis whether a contagious student's attendance creates a

significant risk of transmitting the illness to others.

Immunizations

All students must be properly immunized or submit appropriate documentation exempting them from such immunizations in order to enroll or remain enrolled. Students may be exempted from the immunization requirement when the immunization of the student is contraindicated for medical reasons; laboratory confirmation of adequate immunity exists; or due to the conscientiously held beliefs of the parents/guardians or student. The school district will maintain a file containing the immunization records for each student in attendance at the school district for at least five years after the student reaches the age of 18. For a copy of the immunization schedule or to obtain an exemption form or information, contact the school nurse at (952) 492-4278.

Medications at School During the School Day

The school district acknowledges that some students may require prescribed drugs or medication during the school day. The administration of prescription medication or drugs at school requires a completed signed request from the student's parent. An "Administering Prescription Medications" form must be completed once a year and/or when a change in the prescription or requirements for administration occurs. Prescription medications must be brought to school in the original container labeled for the student by a pharmacist, and must be administered in a manner consistent with the instructions on the label. Prescription medications are not to be carried by the student, but will be left with the appropriate school personnel. Exceptions that may be allowed include: prescription asthma medications administered with an inhaler pursuant to school district policy and procedures, medications administered as noted in a written agreement between the school district and parent or as specified in an Individualized Education Program (IEP), a plan developed under Section 504 of the Rehabilitation Act (section 504 Plan), or an individual health plan (IHP). Marijuana is not allowed on school property even if prescribed. The school district is to be notified of any change in a student's prescription medication administration.

SAFETY

The district has installed automated external defibrillators (AEDs) in the north commons outside the Maroon Gym, Early Childhood main entry, and in the playground area. Tampering with any AED is prohibited and may result in disciplinary action.

Seizure Action Plan

When a parent or guardian notifies the school district that a student has a diagnosed seizure disorder and has seizure rescue medication or medication prescribed by the student's licensed health care provider to treat seizure disorder symptoms, the school district will create an individualized seizure action plan.

INDOOR AIR QUALITY (IAQ) ANNUAL NOTIFICATION

Jordan Public School ISD #717, in coordination with the Minnesota Department of Education (MDE) and the Environmental Protection Agency (EPA), has developed an indoor air quality management plan. A factor of the IAQ management plan is the following yearly correspondence to all district

residents on the status of IAQ issues within the district.

Formal approval of the IAQ Management Plan by the ISD #717 School Board has been conducted. The plan is reviewed annually. Since that time IAQ related activities specified in the management plan including walkthroughs, ventilation inspections and staff surveys have been conducted annually in order to monitor and manage indoor conditions within our facilities.

Throughout the upcoming year, ISD #717 will continue to respond to IAQ concerns in a proactive manner to ensure the health and safety of students, staff and building visitors. If you have questions relating to IAQ or would like to review the District IAQ management plan, please feel free to contact Ms. Ranae Case Evenson, at (952) 492-6200.

LEAD IN SCHOOL DRINKING WATER

The school district must send parents an annual notice that includes the district's annual testing and remediation plan, information about how to find test results, and a description of remediation efforts on the district website. The district must update the lead testing and remediation information on its website at least annually. Information on how parents may find the test results and a description of remediation efforts can be requested by contacting JPS Director of Community Education and Operations, Mr. Cullen Bahn, at 952-492-6200.

PESTICIDE APPLICATION NOTIFICATION

The school district may plan to apply pesticide(s) on school property. To the extent the school district applies certain pesticides, the school district will provide a notice by September 15, as to the school district's plan to use these pesticides. A parent may request to be notified prior to the application of certain pesticides on days different from those specified in the notice.

Additional information regarding what pesticides are used, an estimated schedule of pesticide applications (which will be available for review or copying at the school office), and the long-term health effects of the class of pesticide on children can be requested by contacting JPS Director of Community Education and Operations, Mr. Cullen Bahn, at 952-492-6200.

PETS IN SCHOOL

Due to health and indoor air quality concerns, dogs, cats, rodents, rabbits, reptiles, fish birds or exotic animals are not allowed on school property, unless pre-arranged with the principal. Certified therapy dogs will be permitted with proper paperwork. Science curriculum approved by the principal may bring in the above listed animals. Organizations that may be approved for presentations may include, but are not limited to Critters & Co, Raptor Center, and Humane Society. Animals brought in for "show and tell" should be scheduled for fall or spring, thus permitting the viewing of these animals in an outside location of the school. A copy of the school district's policy *825 Animals on School Property*, is available on the district website.

PART V- SCHOOL DISTRICT POLICIES/LINKS

A full list of school board policies can be found on the Jordan Public Schools website.

Policy Name	Policy Number
Bullying Prohibition	514
Distribution of Non School Sponsored Materials	505
Harassment and Violence	413
Hazing Prohibition	526
Immunizations and Birth Certificates	530
Internet, Technology and Cell Phone Acceptable Use	524
Protection and Privacy of Pupil Records	515
Religion	609
School Weapons	501
Search of Student Lockers, Desks, Personal Possessions and Student's Person	502
Student Attendance	503
Student Discipline	506
Student Surveys	520
Tobacco Free Environment	419
Unpaid Meal Charges	534
Wellness Policy	533

The complete Jordan Elementary Family/Student Handbook is available on the school website, *jes.isd717.org*, or in the school and/or district office.

Board Approved: August 2026

717 JORDAN PUBLIC SCHOOLS

Jordan Elementary School
815 Sunset Drive
Jordan, Minnesota 55352
952-492-2336 main | 952-492-4446 fax

MELISSA BARNETT
Principal, Jordan Elementary School
mbarnett@isd717.org

Below is a list of the changes and additions being made in the JES Family/Student Handbook for the 2026-2027 school year:

JES PARENT/STUDENT HANDBOOK

- Revised all links in the handbook to connect to district website
- Replaced Cullen Bahn where Dan Lehman's name appeared

CLASSROOM ASSIGNMENTS

- Added new MSBA language, *A student's classroom assignment can be designated as directory information by the school board and, if so, can be listed publicly unless a parent or guardian opts out.*

DROP-OFF AND PICK-UP PROCEDURES

- Added language that ALL students entering building from drop-off should enter through the main entrance (not old office doors)

FEES

- Added language encouraging families to pay for fees online via Infinite Campus or by check, rather than cash. Families needing to pay with cask, need to have exact amounts. If not, they will need to pay at the District Office.

FOOD IN THE CLASSROOM/BIRTHDAY POLICY

- Revised title to, "Food in the Classroom & Birthday/Special Events", as well as defining what types of treats/items can be brought to school for birthdays and personal achievements

LUNCH

- New MSBA language to change "Lunch" to "Meals" in handbook, maintaining description of morning (breakfast) and midday (lunch) meal programs

NONDISCRIMINATION

- New MSBA language added to description of "disability" and revised "district's human rights officer" to, Title IX Coordinator and with Disabilities Act (ADA) Coordinator

VISITORS

- Removed "In District Buildings" from title of section based on MSBA recommendations

District Office: 500 Sunset Drive, Suite #1, Jordan, Minnesota 55352
952-492-6200 main | 952-492-4445 fax | www.jordan.k12.mn.us

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

FIELD TRIPS

- Added language that if parents choose to not send their student on a field trip, but still wants him/her to attend school, they need to contact the principal at least one week prior to the trip to plan for a productive day of learning.

GRADES & CONFERENCES

- Revised parent/teacher conference dates and times

CELL PHONES AND OTHER PERSONAL ELECTRONIC COMMUNICATION DEVICES

- Added Meta Glasses to list of possible personal electronic communication devices

SAFETY, SEIZURE ACTION PLAN

- Added MSBA language under "SAFETY" in handbook stating district needing a plan upon notification from parents/guardians of student diagnosed with seizure disorder

ASBESTOS MANAGEMENT/ AIR QUALITY

- Revised dates of management plan

Additional changes will/may be needed as updated information is shared throughout the school year.

Jordan Activities Handbook
2026-2027

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Mission Statement

Jordan High School, in partnership with its students, parents, and the community, will strive to prepare today's students for tomorrow's challenges. Our goal, through activities, is to develop stronger academic skills and encourage students to be lifelong learners who are tolerant, respectful, and responsible. The activities program at JHS will enhance the educational experience of our students and contribute to the development of better citizens for a democratic society.

Website

Information on Jordan Activities can be found at www.JordanActivities.org
Each program has their own page with specific information for that activity.
Most general information can be found under the "more" tab.

Registration

Students must be fully registered to participate in any athletic or activity offered by the Jordan Activities Department. Registration is fully electronic and can be found at: https://gobound.com/mn/schools/jordan

- If you are on educational benefits (free or reduced lunch) or are setting up a payment plan, register under "special considerations." Please confirm with afranklin@isd717.org once you register under special consideration.
- A sports physical must be on file with the school in order to register or you will not be able to finish your registration.
- Sports physicals are good for 3 years from the date of the exam.
- If your physical exam expires during a season, you will not be allowed to participate until an updated physical is on file.

Academic Eligibility

All student athletes and fine arts participants are required to be making adequate progress towards earning credits towards graduation.

Academic Support

If a student is on the "F list", meaning they have an F on their current grades in infinite campus in at least one class, they will be placed on Academic Support.

1. Grades will be checked every Monday. Any student in activities with an F will meet with either the AD or Activities Assistant to go over expectations while on support.
2. During this time, the student is eligible to participate in competition.
3. The student will have until Friday at 3:15 pm of that same week to collect signatures from teachers of classes in which the student is earning an F, stating that the student is making academic progress.
4. "Academic progress" is intentionally vague because academic progress may look different from one situation to another depending upon the nature of a specific class or academic setting. A student with an F can make academic progress, while still having an F at the end of the week.
5. If a student does not turn in their Academic Support sheet, or is unable to successfully gather the required signatures by 3:15 pm on Friday, they will be ineligible to participate in competition the following Monday through Friday. The student should participate in practices, and can attend games out of full uniform, but is ineligible for competition. The student will then remain in the Academic Support process while ineligible with the opportunity to regain eligibility for competition on the Monday following the date on which he or she obtains the necessary signature(s) stating that he or she is making academic progress.
6. If a student ends a semester with a failing grade in one or more classes, they will serve an academic suspension from events and competitions for either two weeks or two contests, whichever is longer. The student should participate in practices, and can attend games out of full uniform, but is ineligible for competition. If the student is participating in an activity at the time of the end of the semester, the suspension will be administered immediately. If not, the suspension will be administered at the beginning of the season for the next activity for which they are registered.

Attendance

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

- School-initiated absences will be accepted and participation permitted.
- A student may not participate in any activity or program if he or she has an unexcused absence from any class (including lunch or study hall) during the day.
- If a student is suspended from any class, they may not participate in any activity or program that day.
- If a student has been absent from school due to illness or suspension they will not be allowed to attend sporting events that evening.

ABSENCES DEFINED:

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

Excused Absences

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

The following reasons shall be sufficient to constitute excused absences:

- Illness.
- Serious illness in the student's immediate family.
- A death or funeral in the student's immediate family or of a close friend or relative.
- Medical, dental, or orthodontic treatment, or a counseling appointment.
- Court appearances occasioned by family or personal action.
- Religious instruction not to exceed three hours in any week.
- Physical emergency conditions such as fire, flood, storm, etc.
- Official school field trip or other school-sponsored outing.

- Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences and students will be permitted to complete make-up work.
- Family emergencies.
- Active duty in any military branch of the United States.
- A student's condition that requires ongoing treatment for a mental health diagnosis.

MSHSL Policies

Jordan High School is a member of the Minnesota State High School League, an association of Minnesota high schools formed to govern interscholastic contests in athletics and fine arts. All players and contestants are subject to the rules and regulations adopted by the Minnesota State High School League.

All MSHSL policies are to be followed by teams that have students in 10th-12th grade participating.

Chemical Violations

The Minnesota State High School League bylaws state that during the calendar year, a student shall not at any time, regardless of the quantity: (1) use or consume, have in possession a beverage containing alcohol; (2) use or consume, have in possession tobacco; (3) use or consume, have in possession, buy, sell, or give away any other controlled substance or drug paraphernalia; (4) use or consume, have in possession, buy, sell or give away products containing or products used to deliver nicotine, tobacco products and other chemicals. "Tobacco products" means: any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part or accessory of a tobacco product; or (5) use or consume, have in possession, buy, sell or give away any substance or product where the intent of such use of the substance or product is to induce intoxication, excitement, or stupefaction of the central nervous system, except under the direction and supervision of a medical doctor. Such substances or products shall include, but are not limited to, synthetic drugs, gasoline, glue, aerosol devices, bath salts, and any substances addressed by Minnesota or Federal Law. The bylaw applies to the 12-month calendar year.

Consequences following Chemical Violations

- 1st Violation = 2 weeks/2 contests (whichever is greater)
- 2nd Violation = 3 weeks/6 contests (whichever is greater)
- 3rd Violation = 4 weeks/12 contests (whichever is greater)

*Denial Disqualification - Additional 9 weeks of suspension

*Must be at all practices, scrimmages, games, meetings, etc. during the period of suspension. Must start & finish the season with the team where suspension was served.

In Season vs. Out of Season + Sundays

- There is to be no instruction or coaching outside of the designated season, except during the MSHSL summer waiver period.
- An eliminated team may hold organized team activities through the state tournament of your sport.
- It is okay for a coach to supervise an open gym out of season, but only as a supervisor, no instruction.
- Sundays in season are non contact days. It is okay to send out information on the upcoming week, but no team activities such as practice, film study, pizza party, etc.

Local Jordan Policy

1. Violations for participants in Jordan Middle School, or less than MSHSL activities are also bound to the MSHSL chemical violation policies.
2. Any student who violates the chemical or tobacco policy as set forth by the MSHSL and Jordan High School shall forfeit the right to be captain during that school year. They can regain captaincy the following year. After a second violation, they can never be a captain.
3. If a chemical violation occurs, the student is not eligible for the Outstanding Senior Athlete award.

Extracurricular Private Transport Waiver

- If a student wants to request transportation home from an event other than on the team bus or with a custodial parent or guardian, they need written permission from a custodial parent/guardian. This form can be found at JordanActivities.org under the "more" tab.

- We always want to travel as a team on the bus. If this is not possible, and a student requests to drive themselves or to ride with someone else, the head coach of the team must have this same form signed and in hand prior to the trip.
- If a student was bused to an event but is going to ride home with a custodial parent or guardian, that adult needs to have a personal conversation that includes eye contact with the head coach at the event to provide notification that they will be driving their own child home. No waiver necessary in this case.

Communication

In-season written and digital communication between coaches, athletes and families for all JPS Activities and Athletics will take place on SportsYou, a platform accessible via both an app and on the web. This will include weekly newsletters, daily schedule updates, and needed clarifications from coaches, directors and advisors. Coaches, directors and advisors will provide athletes and families with needed access codes to access relevant SportsYou pages. If you do not have access to a SportsYou page that is relevant to you or your student, reach out to your coach, director or advisor or Activities Director Brittany Barker for access.

Conflict Resolution

It is inappropriate to approach a coach or advisor prior to or at the conclusion of a game or practice unless the meeting has been previously agreed upon. Playing time, X's and O's, and fundamental skill/technique development are determined solely by the head coach and coaching staff. Discussion can only focus on how a participant can improve their skills. The coach has sole authority to end a meeting at any time. The meeting will be suspended and rescheduled according to the coach's schedule, with the AD present.

There is a process parents, families, and athletes can follow when they have concerns or issues that need to be addressed:

Step 1: Student-athlete meets with the head coach to discuss the concern. Assistant coaches may also be involved.

Step 2: If not resolved, the student-athlete AND parent meet with the head coach to discuss the concern.

Step 3: If still not resolved, the student-athlete, parent, and head coach meet with the Activities Director to discuss the concern.

Step 4: If still not resolved, the student athlete, parent, head coach, and Activities Director meet with the building principal to discuss the concern.

Social Media

- Students in activities are required to follow district social media policies.
- Cyber bullying on school grounds or off, will have consequences within activity participation.
- The penalty will fall under "code of conduct" based on the severity of the incident.

Spectator Expectations At Events

- It is recommended that elementary age students be accompanied by an adult at all activities and performances for their safety and the safety of others.
- We welcome enthusiastic fans that come to watch the game/performance and encourage our team/performers. *Good sportsmanship is our goal*.
- Please arrive at an appropriate time prior to the beginning of an auditorium event. If this is not possible, please enter quietly at an appropriate time, such as a scene change or after the first musical selection.
- Running, throwing objects, or horseplay, such as grabbing hats or playing catch in crowded areas is both disruptive and dangerous. Spectators that endanger themselves or others by their behavior will be removed from the event.
- Alcohol, tobacco and tobacco products are not allowed on any of the school grounds. (This includes outdoor venues like football, baseball, softball, and track)
- We expect spectators to address volunteers, supervisors and each other respectfully. *Offensive language has no place at Jordan activities*.
- Signs are limited to those designed to promote our Jordan teams and give positive enthusiastic support.
- Firecrackers, smoke bombs or weapons of any kind are strictly prohibited at

any District 717 activity. Violators may be subject to state and/or federal law.
- Use of noisemakers, horns, whistles, or other artificial attention-getters is not permitted at any MSHSL sponsored event.
- We thank the fans for patronizing our concession stand. Remember that rude behavior such as cutting in line or speaking rudely to those working there is not acceptable.

MAX Performance - Strength & Conditioning

The Max Athletic Program puts our athletes in a position to be the strongest and fastest they can be. Please consider joining MAX in season or during the summer. In the school year, the program runs Monday through Friday 7:00 AM to 7:40 AM and can be taken for credit. The summer program is run through community ed. MAX Performance coaches work with in season coaches to avoid athlete burnout.

Leadership Council

Each year, the activities director will ask each head coach for names of student athletes who have shown interest in growing their skills and opportunities as a leader. These will largely be juniors and seniors, with the exception of a few underclassmen if appropriate. Ms. Barker will meet monthly with these students to learn more about leadership, whether that be through self-reflection or group activities. You do NOT have to be named a captain in order to attend these sessions. Please let your coach know if you're interested in being part of this group.

Activity Fees

HS Athletics & Activities Fees

- Football (Varsity, B, C squad): $225
- All Other Athletics (Varsity, B Squad, 9th Grade): $200
- Musicals, Speech (7-12), Competitive One-Act Play: $185
- Debate: $175
- Cheerleading: $175
- Noteworthy: $175
- Non-competition One Act Play, Plays, Knowledge Bowl, Robotics: $150

- Visual Arts: $75
- Play Crew: $25

MS Athletics & Activities Fees

- Grades 7 & 8 Athletics: $150
- Grades 7 & 8 Knowledge Bowl: $150
- Grades 6-8 Spring Play: $150

7-12th Max Athletic Program: $75

**JMS students asked to participate at a C, JV or Varsity level will still pay at JMS rates.

School Song

Jordan High School hats off to thee
To our colors true we shall ever be
Firm and strong, united are we
Rah, Rah, Rah, for JHS
Rah, Rah, Rah, Rah,
Rah for Maroon and Gold

Contact Information

Activities Director
Brittany Barker - bbarker@isd717.org - 952-217-6705

Activities Asst / Facilities Scheduler
Amanda Franklin - afranklin@isd717.org - 952-492-4481

Athletic Trainer
Bruce Mortenson - bmortenson@isd717.org

Executive Summary: Changes made to Jordan Activities handbook
Submitted by: Brittany Barker

Changes Made:

- Registration details now reflect Bound
- Conflict resolution guidance was added:
    - Conflict Resolution: It is inappropriate to approach a coach or advisor prior to or at the conclusion of a game or practice unless the meeting has been previously agreed upon.
    - Playing time, X's and O's, and fundamental skill/technique development are determined solely by the head coach and coaching staff. Discussion can only focus on how a participant can improve their skills. The coach has sole authority to end a meeting at any time. The meeting will be suspended and rescheduled according to the coach's schedule, with the AD present.
    - There is a process parents, families, and athletes can follow when they have concerns or issues that need to be addressed:
        - **Step 1:** Student-athlete meets with the head coach to discuss the concern. Assistant coaches may also be involved.
        - **Step 2**: If not resolved, the student-athlete AND parent meet with the head coach to discuss the concern.
        - **Step 3:** If still not resolved, the student-athlete, parent, and head coach meet with the Activities Director to discuss the concern.

- **Step 4:** If still not resolved, the student athlete, parent, head coach, and Activities Director meet with the building principal to discuss the concern.

- Updated AD name to reflect Brittany Barker
- Added info about the MAX program offering credit for students.

The Max Athletic Program puts our athletes in a position to be the strongest and fastest they can be. Please consider joining MAX in season or during the summer. In the school year, the program runs Monday through Friday 7:00 AM to 7:40 AM and can be taken for credit. The summer program is run through community ed. MAX Performance coaches work with in season coaches to avoid athlete burnout.

- Leadership Council
    - Each year, the activities director will ask each head coach for names of student athletes who have shown interest in growing their skills and opportunities as a leader. These will largely be juniors and seniors, with the exception of a few underclassmen if appropriate. Ms. Barker will meet monthly with these students to learn more about leadership, whether that be through self-reflection or group activities. You do NOT have to be named a captain in order to attend these sessions. Please let your coach know if you're interested in being part of this group.

JORDAN HIGH SCHOOL



Staff Handbook
2026-2027

Mission Statement:

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

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

JPS Strategic Plan 2022-2027

Staff Meetings:

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

Committee Membership:

Faculty Council 3rd Wednesday of Month **Union**	**Staff Development 2nd Thursday of Month** **E. Beckman Room**	**PBIS Staff PRIDE 2nd Thursday of Month** **Walerius Room**	**PBIS Students PRIDE 2nd Thursday of Month** **Media Center**	**MTSS/Data Team 2nd Thursday of Month** **Union**	**Building Climate Committee 2nd Thursday of Month** **T. Rydberg Room**
Jeff Christ Kevin Gutzmer Anne Jans Tony Rydberg Sara Sievers Matt Urbanek Robin Whiteside	Elizabeth Beckman Aaron Gorath Ryan Rasmussen Allison Schmidt	Kelley Walerius Kris Dyrhaug Bryan Martin Matt Urbanek Lisa Wyckoff	Logan Burnside Randy Koch Amy Peters Alanna Rindahl Rachel Rydberg	Lisa Leary Shane Peters Margy Schipper Sydney Treml Robin Whiteside	Heather Briese Cam Moll Chris Olson Tony Rydberg Ozzie Sand

Barr Cohort Team: (Conference Room in Main Office)

BARR Cohort Members: (Barnd, Beckman, Casterton, Geib, Gutzmer, Jans, Nylander, Pivec, Sievers, Spies)

SUPERVISIONS:

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

Bell Schedules:

Monday/Tuesday/Thursday/Friday

First Hour:	8:00 – 8:50 (50 minutes)
Second Hour:	8:55 – 9:55 (60 minutes) - 2nd Chance Breakfast the last 10 minutes
Third Hour:	10:00 – 10:50 (50 minutes)
Fourth Hour:	10:55 - 12:15 (80 minutes total) **Class: 50 minutes Lunch: 30 minutes**

Early Lunch		Late Lunch	
Lunch:	10:55-11:25	Class:	10:55-11:45
Class:	11:25-12:15	Lunch:	11:45-12:15

Fifth Hour:	12:20 – 1:10 (50 minutes)
Sixth Hour:	1:15 – 2:05 (50 minutes)
Seventh Hour:	2:10 – 3:00 (50 minutes)

Wednesday (Will start in October)

PRIDE Time	8:00 – 9:05 (65 minutes)
First Hour:	9:10 – 9:50 (40 minutes)
Second Hour:	9:55 – 10:45 (50 minutes) - 2nd Chance Breakfast Hour (beginning of hour based on time of day?)
Third Hour:	10:50 – 11:30 (40 minutes)
Fourth Hour:	11:35 - 12:45 (70 minutes total) **Class: 40 minutes Lunch: 30 minutes**

Early Lunch		Late Lunch	
Lunch:	11:35-12:05	Class:	11:35-12:15
Class:	12:05-12:45	Lunch:	12:15-12:45

Fifth Hour:	12:50 – 1:30 (40 minutes)
Sixth Hour:	1:35 – 2:15 (40 minutes)
Seventh Hour:	2:20 – 3:00 (40 minutes)

Schedule 2: Early Release

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

Schedule 3: Late Start

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

Academic Support for Students:

It is the classroom teachers' responsibility to know the progress or lack of it for each student. Infinite Campus must be updated weekly in order to provide communication to families of student progress.
If a student is in jeopardy of failing a class for the semester/year, teachers must communicate with families. No surprises! **If a student's progress is unsatisfactory, the following steps should be taken in the following order:**

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

Accommodations, DIfferentiation, Interventions and Modifications:

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

ACCIDENTS:

Students: All accidents or injuries incurred during the school day or on school grounds must be reported to the principal's office by the teacher in charge. As soon as possible, the teacher must fill out an Accident Report Form. Teachers should not leave a group of students unsupervised so that negligence can be proven in the case of an accident.
Staff Members: Staff members are reminded to complete worker's comp forms in the case of injury. The district has a limited time to process these forms so they must be completed as soon as possible after the injury. Forms are located online and must be completed with the principal.

ADMINISTRATION:

The chain of command in the building regarding emergencies follows:

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

ADVERTISING/SOLICITORS:

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

ASSEMBLIES AND PEP FESTS:

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

ATTENDANCE:

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

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

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

BEHAVIOR REPORTS:

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

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

BLENDED LEARNING:

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

CLASSROOM EXPECTATIONS:

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

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

Classrooms:

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

Conferences:

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

Dances:

The following rules will apply to all dances:

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

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

Deposit Slips:

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

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

DETENTION:

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

DISCIPLINE:

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

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

Five principles for decreasing disciplinary problems are:

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

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

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

DRESS CODE:

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

ELECTRONIC DEVICES:

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

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

Emergency Drills:

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

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

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

Emergency Actions:

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

- Hold
- Secure
- Lockdown
- Evacuate
- Shelter

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

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

End of Year Procedures:

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

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

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

Event Passes:

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

Facility Use:

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

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

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

Failure Notice to Parents:

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

FAMILY VACATION ABSENCE SLIPS:

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

FAMILY NIGHT/SUNDAYS:

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

FIELD TRIPS:

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

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

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

FUNDRAISING ACTIVITIES:

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

GRADING:

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

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

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

GRADING SCALE:

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

The high school grading scale is as follows:

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

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

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

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

HALLWAY SUPERVISION:

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

HAZING PROHIBITION:

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

HONOR ROLLS:

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

IEPs, 504s and Parent Meetings:

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

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

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

Incompletes:

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

Lesson Plans and "look fors":

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

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

Liability:

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

Lockers:

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

Meals: Please note that for 2026-2027 meals will Not be charged for students.

For the 2026-2027 school year, Jordan Public Schools is participating in the Free School Meals program. Reimbursable breakfasts and lunches will be free for all students in Preschool - Grade 12. Costs for Snack Cart, additional entrees, milk-only purchases and more, can be found on our website www.jordan.k12.mn.us/nutritionalservices. Staff breakfast cost is $3.10 and staff lunch cost is $5.50.

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

Newspaper Publicity:

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

Parking:

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

Passes:

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

Permanent Records:

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

Photo (Staff):

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

Physical Force:

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

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

Pledge of Allegiance:

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

Pride:

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

Professional Leave:

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

Purchasing:

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

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

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

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

REPORTING OF MALTREATMENT OF MINORS:

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

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

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

SCHEDULE CHANGES:

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

GOOGLE CLASSROOM/WEBSITE:

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

The following should be included on Google Classroom sites:

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

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

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

School Website pages should include the following:

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

SEVERE WEATHER PROCEDURES:

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

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

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

What is flexible learning?

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

What are the goals of JPS Flexible Learning Days?

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

What does Flexible Learning look like at JPS?

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

How will families be notified that flexible learning is expected?

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

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

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

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

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

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

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

What is required of teachers during Flexible Learning Days?

During Flex Days,I teachers have been asked to:

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

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

SICK DAYS:

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

STUDENT ACTIVITY ACCOUNTS:

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

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

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

Supplies and materials	Transportation	Travel expenditures
Food	Lodging	Admission fees
Entertainment	T-shirts	Donations

- Examples of **inappropriate** expenditures for student activity accounts:

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

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

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

D. Enter Purchase Order on SMARTeR

STUDY HALLS:

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

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

SUBSTITUTE TEACHERS:

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

SUPERVISION ASSIGNMENTS:

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

SUSPENSION/EXPULSION:

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

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

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

TEACHER EVALUATION:

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

The teacher evaluation process includes the following:

Professional Learning Communities:

The Jordan Public Schools Professional Learning Communities will:

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

Personalized Professional Development Plans:

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

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

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

Peer Reviews

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

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

Tenure Process:

Jordan Public Schools **tenured** staff will:

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

Non-Tenure Process:

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

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

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

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

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

Following is the schedule for formal observations:

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

TEACHER HOURS:

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

TELEPHONES:

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

TEXTBOOKS:

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

VAN:

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

VIDEOS/MEDIA:

The district mandates the following:

Films:

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

Books:

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

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

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

Wellness Room:

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

Withdrawal from School:

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

Work Orders:

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

Data Warehouse:

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

Appendix A:

MAJOR/MINOR BEHAVIOR INCIDENTS

ABUSE OF TECHNOLOGY

CLASSROOM MANAGEMENT

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

OFFICE REFERRAL

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

BULLYING

CLASSROOM MANAGEMENT

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

OFFICE REFERRAL

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

CYBER BULLYING: AUTOMATIC OFFICE REFERRAL

DISRUPTIVE CONDUCT

CLASSROOM MANAGEMENT

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

- Deliberate release of bodily functions
- Sleeping in class

Office Referral

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

Disorderly Conduct: Immediate Office Referral

Electronic Devices

Classroom Management

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

Office Referral

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

Fighting: Immediate Office Referral

Harassment/Threats: Immediate Office Referral

Hazing: Immediate Office Referral

Improper Dress: Immediate Office Referral: Automatic Office Referral

Nuisance Objects:

Classroom Management

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

Office Referral

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

Plagiarism/Cheating

Classroom Management

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

Office Referral

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

Theft/Buying or Receiving Stolen Goods: Automatic Office Referral

Unnecessary Use of Physical Force

Classroom Management

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

Office Referral

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

Possession of Tobacco, Matches or Lighter: Automatic Office Referral

Use/Possession of Chemicals, Alcohol or Items Intended to be Used as Mood Altering: Automatic Office Referral

Vandalism

Classroom Management

- Writing on a desk
- Drawing on posters

Office Referral

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

Vulgar Language

Classroom Management

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

Office Referral

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

Weapons: Possession or Distribution: Automatic Office Referral

Appendix B:

JORDAN STUDENTS WILL FOLLOW THE JORDAN HIGH SCHOOL PRIDE EXPECTATIONS

P REPAREDNESS

All students will. . .

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

R ESPECT

All students will. . .

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

I NTEGRITY

All students will. . .

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

D EPENDABILITY

All students will. . .

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

E XCELLENCE

All students will. . .

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

Appendix C:

610 FIELD TRIPS

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

A. Instructional Trips

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

B. Supplementary Trips

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

C. Extended Trips

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

III. REGULATIONS

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

B. The school administration shall be responsible for providing more detailed procedures, including parental involvement, supervision, and such other factors deemed important and in the best interest of students.

C. Transportation shall be furnished through a commercial carrier or school-owned vehicle.

D. An employee may use a personal vehicle to transport staff or personal property for purposes of a field trip upon prior, written approval from administration.

E. An employee must not use a personal vehicle to transport one or more students for purposes of a field trip.

1. If immediate transportation of a student is required due to an emergency or unforeseen circumstance, such as the illness or injury of a child, and the transportation does not constitute regular or scheduled transportation, a personal vehicle may be used. To the extent a personal vehicle is used, the vehicle must be properly registered and insured.

2. An employee must obtain preapproval by administration of student transportation by a personal vehicle, pursuant to Section III.E.1, if practicable. If preapproval by administration of use of a personal vehicle cannot be obtained in a reasonable time given the circumstances, an employee shall report the relevant facts and circumstances justifying the need for use of a personal vehicle to administration as soon as practicable. The relevant facts and circumstances for use of a personal vehicle shall be documented by administration.

IV. SCHOOL BOARD REVIEW

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

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

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

Appendix D:

526 HAZING PROHIBITION

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

A. No student, teacher, administrator, volunteer, contractor, or other employee of the school district shall plan, direct, encourage, aid, or engage in hazing.

B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate hazing.

C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.

D. This policy applies to behavior that occurs on or off school property and during and after school hours.

E. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.

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

III. DEFINITIONS

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

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

1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body.
2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product, or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame, or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.

B. "Student organization" means a group, club, or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities, or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

IV. REPORTING PROCEDURES

A. Any person who believes he or she has been the victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy.

B. The building principal is the person responsible for receiving reports of hazing at the building level. Any person may report hazing directly to a school district human rights officer or to the superintendent.

C. Teachers, administrators, volunteers, contractors, and other employees of the school district shall be particularly alert to possible situations, circumstances, or events which might include hazing. Any such person

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

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

V. SCHOOL DISTRICT ACTION

A. Upon receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.

B. The school district may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of hazing.

C. Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act, school district policies and regulations.

VI. REPRISAL

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

VII. DISSEMINATION OF POLICY

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

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

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

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

Appendix E:

414 MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to fully comply with Minn. Stat. § 626.556 requiring school personnel to report suspected child neglect or physical or sexual abuse.

B. A violation of this policy occurs when any school personnel fails to immediately report instances of child neglect or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

III. DEFINITIONS

A. "Accidental" means a sudden, not reasonably foreseeable, and unexpected occurrence or event which:

1. is not likely to occur and could not have been prevented by exercise of due care; and
2. if occurring while a child is receiving services from a facility, happens when the facility and the employee or person providing services in the facility are in compliance with the laws and rules relevant to the occurrence of event.

B. "Child" means one under age 18 and, for purposes of Minn. Stat. Ch. 260C (Child Protection) and Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment), includes an individual under age 21 who is in foster care pursuant to Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18).

C. "Immediately" means as soon as possible but in no event longer than 24 hours.

D. "Mandated reporter" means any school personnel who knows or has reason to believe a child is being neglected or physically or sexually abused, or has been neglected or physically or sexually abused within the preceding three years.

E. "Neglect" means the commission or omission of any of the acts specified below, other than by accidental means:

1. failure by a person responsible for a child's care to supply a child with necessary food, clothing, shelter, health, medical, or other care required for the child's physical or mental health when

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

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

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

F. "Nonmaltreatment mistake" means: (1) at the time of the incident, the individual was performing duties identified in the center's child care program plan required under Minn. Rules Part 9503.0045; (2) the individual has not been determined responsible for a similar incident that resulted in a finding of maltreatment for at least seven years; (3) the individual has not been determined to have committed a similar nonmaltreatment mistake under this paragraph for at least four years; (4) any injury to a child resulting from the incident, if treated, is treated only with remedies that are available over the counter, whether ordered by a medical professional or not; and (5) except for the period when the incident occurred, the facility and the individual providing services were both in compliance with all licensing requirements relevant to the incident. This definition only applies to child care centers licensed under Minn. Rules Ch. 9503.

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

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

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

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

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

I. "Sexual abuse" means the subjection of a child by a person responsible for the child's care, by a person who has a significant relationship to the child (as defined in Minn. Stat. § 609.341, Subd. 15), or by a person in a position of authority (as defined in Minn. Stat. § 609.341, Subd. 10) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration as well as sexual contact. Sexual abuse also includes any act involving a minor which constitutes a violation of Minnesota statutes prohibiting prostitution, or use of a minor in a sexual performance. Sexual abuse includes threatened sexual abuse which includes the status of a parent or household member who has committed a violation which requires registration under Minn. Stat. § 243.166, Subd. 1b(a) or (b) (Registration of Predatory Offenders).

J. "Mental injury" means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture.

K. "Person responsible for the child's care" means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employees or agents, or other lawful custodian of a child having either full-time or short-term care responsibilities including, but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.

L. "Threatened injury" means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to, exposing a child to a person responsible for the child's care who has subjected the child to, or failed to protect a child from, egregious harm, or a person whose parental rights were involuntarily terminated, been found palpably unfit, or one

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

IV. REPORTING PROCEDURES

A. A mandated reporter as defined herein shall immediately report the neglect or physical or sexual abuse, which he or she knows or has reason to believe is happening or has happened within the preceding three years to the local welfare agency, police department, county sheriff, or agency responsible for assisting or investigating maltreatment.

B. If the immediate report has been made orally, by telephone or otherwise, the oral report shall be followed by a written report within 72 hours (exclusive of weekends and holidays) to the appropriate police department, the county sheriff, local welfare agency, or agency responsible for assisting or investigating maltreatment. The written report shall identify the child, any person believed to be responsible for the abuse or neglect of the child if the person is known, the nature and extent of the abuse or neglect and the name and address of the reporter.

C. Regardless of whether a report is made, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident has occurred and may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.

D. A mandated reporter who knows or has reason to know of the deprivation of parental rights or the kidnapping of a child shall report the information to the local police department or the county sheriff.

E. With the exception of a health care professional or a social service professional who is providing the woman with prenatal care or other health care services, a mandated reporter shall immediately report to the local welfare agency if the person knows or has reason to believe that a woman is pregnant and has used a controlled substance for a nonmedical purpose during the pregnancy, including, but not limited to, tetrahydrocannabinol, or has consumed alcoholic beverages during the pregnancy in any way that is habitual or excessive.

F. A person mandated by Minnesota law and this policy to report who fails to report may be subject to criminal penalties and/or discipline, up to and including termination of employment.

G. Submission of a good faith report under Minnesota law and this policy will not adversely affect the reporter's employment, or the child's access to school.

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

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

V. INVESTIGATION

A. The responsibility for investigating reports of suspected neglect or physical or sexual abuse rests with the appropriate county, state, or local agency or agencies. The agency responsible for assessing or investigating reports of child maltreatment has the authority to interview the child, the person or persons responsible for the child's care, the alleged perpetrator, and any other person with knowledge of the abuse or neglect for the purpose of gathering the facts, assessing safety and risk to the child, and formulating a plan. The investigating agency may interview the child at school. The interview may take place outside the presence of a school official. The investigating agency, <u>not</u> the school, is responsible for either notifying or withholding notification of the interview to the parent, guardian or person responsible for the child's care. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded.

B. When the investigating agency determines that an interview should take place on school property, written notification of intent to interview the child on school property will be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school property.

C. Except where the alleged perpetrator is believed to be a school official or employee, the time and place, and manner of the interview on school premises shall be within the discretion of school officials, but the local welfare or law enforcement agency shall have the exclusive authority to determine who may attend the interview. The conditions as to time, place, and manner of the interview set by the school officials shall be reasonable and the interview shall be conducted not more than 24 hours after the receipt of the notification unless another time is considered

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

D. Where the alleged perpetrator is believed to be a school official or employee, the school district shall conduct its own investigation independent of MDE and, if involved, the local welfare or law enforcement agency.

E. Upon request by MDE, the school district shall provide all requested data that are relevant to a report of maltreatment and are in the possession of a school facility, pursuant to an assessment or investigation of a maltreatment report of a student in school. The school district shall provide the requested data in accordance with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g.

VI. MAINTENANCE OF SCHOOL RECORDS CONCERNING ABUSE OR POTENTIAL ABUSE

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

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

VII. PHYSICAL OR SEXUAL ABUSE AS SEXUAL HARASSMENT OR VIOLENCE

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

VIII. DISSEMINATION OF POLICY AND TRAINING

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

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

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

Wage Disclosure Protection Law:

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

Assurance of Compliance Information

Board Policies

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

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

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

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

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

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

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

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

Appendix F: Non-Exclusionary Discipline

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

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

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

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

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

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

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

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

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

- Connect students to the group

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

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

Jordan High School Handbook Changes for 2026-2027

Staff Handbook Changes

Page 2--Cleaned up and assigned staff to committees.

Page 3–New supervisions for the coming school year.

Page 8–Changed the dates for conferences.

Page 10–Added information about phone holders in each classroom.

Page 10–Cleaned up the emergency action information based on our "I Love U Guys" training.

Page 17–Kept "look fors" in the lesson planning section highlighted.

Page 25-27--Updated the teacher review cycle.

**Note–There are other areas in the handbook that are highlighted for staff to reference as they review the handbook at the start of the school year.

Jordan Middle School



2026 - 2027
STAFF HANDBOOK

INDEPENDENT SCHOOL DISTRICT #717

Ben Bakeberg
Middle School Principal

Jordan Middle School Grades 5-8
500 Sunset Drive
Jordan, MN 55352
(952) 492-2332 -- Office
(952) 492-4450 -- Fax

Directory

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

Jordan Schools Policies	Current policy information can be found at link below:
Jordan Public Schools Board Policies	

Jordan Middle School Staff	Current Jordan Middle School instructional and support staff can be found at link below:
Jordan Public Schools Staff Directory	

JORDAN PUBLIC SCHOOL DISTRICT STRATEGIC PLAN 2022-2027

BELIEF STATEMENTS

We believe:

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

MISSION STATEMENT

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

VISION STATEMENT

*Grow your Jordan **PRIDE***

***P**reparedness. **R**espect. **I**ntegrity. **D**ependability. **E**xcellence.*

STRATEGIC PLAN FOCUS AREAS

PRIDE in Student Achievement	**PRIDE in Student Support**	**PRIDE in Staff Support**	**PRIDE in a Caring and Committed Culture**	**PRIDE in Communications, Marketing and Outreach**	**PRIDE in Facilities - Indoor/ Outdoor Spaces**

Focus Area: PRIDE in Student Achievement

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

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

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

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

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

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

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

Focus Area: PRIDE in Student Support

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

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

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

Focus Area: PRIDE in Staff Support

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

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

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

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

Objective: Continued focus on fiscal responsibility to support staff.

Focus Area: PRIDE in a Caring and Committed Culture

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

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

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

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

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

Focus Area: PRIDE in Communications, Marketing and Outreach

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

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

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

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

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

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

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

Focus Area: PRIDE in Facilities - Indoor/Outdoor Spaces

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

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

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

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

Goal: Enhance safety and security across the district.

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

Objective: Enhance secure entrance points at all district buildings.

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

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

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

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

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

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

2026-2027 School Year Building Goal for JMS

- To be updated following workshop
    - JMS 2026-2027 Action Plan



General Information

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

Staff Resource Bank

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

Academic Support for Students - Student Academic Progress Form

It is the classroom teachers' responsibility to know the progress or lack of it for each student. Infinite Campus must be updated weekly in order to provide communication to families of student progress.
If a student is in jeopardy of failing a class for the semester/year, teachers must communicate with families. No surprises!
If a student's progress is unsatisfactory, the following steps should be taken in the following order:

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

Accommodations, Differentiation, Interventions and Modifications

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

Advisory

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

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

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

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

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

Accidents

- **Students**: All accidents or injuries incurred during the school day or on school grounds must be reported to the principal's office by the teacher in charge. Keep the following in mind:
    - Make sure you do not leave a group of students unsupervised so negligence can be proved in case of an accident.
    - Actively supervise students. Move around in the hallways and on the playground.
    - If a student is injured, the teacher in charge must fill out an Accident Report Form. These forms are also filed in the middle school nurse’s office.

- **Staff**: If you are injured on the job it is mandatory you call the 24/7 nurse care line at 1-844-322-4668. They will assist with determining the seriousness of the injury and what treatment is needed.
    - If the care line nurse determines medical treatment is needed, they will facilitate the process by calling the medical provider, notifying them the employee is coming in and providing the details of the injury.
        - We will continue to have clinics setup where all non-emergency claims will initially be treated. Clinics are posted in the buildings.
    - If the employee does not need medical treatment, the care line nurse will provide a call back number in case there are any changes.
    - In case of a medical emergency, take care of the employee first by calling 911. After the employee has been taken care of, immediately call the nurse care line so they can contact the hospital and assist with the claim.
    - Once you have completed the nurse line call, please complete the Accident Report Form. Please send the completed Accident Investigation form to Katie Pekarna-Damlo in the District Office within **24 hours** of the accident

Activity Nights

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

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

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

Administration (Student/Family/Staff Support Roles)



- JMS Student/Family/Staff Support Roles
- District Student/Family/Staff Support Staff

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

Advertising and Solicitors

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

Announcements

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

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

Assemblies and Pep Fests

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

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

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

Attendance

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

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

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

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

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

RESPONSIBILITIES:

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

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

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

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

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

ATTENDANCE REPORTING PROCEDURES:

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

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

PARTICIPATION IN AND ATTENDANCE AT EXTRACURRICULAR ACTIVITIES:
This policy applies to all students involved in any extracurricular activity scheduled either during or outside the school day and any school-sponsored programs.

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

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

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

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

CONSEQUENCES FOR EXCUSED ABSENCES:
Students whose absences are excused are required to make up all assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher.
For the first day of an absence, a student will have two days to make up work. Students will have one day to make up work for each subsequent day of absences. Any work not completed within a reasonable amount of time may result in a score reduction. However, the building principal or the classroom teacher may extend the time allowed for completion of make-up work in the case of an extended illness or other extenuating circumstances.
Students who will be absent because of an appointment or participation in an activity should contact their teachers before or after school prior to that absence so they can be prepared when they return to school.

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

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

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

CONSEQUENCES FOR UNEXCUSED ABSENCES IN GRADES FIVE THROUGH TWELVE:

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

EXCESSIVE ABSENCES:

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

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

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

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

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

PARENT NOTIFICATION:

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

TRUANCY:

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

Reporting Responsibility:

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

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

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

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

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

TARDY PROCEDURES:
Students are expected to be in their assigned area at designated times. Failure to do so constitutes tardiness.
Procedures for Reporting Tardiness
- Students tardy at the start of school must report to the school office for an admission slip.
- Teachers will make students tardy in Infinite Campus.

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

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

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

constitutes tardiness which will result in the following:

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

Building Security Alarm

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

Live alarm hours for ALL BUILDINGS:

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

Security Alarm Tutorials

- JMS > bit.ly/JMS_security_1617

CERC/Weight Room/Track

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

Classroom

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

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

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

Conferences

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

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



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

Cooks/Food Service

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

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

Coaches and Advisors

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

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

- **Scheduling of school events**
  - All activities involving middle school students or faculty must be scheduled through the Community Education/Activities Director's office.

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

Custodians

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

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

Credit Card

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

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

End of Year Procedures

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

Facilities Usage - Facilities Application

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

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

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

Flexible Learning Days Plan

What is Flexible Learning?

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

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

What are the goals of JPS Flexible Learning Days?

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

What does Flexible Learning look like at JPS?

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

How will families be notified Flexible Learning is expected?

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

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

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

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

How can teachers help support student success with Flexible Learning Days?
In preparation for Flex Days, JMS and JHS teachers have been asked to:

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

What is required of teachers during Flexible Learning Days?
During Flex Days, teachers are asked to:

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

Fire Drills/Tornado/Emergency Response Drills

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



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

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

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

Fire Drill/Emergency
Are you supervising students at the time of the drill?

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

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

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

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

Field Trips

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

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

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

Grading

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

The following grading scale will be used for reporting grades:

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

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

- **ASSESSMENTS**
  - All formative assessments must be in prior to initial summative assessments in order to be considered for retake assessments. Refer to teacher syllabus for individual grading procedures.
- **DAILY ASSIGNMENTS/LATE WORK**
  - Grades should be updated as soon as possible but at least weekly. Assignments turned in late will be graded within a week from being turned in.
- **LONG TERM PROJECTS**
  - For the success of students and parent involvement, long term projects need to be divided into manageable checkpoints that are graded and reported into Infinite Campus.
- **REPORT CARDS**
  - Grade reports will be sent by mail approximately 3-5 days following the end of the semester. Updated reports will be used at conferences. Grading windows will be communicated through the counseling department. Teachers need to enter final grades at the completion of the school year for all classes.
- **LESSON PLANS**
  - The principal of the school will reserve the right to periodically ask to see your lesson plans**.** In case of your unexpected absence, plans should be available on your desk when you leave at the end of the day.
  - **Tenured Teachers**

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

Guest Speakers

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

Honors Classes/Remedial Courses

- Honors courses are not offered as a result of budget reductions.
- Advanced math is offered in 7th and 8th grade.
- As part of the registration process, staff will offer feedback for the placement of students into remedial courses. Final placement of courses will be made by the building principal.
    - Please reference JMS Remedial Course Requirements in grade level registration manual for the criteria:
        - **5th Grade Registration Handbook**
        - **6th Grade Registration Handbook**
        - **7th Grade Registration Handbook**
        - **8th Grade Registration Handbook**



- If concerns arise about a student's performance, the parent should be communicated with PRIOR to communicating with a child.

Multilingual Procedures Manuals

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

IEPs, 504s and Parent Meetings

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

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

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

Lunchroom Process/Procedure-Process Overview LINK
Jordan Middle School will operate two lunch shifts. Below are important details for staff to be aware of during lunch:

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

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

SCHOOL MEALS
Jordan Public Schools is participating in the Free School Meals program. Reimbursable breakfasts and lunches will be free for all students in Preschool - Grade 12. Costs for Snack Cart, additional entrees, milk-only purchases and more, can be found on our website www.jordan.k12.mn.us/nutritionalservices. Staff breakfast cost is $3.10 and staff lunch cost is $5.50.

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

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

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

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

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

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

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

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

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

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

- **Staff**
  - We as a staff are the most important proponents of the school and district. Therefore, we must communicate to all in a positive manner. Negativity will derail the mission and destroy the culture of the school.
  - When a concern arises, follow the appropriate channels to get your concern addressed.
- **Google Classroom/Website**
  - Electronic communication with parents has become an important part of the school experience for not only current students/parents but also for prospective students and parents. It is an effective recruiting and retention tool that requires some time and effort at the beginning but can become a simple routine. It is the district's expectation that all teachers will use Google Classroom to keep parents and students informed about assignments. Google Classroom will also be the key component for flexible learning and no sub days when we do not have or have limited substitute teachers.



  - The following should be included on Google Classroom:
    - Setup of Google Classroom must follow this template to provide consistency for families and fellow staff.
      - Video Template Overview
    - Folders organized by courses.
      - Course folders should include units labeled with a clear title and dates the unit spans.
      - ***Different folder for Flexible Learning Days***
    - Calendar with assignment due dates
    - Syllabus/Syllabi and classroom expectations

    - Optional items that can be part of course folders include but are not limited to:
        - Presentations (PowerPoint, Prezi, etc.)
        - Links
        - Videos
        - Assignments/quizzes to be completed digitally
        - Curriculum information
        - Newsletters
        - Field trip information
        - Extra-curricular related to the program – i.e. pictures of field trips or classroom experiences
        - Student educational links
        - Parent educational links
        - Academic enhancement activities
        - Class highlights
    - ***School Website*** pages should include the following:
        - Syllabus/syllabi for courses including classroom expectations and grading procedures.
        - Link to Google Classroom
- **Newspaper**
    - The Jordan Independent was closed in the spring of 2024. The district is now using the Henderson Independent as its newspaper.

- **Social Media**
    - Review ISD 717 Policy 524.1 Social Media Policy
    - As part of the digital age, staff are encouraged to highlight grade level activities via social media. Communication is to be in a positive and respectful manner.
    - Contact Elise Pickle at epickle@isd717.org / 952-492-4408 to establish district social media accounts.
    - ***It is not advised to be "friends" with students on Social Media.***

- **Building Tours**
    - Building tours will be done to promote the excellence happening at Jordan Middle School and the district. Please continue your normal routine unless otherwise noted. At times staff will be asked to help prepare or "stage" the building for special events. Whenever possible, tours will be highlighted on the weekly News and Notes.

- **External Communication to Families (Branding Expectations)**
    - All external communication from school staff must be professional and follow The Jordan School District Visual Identity Brand Manual. The program is composed of a system of coordinated graphic elements, including a district logo, athletics logo, and a specific color palette.
        - Jordan Middle School Generic Letterhead - (Make a Copy)
        - Jordan Middle School Principal Letterhead - (Make a Copy)
        - "J" Slideshow Template - (Make a Copy)
        - Jordan Slideshow Template - (Make a Copy)
    - This is to ensure a consistent and professional image is presented to families so families can focus on the message and not the manner in which the communication is sent.
    - If you have any questions about how these logos are supposed to be used, please reference the school district Brand Manual below or contact Elise Pickle at epickle@isd717.org / 952-492-4408

Purchasing

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

Below are the procedures that should be followed:

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

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

Items to be aware of:

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

Staff Work Day/School Day

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

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

Schedules



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

Schedule Changes

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

Secretaries

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

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

Study Halls

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

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

Staff Absence

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

Staff Dress

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

Staff Committees - Committee Sign Up

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



Staff Meetings

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

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

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

Student Handbook
Staff are expected to know, understand, and enforce the policies and procedures outlined in the **Parent/Student Handbook**.

Teams

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

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

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

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

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

1:1 Devices
Students will receive their device on distribution nights. Like textbooks, this device is a part of their school equipment that needs to be brought to school every day. Students need to make sure their devices are charged each day. Students may purchase a carrying case and insurance. Damage charges will be assessed to any student who does not take care of their device.

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

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

Electronic Communication Devices

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

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

Non Exclusionary Discipline

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

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

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

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

At JPS a team of school representatives composed of administrators, classroom and special education teachers and non-certified staff meet on a regular basis to support staff, students and families with following our school rules: Be Respectful, Responsible, and Safe, as well as the District's strategic plan of *Grow your Jordan* ***PRIDE: P****reparedness.* ***R****espect.* ***I****ntegrity.* ***D****ependability.* ***E****xcellence.* Jordan Public Schools uses **non exclusionary discipline and practices**, **restorative practices/conversations**, and the language of ***Recognize, Acknowledge, and Connect*** as a framework for working with students. All students will be taught PBIS processes and procedures during the first weeks of school and revisited throughout the school year.

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

Restorative Practices	**Culturally Responsive Pedagogy**
● Classroom Discipline Reflection Sheet ● Affective Statements ● Circles ● Restorative Questions	● Collaboration Contracts ● Responsiveness ○ Attention Signals ○ Response Protocols ○ Movement Protocols

	• Discussion Protocols • Competency • Relevance

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

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

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

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

Student Management

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

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

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

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

- ***Acknowledge***
    - Acknowledge the positive behavior
        - The PBIS Committee will share avenues to recognize students displaying positive behavior. Please utilize these approaches and recognize positive student behavior.
            - J-Town P.R.I.D.E pass
            - Student of the Month
            - Advisory Teacher, classroom teacher positive call home
            - All school celebrations for filling up the Pride Pass Bucket
            - Positive Social Media Stories/News stories
            - Positive Postcards
    - Acknowledge the negative behavior
        - Many minor behaviors (tardiness, inconsistent work habits, noisy or disruptive behavior) generally require more of a process approach. Use the following approach under ***connect.***
        - Always refer major behaviors to the office immediately.
- ***Connect*** **- Conversations, Consequences, and Punishments**
    - Connects students to the group
        - Does the student need a conversation, consequence or punishment in order to learn? (Red, yellow, green)
    - Reestablishes relationship between student and others
        - Conversation, consequence or a punishment is given because we care
    - Connects school culture and personal culture
        - Teaches students to be situationally aware of their environment
        - Provides the teaching, time, and space for the student to Rearrange, Restore, and Change their negative behaviors into positive behavior

STEP 1: Conversation

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

STEP 2: Consequence

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

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

STEP 3: Punishment (Major Referral)

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

Techniques and Tools to Recognize, Acknowledge, and Connect

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

- **Recognize**
    - **Classroom**
        - Significant 72-Ideas to recognize students and build relationships
        - Smile at others when you pass by
        - Greeting, fist bump, handshakes
        - Looking someone in the eyes (if culturally appropriate)
        - Having conversations with students in between class
        - Creating time to have conversation starters during class
        - Having lunch with students for no other reason than to get to know them
        - Sending postcards home
        - Bongo Drums welcoming kids
        - Collaboration Contracts
    - **Classroom (Reinforce academic skills):**
        - Just because … paragraph writing
        - Write a story problem that tells us something about you…
        - Online discussions with questions that promote understanding each other
        - Responding to open ended journals
        - "I Am" poems
        - "Student - Teacher Relationship Survey"
    - **School**
        - Greeting people in the morning
        - Harambee Recognitions
        - "I am a …. leader" chant
    - **Community**
        - Activity Night
        - Heritage Night
- **Acknowledge**
    - ***Call and Response Options***

Call	Response
Peace	Quiet

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

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

- **Connect**
  - See CONNECT above.

Important Keys for Classroom Management

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

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

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

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

WIN Room

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

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

Removal from Class

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

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

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

Suspension/Make-up Work Credit

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

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

Supervision - Link to Spreadsheet

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

General Supervision

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

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

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

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

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

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

- **LUNCHROOM - Lunch Supervision Schedule**
  - Some staff will be assigned to the lunchroom. Please see this schedule.
  - **Process and Overview**



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

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



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

Teacher Development and Evaluation

- TD & E Link
- TD & E Presentation (2024)
- Observation Schedule
- Peer Review



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

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

Wellness Room



Jordan Middle School has a wellness room available for nursing mothers. This is located in the girl's locker room and is available for use by female staff members. Available within the dedicated space is a comfortable place to sit and a refrigerator. Female staff members wishing to utilize this space can request a key from the JMS Office and should return the key when they are finished using the space.

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

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

Board Policies

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

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

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

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

    - Any person who feels they have been inappropriately denied Section 504 or Title IX services, or have been a victim of religious, racial, sexual or other forms of harassment or violence by a pupil, teacher, administrator or other school personnel should report the alleged acts immediately to an appropriate District official designated by this procedure. The District encourages the reporting party or complainant to use the report form available from the Administrator of each building or available from the administrative office, but oral reports shall be considered complaints as well. Nothing in this procedure shall prevent any person from reporting grievances or alleged acts directly to the District Human Rights Officer or the Executive Director.
- Reprisal
    - The District will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who makes a good faith report of alleged religious, racial, sexual or other forms of harassment or violence, or a grievance for Section 504 or Title IX services, or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such grievance. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.
- Hazing Prohibition Policy
    - A. No student, teacher, administrator, volunteer, contractor or other employee of the District shall plan, direct, encourage, aid, or engage in hazing.
    - B. No teacher, administrator, volunteer, contractor or other employee of the District shall permit, condone, or tolerate hazing.
    - C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
    - D. This policy applies to behavior that occurs on or off school property and during and after school hours.
    - E. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
    - F. The District will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the District who is found to have violated this policy. The complete policy #526 - Hazing Prohibition is available on the District website.

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

JORDAN PUBLIC SCHOOLS

Jordan Middle School
500 Sunset Drive, Suite #2
Jordan, Minnesota 55352
952-492-2332 main | 952-492-4450 fax

BEN BAKEBERG
Principal, Jordan Middle School
bbakeberg@isd717.org

Executive Summary: Jordan Middle School updates and edits for the Faculty Handbook for the 2026-2027 school year.

Ben Bakeberg, Jordan Middle School Principal

This summary provides an overview of the changes to the JMS Faculty Handbook for the 2026-2027 school year. Overall, 21 changes have been made to the handbook. 16 of the changes are formatting/editing, and the remaining ten are outlined below.

Updates:

- Added Foundations of Learning Class and removed WIN information.
- Updated Emergency action plan to include I Love you Guys information.
- Added WIN Room is located in the JMS Office.
- Updated staff breakfast and lunch cost.
- Updated tardy process during the school day from the Student/Parent handbook.
- Updated rotation for weekly meetings.
- Updated curriculum night and conferences dates and times.
- Updated SOM/enrichment schedules for the year.
- Updated teacher development and evaluation plan.
- Updated all linked resource documents throughout the handbook.
- Continuing the process that passes will not be given the first 10 minutes and last 10 minutes of each hour to maintain instructional time.

Recommendation:

It is my recommendation that the 2026-2027 Faculty Handbook be approved by the Jordan School Board.

District Office: 500 Sunset Drive, Suite #1, Jordan, Minnesota 55352
952-492-6200 main | 952-492-4445 fax | www.jordan.k12.mn.us

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

Jordan Public Schools #717

Jordan Elementary School

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

2026 - 2027

JES Staff Handbook

815 Sunset Drive

Jordan, MN 55352

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

Introduction

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

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

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

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

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

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

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

Melissa

ETHICS FOR EDUCATORS 8700.7500 CODE OF ETHICS FOR MINNESOTA TEACHERS.

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

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

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

A. A teacher shall provide professional education services in a nondiscriminatory manner.

B. A teacher shall make reasonable effort to protect the student from conditions harmful to health and safety.

C. In accordance with state and federal laws, a teacher shall disclose confidential information about individuals only when a compelling professional purpose is served or when required by law.

D. A teacher shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning.

E. A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.

F. A teacher shall delegate authority for teaching responsibilities only to licensed personnel.

G. A teacher shall not deliberately suppress or distort subject matter.

H. A teacher shall not knowingly falsify or misrepresent records or facts relating to that teacher's own qualifications or to other teachers' qualifications.

I. A teacher shall not knowingly make false or malicious statements about students or colleagues.

J. A teacher shall accept a contract for a teaching position that requires licensing only if properly or provisionally licensed for that position.

JORDAN PUBLIC SCHOOLS SCHOOL BOARD AND STAFF DIRECTORY

Board of Education	**Current Board of Education members and information can be found at link below:**
Jordan Public Schools Board of Education	

Jordan Elementary School Staff	**Current Jordan Elementary School instructional and support staff can be found at link below:**
Jordan Public Schools Staff Directory	

JORDAN PUBLIC SCHOOLS STRATEGIC PLAN

BELIEF STATEMENTS

We believe:

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

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

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

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

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

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

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

We believe in being fiscally responsible and financially stable.

MISSION STATEMENT

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

VISION STATEMENT

*Grow your Jordan **PRIDE***
***P**reparedness. **R**espect. **I**ntegrity. **D**ependability. **E**xcellence.*

STRATEGIC PLAN FOCUS AREAS

Focus Area: PRIDE in Student Achievement

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

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

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

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

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

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

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

Focus Area: PRIDE in Student Support

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

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

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

Focus Area: PRIDE in Staff Support

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

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

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

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

Objective: Continued focus on fiscal responsibility to support staff.

Focus Area: PRIDE in a Caring and Committed Culture

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

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

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

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

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

Focus Area: PRIDE in Communications, Marketing and Outreach

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

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

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

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

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

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

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

Focus Area: PRIDE in Facilities - Indoor/Outdoor Spaces

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

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

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

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

maintain and address long term needs to support all students.

Goal: Enhance safety and security across the district.

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

Objective: Enhance secure entrance points at all district buildings.

ABSENCES





When a student is absent, parents/guardians are required to phone the school office at 952-492-4444, or email at jesattendance@isd717.org, and report the absence. For student safety, the district will contact families of absent students that have not notified us by 8:30 AM. **If we do not receive a phone call or written explanation of the absence, the absence will be recorded as unexcused.**

We believe that all students in our school must be in attendance on a regular basis in order for us to provide the best possible educational program. We expect all of our students to attend school every day unless they are home sick or there is a family emergency. Teachers will maintain regular contact with parents/guardians of students with repeat tardies and/or absences. Any concerns regarding extensive tardies and/or absences need to be reported to the school behavior specialist for further discussion with office staff and administration (see JES Attendance Process/Procedures document and JPS Attendance Info Flyer, JES Attendance Info Flyer). Families may be asked to submit a doctor's note or get clearance from the school nurse for an absence to be excused. It is the responsibility of the student to make up work that is missed when they are absent from school. **These arrangements should be made with the student's teacher(s), with make-up work being completed after the student returns.** Even though parents have the right to take their children out of school, it is the role of administration to determine if these absences will be excused or unexcused. Please allow for a reasonable amount of time for students to complete work they missed while being absent. Typically, students should have 2 days to complete work for every one day missed from school.

Vacations

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

following in the approval of an excused absence for a vacation request:

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

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

ATTENDANCE REPORTING



1. Teachers will report attendance AND submit lunch hot lunch count into Infinite Campus on a daily basis **no earlier than 8:30 each day due to students eating breakfast**. If a student arrives after 8:30 to school and is having school lunch, the office will give a lunch slip to the student to take to the lunchroom to add to the overall lunch count. Teachers will maintain regular contact with parents/guardians of students with repeat tardies and/or absences. Any concerns regarding extensive tardies and/or absences need to be reported to the school behavior specialist for further discussion with office staff and administration. Families may be asked to submit a doctor's note or get clearance from the school nurse for an absence to be excused. The school office monitors attendance with the behavior specialist via a monthly report. Specific detailed information on attendance can be found in JPS Policy 503 Student Attendance, on our district website.

2. Following the twelfth (12th) day of excused absences, a letter may be sent to families notifying them that eight (8) days of absences remain for the year.

3. Following the fifteenth (15th) day of excused absences, a letter may be sent to families that only five (5) days of absences remain for the year.

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

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

TARDIES

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

ACADEMIC SUPPORT FOR STUDENTS



Accommodations, Differentiation, Interventions and Modifications

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

ACCIDENTS

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

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

- If the care line nurse determines that medical treatment is needed, they will facilitate the process by calling the medical provider, letting them know the employee is coming in, and provide the details of the injury.
- If the employee does not need medical treatment, the care line nurse will provide a call back number in case there are any changes.
- In the case of a medical emergency, take care of the employee first by calling 911. After the employee has been taken care of, immediately call the nurse care

line so they can contact the hospital and assist with the claim.

Once you have completed the nurse line call, please complete the Accident Investigation form. Please send the completed Accident Investigation form to Katie Pekarna-Damlo in the District Office within **24 hours** of the accident.

ADMINISTRATION

The chain of command in the building regarding emergencies:

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

ADMINISTRATION AND LEADERSHIP TEAM SUPPORT



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

- JES Student/Family/Staff Support Roles
- District Student/Family/Staff Support

ADVERTISING/SOLICITORS

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

ARRIVAL



One of our most important jobs at school is ensuring the safety of our students. We have a drop-off and pick-up procedure for families who will be driving their child to school each morning or picking them up in the afternoon. In the morning and afternoon, vehicles should enter the school through the main entrance via the traffic circle on the north side of the building for dropping off and picking up students. **All students being dropped off should enter the building through the main entrance.**

Breakfast: Students who are eating breakfast may arrive at 7:40 AM. **Students should not arrive before these times, as there are no adults on duty to supervise students outside the buildings.** This creates an unsafe situation for our children. Time prior to the start of

the day is used by teachers to prepare for the day's work and will not be used to supervise children who arrive early.

Upon arrival at school, all students are to report to designated areas of the school until they are excused to classrooms at 8:00. Adults will supervise students and dismiss them to the classrooms prior to the start of the school day.

Parents/guardians who walk their children to school should accompany them to the front door. Parents are discouraged from walking students in grades 1-4 to class. **Those parents/guardians with Kindergarten students may accompany them to their classrooms for the first two weeks of school. After that time, Kindergarten students will enter the building with the rest of the students.** Making their way to class independently allows the students to develop skills in self-reliance.

BRANDING AND MARKETING

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

BULLYING



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

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

1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or

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

The term, "bullying," specifically includes cyberbullying. "Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social

network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

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

CLASSROOM EXPECTATIONS



Teachers may use varying techniques to provide a positive learning environment for students. Make sure to incorporate standard Tier I classroom practices that relate to our school-wide Jordan PRIDE/PBIS framework of being respectful, responsible and safe, as well as honoring our CRP/RAC (Recognize, Acknowledge, Connect) and Restorative Practices. Students and families need to be informed about procedures and expectations for their child. At the start of the school year, families should receive information in a newsletter explaining the teacher's process for creating classroom Collaboration Contracts and establishing classroom behavior expectations, along with the procedures used for acknowledging positive and negative behaviors.

CONFERENCES

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

DATA WAREHOUSE

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

DISMISSAL 

Pick-Up

Students getting picked up in vehicles at the end of the day will be dismissed from classrooms at 3:00 to the North Commons Area, where supervisors will then supervise them in the front parking lot area for dismissal. Supervisors will hold students in designated areas to wait for families to pick them up. Each family will receive signage with their child's/children's name(s) to display in the front window area of the vehicle. Supervisors will end pick-up at @3:20 and bring any remaining students to the front office to check in with the office assistant.

Buses

Each teacher will supervise and walk Tier I bus riders to the nearest exit door to the back of the building for dismissal **by leaving their classrooms at**:

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

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

Walkers/Bike Riders/Kids' Co.

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

EMERGENCY DRILLS 

Please refer to the JPS Emergency Action Plan in Google Drive in the JES Staff 2026-2027 folder, along with the **evacuation maps posted in the building**. We are required to have 5 fire drills, 5 lockdowns, and 1 tornado drill each school year, along with bus and biking/walking safety procedures that the JPS School Resource Officer will help teach in the fall. These drills may be planned or may be done without notice to staff in order to be prepared for the unexpected. Remember to listen for communication from

administration for directions on drills related to the "I Love U Guys" plan. Make the appropriate observations to determine your course of action if you don't receive or hear a communication. **Please remember to bring a walkie-talkie outside with you if you plan to take students outdoors at any time during the school day.**

EMPLOYEE ABSENCES 

Obtaining a Substitute/Creating an Absence

Requesting an absence/requesting a substitute procedure Staff is responsible for requesting a substitute and filling the vacancy for their absence by utilizing *Teachers on Call*. *Frontline* software is used to request time off and request a substitute (if needed). *Frontline* offers both phone and Web Services so you can create an absence anytime, anywhere. You will be given an ID and PIN to log-on to the *Frontline* system. To request an absence using the Internet go to Frontline Education via the JPS Staff Links page, or to request an absence by phone call, 1-800-942-3767. As soon as you create an absence you will have the option to request the substitute of your choice or *Frontline* will start working to find a substitute from the school list. **All certified staff must consult with building administration in the event they need to be absent at any time during the school day, especially if classroom coverage is being done internally. Only building administration will determine internal coverage needed in the classroom.** To view your time-off balances please use the SMARTeR website.

EMPLOYEE INJURY

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

EVENT PASSES

Complimentary passes to local athletic events will be given to members of the Jordan School Staff. Because they are picture IDs, staff members need to have their pictures taken during school. These passes are good for the individual staff member only, along with one accompanied guest. Passes are good for athletic events only and may not be used for play off games.

FACILITY USE 

Throughout the year, activities are scheduled after school hours. The teacher in charge is responsible to schedule these activities through the JPS Facilities Scheduling Office so

that conflicts do not occur. Teachers must schedule larger spaces both during the school day and after school hours. Call Community Education at x6211 to make reservations.

If staff members need access to the building in the late evenings or on weekends, they must enter through the Behavior Suite door # 24, located on the NW side of the building. The key card will not work at any other door. Each building will have a tutorial video in the future accessed via a QR code, that all employees must be aware of and use in order to ensure the system functions properly and as designed. It is important that you watch building tutorials if you plan to work in the buildings after business hours.

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

Door location for entrance/exit during alarm hours (must use these doors): JES: Behavior Suite Door #24; JMS: Back entrance by the mat room; JHS: Loading dock entrance.

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

Teachers are responsible for the condition of their classrooms and equipment. When leaving at the end of the day, lights and computers should be turned off and the doors locked. In general, the room should be secured.

FIELD TRIPS 

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

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

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

C. All students who will attend the field trip should submit a Field Trip Permission Form and teachers need to complete a Field Trip Lunch Google Form, which indicates if students are in need of a school meal for the field trip. Teachers should take this slip on the field trip because they include parent/guardian phone numbers.

D. Teachers should track field trip payments on the grade level Google Docs that will be shared with teachers at the start of the school year in order to better monitor field trip funds. Cash and checks should be submitted daily to the office to track payments made by families.

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

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

1. The family can choose to keep the student home, and will have an excused absence for the day.
2. The family may send the child to school and an age-appropriate, alternate classroom/learning environment will be determined for placement of the student. **This needs to be organized with the building principal at least one week prior to the field trip.**

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

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

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

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

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

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

FLEXIBLE ONLINE LEARNING DAYS 

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

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

Jordan Public Schools' Online Asynchronous Learning Plan

MDE Compliant Plan Development

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

- The Flexible Learning Plans are communicated through each building's -- elementary, middle, and high school -- *Student and Parent Handbook*.
- The *Student and Parent Handbook* is reviewed by all building teachers.
- The *Student and Parent Handbook* is presented and approved by the School Board in August before the start of the school year.
- The *Student and Parent Handbook* is published on the website for students, parents, and community members to view prior to the start of the school year.

Flexible "Online Asynchronous Learning" at Jordan

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

JPS Flexible "Online Asynchronous Learning" Goals

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

Flexible "Online Asynchronous Learning" by School

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

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

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

- **Attendance:** Students will verify attendance through an emailed google form that will be sent to all students from the attendance office.

Students with Disabilities: As required under Chapter 125A, students will have assignments designed to meet the needs of IEP/504 plans.

- Early in the academic year, the key stakeholders (case manager, parent, teacher and student) will collaborate to create the plan in an IEP meeting, other face-to-face meetings, or through email.
- On a Flex Day the classroom teacher will be the main resource for help on assignments and lessons. The classroom teacher is responsible for modifying and differentiating lessons to meet student needs. However, if a student ordinarily leaves the classroom and goes to another teacher for math, reading, or some other subject, then that special education teacher should design the Flex Day assignment for that particular area.
- When a Flexible Learning Day plan cannot completely replicate an in-session school day, efforts will be made to provide the support needed by particular students. For instance, if reading is a challenge for a student and the student has online access, the teacher may assign tasks on sites that will read text aloud.
- All assignments will be posted by 10:00am with teachers available to answer questions via email throughout the day until 3:00pm.

Technology Access

Jordan Public Schools started the district's 1:1 digital device initiative for students in grades K–12 in 2013. Currently, all students grades K-12 have access to a 1:1 learning device for use at school and potentially at home.

Students and parents without home Internet access or with limited Internet access must inform teachers of this fact so that needed modifications to assignments and due dates can be made.

- Internet wifi hotspots are available as needed. Contact technology by calling the tech hotline at 952-492-4500 or fill out this Technology Ticket.

Flexible "Online Asynchronous Learning" for Parents
Parents should visit with their child's teachers regarding the expectation on Flex "Online Asynchronous Learning" Days. If required, special arrangements for students must be worked out prior to the first Flex Day. Families are asked to inform the teacher if they do not have Internet access at home since access to Google Classroom and completion of regular 5-12 assignments will require internet access by the student.

Parents, along with teachers and students, are asked to remember that Flex "Online Asynchronous Learning" Days are designed to be flexible: if a child struggles with a concept or assignment and is unable to complete the work that day, parents should remind their child to communicate with the teacher the next day about how to meet requirements. Students and parents can also reach out to staff throughout the flexible learning day for support.

Parents should contact teachers directly with any questions, concerns, or frustrations they may have regarding Flexible e-Learning Day assignments.

Flexible "Online Asynchronous Learning" for Teachers
In preparation for Flexible Learning Days, teachers in grades K-12 have been asked to:
- Familiarize students with Google Classroom or the website so students will be able to access and complete any online assignments.
- Provide a timely plan, posting work for the day by 10:00am (grades 5-12).
- Plan for self-directed, independent learning with specific consideration for age and individual learning needs.
- Anticipate time requirements recognizing students learn at different paces, especially in an independent setting.
- Customize learning opportunities with a focus on supporting troubleshooting for students with digital challenges.
- Communicate with colleagues to ensure common expectations, communications, work load, and protocols. *(Reminder -- if everyone gives an hour of work to the students, that is not realistic for completion and growth.)*

During Flex Days, all K-12 teachers have been asked to:
- Check Google Classroom and/or email throughout the Flexible "e-Learning" Day from 7:30am to 3:00pm.
- Interact with students and post lessons or activity boards.
- Complete the *Flex "Online Asynchronous Learning" Day: School Closings Google Form* by 10:00am. This form will allow district administrators and staff to better answer questions from parents on student assignments or plans and will allow administrative staff to better support your own personalized growth on this day.
- Continue your work as a team or individual on professional development topics.

Reporting Flexible "Online Asynchronous Learning" Days in MARSS

Flexible Online Learning Days will be reported as regular instructional days in MARSS A School File. The length of the school day will be reported as the same length that was originally scheduled.

GRADING

JES System of Grading: E= Exceeds Expectations S= Satisfactory P= Progressing N= Needs Improvement. Each grade level should have a consistent method for grading and use common assessments that are aligned to grade level standards. **All grades will be input into Infinite Campus throughout the year.** Report cards will be sent home **two** times a year.

HOMEWORK GUIDELINES



It is important for children to develop good study skills at the beginning of their school career. This includes the development of good study habits. Homework may include reading assignments from textbooks and/or completing assigned work. The amount of time spent on homework will vary, according to the developmental needs and abilities of each student. Please be consistent as a grade level as to how often, and how much homework you give to students. Generally speaking, Wednesdays are a night when homework should not be given, as well as on weekends in order to be mindful of family time and religious commitments. Homework should be an opportunity to extend learning outside of the classroom and allow for repeated practice. Make sure to provide clear directions and examples for students to bring home to support them, and their families, in completing the homework. If a student is consistently struggling with completing homework, be sure to investigate the cause and make every effort to resolve the issue with the child and the family before a logical consequence occurs at school. **Students missing extra classroom/grade level recess for uncompleted homework, is NOT a logical consequence.** Teachers should work with families to determine the best option for students to complete unfinished homework or work not completed during the school day.

IEPs, 504s AND PARENT MEETINGS



In alignment with Special Education laws that govern our school, it is extremely important staff know and follow through with IEPs and 504s of the students in their classroom. Below are important details to keep in mind.

- If you are a member of the team that works with a student and are unable to attend a meeting, you must tell the case manager in advance. The case manager must complete paperwork to excuse you from the meeting. The expectation is that you communicate the progress the student is making in your

classroom, or share data with the case manager that is needed to complete the IEP or 504 plan.

- Accommodations, Differentiation, Interventions and Modifications
    - It is the classroom teachers' responsibility to meet the needs of ALL students in their individual classroom. This can be done in collaboration with the IEP/504 case manager but ultimately the responsibility rests with the classroom teacher. Use the following link to guide your planning in this area.

JES PTO

In order to strengthen effective communication between home and school, a parent group meets regularly. This group serves in an advisory role to the principal and supports JES in offering educational opportunities and materials to staff and students. All meetings are open to the public and are usually held on the second Tuesday of every month starting at 6:00PM in Rm. 209. Teachers may be asked to be representatives at meetings from time to time in order to share thoughts, provide feedback, and to show appreciation and support. Please go to the JES PTO Facebook page for more information.

LESSON PLANS



Teachers are expected to have up-to-date weekly lesson plans outlined and visible in the event that a substitute is needed. Staff members may be asked to provide weekly lesson plans for the building principal. Lesson plans need to list the state standards addressed for each particular lesson and/ or unit, intended Learning Target(s), as well as evidence-based practices used during instruction.

All certified staff will need to create a substitute folder to be kept in their classroom. The folder should contain an up-to-date class list/roster, lesson plans, an outline of the daily schedule, passcode for access to voicemail/computer, student support and/or behavior/crisis management plan specific to their classroom needs, and be kept in a visible location for any staff member to access. Office staff will send an email each morning as to who will be gone for the day, who the substitute will be, or if there is coverage needed for that person.

LIABILITY

A teacher in the public schools is not liable for injuries to pupils in his or her charge unless they are caused by the teacher's negligence or failure to exercise reasonable care. To establish legal liability against the instructor, negligence must be shown to have caused or approximated the cause of the injury. Staff should never leave students unattended.

LOCKERS

Students need to be explicitly taught how to be responsible with organizing their

locker/cubbies in order to keep our school looking clean and presentable for visitors. Please emphasize this is another way to show respect for our school.

MEALS



For the 2026-2027 school year, Jordan Public Schools is participating in the Free School Meals program. Reimbursable breakfasts and lunches will be free for all students in Preschool - Grade 12. Costs for additional entrees, milk-only purchases and more, can be found on our website at www.isd717.org/services/nutritional-services. Staff breakfast cost is $3.10 and staff lunch cost is $5.50.

All students have approximately twenty-five minutes for a scheduled lunch within the instructional day that coincides with a school-wide, scheduled recess. The school district must not withhold or excessively delay a student's participation in a scheduled lunchtime.

JPS participates in the Scott County Solid Waste Management Program, where students learn how to recycle, reduce and reuse. Students sort food and other solid wastes to be recycled or composted. They also are provided a Share Cart to access during lunch, which gives students a place to put food (whole fruits, applesauce cups, bagged carrots/chips etc.) that they received during breakfast or lunch and chose not to eat. Other students can help themselves to what is in the Share Cart. At the end of service, kitchen staff will take the remaining food, clean it if necessary, and return it to inventory.

The Jordan Public Schools Nutritional Services Department uses *My School Menus*, an interactive, online menu tool to share daily breakfast and lunch menus with district families. This interactive menu allows families to view school meals, nutritional information, ingredients, and allergens all in one place. **Do not print off menus ahead of time to send home to families and/or print to display in the classroom due to the likelihood of menus changing throughout the course of the month.**

To view the school menu, simply click the "Menu" button on the Jordan Public Schools website or the Jordan Public Schools app. From there, viewers will be prompted to select their school and which menu they would like to view (breakfast or lunch). With questions, please contact the Nutritional Services Director, Kelly Raser, at kraser@isd717.org.

All families are encouraged to fill out the Application for Educational Benefits. This application qualifies families for benefits including discounted college application and academic testing fees, discounted participation fees on district athletic programs, and some Community Education and Recreation courses. **Students who were approved for**

benefits last year will still need to turn in a new application this school year. Questions about lunch accounts should be referred to the Nutritional Services Director at 952-492-4417.

MULTI-TIERED SYSTEM OF SUPPORT (MTSS)



MTSS is a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. MTSS provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. In addition, it engages an anti-bias and socially-just approach to examining policies and practices and ensuring equitable distribution of resources and opportunity (MnMTSS). **Below is the district's MTSS tenants:**

- All students are capable of grade-level learning with adequate support
- MTSS is rooted in proactivity and prevention
- The system utilizes evidence-based practices
- Decisions and procedures are driven by district, school and student data
- The degree of support given to students is based on their needs
- Implementation occurs school-wide and requires stakeholder collaboration (Harlacher et. al., 2014). needs of students

NEWSPAPER AND SOCIAL MEDIA PUBLICITY

An extremely valuable source of good public relations is the district-sponsored newspaper and social media. Teachers are encouraged to publicize activities in their classroom or in any organizations they advise. If you'd like to share information about an event, please contact your building administration or Elise Pickle, Communications, Marketing and Events Director, at the District Office. The district newspaper is the Henderson Independent.

OFFICE HOURS

The JES office is open on regular school days M-F from 7:00am-3:30pm during the school year. Summer hours vary and will be posted at the main entrance during the months of June through August.

PARENTAL CUSTODY



The school will assume, unless informed differently, that the parents/guardians listed in Infinite Campus have legal and physical custody rights of a child. Legal custody allows the parent access to all educational data and involvement in school meetings for the child. Parents who have physical custody rights can make decisions regarding who can pick up or drop off the child, and may volunteer or visit the child at school. If parental

custody of a child is changed or restricted, the school office must be given legal written notification from the court indicating the restrictions. No child will be released to anyone without permission from the custodial parent with physical custody rights. Any questions on custody issues must be clarified by the court and presented to the school. **Teachers are responsible for checking their students' profile pages on Infinite Campus and noting any "flags" labeled "Custody" next to the child's name. This is an indication that a custody and/or guardianship issue has been noted on enrollment forms or shared with administration. Teachers will need to check the student's cum file and speak with administration regarding information and/or court documents.**

With many students coming from dual households, it is our responsibility to:

1. Make sure that report cards are given to both parents, if requested.

2. Try to schedule only one conference (this follows state law). If separated parents request two conferences please let administration know, and if necessary, we will try to accommodate the request. Notification of conferences will be sent to both parents.
3. Remember that both parents, no matter who has custody, have the right to educational data. If you have any questions regarding what to do, please let the office know and we can address the situation.

PARKING LOTS

Please adhere to the following for staff parking procedures:

All K-4 staff members will need to park in the JES north lot of the elementary school. DO NOT park in front of ELS, as that is reserved for ELS families. **The small back parking area will be designated as an Early Learning Services lot for staff.**

There will be a new drop-off and pick-up lot route/procedure in front of the school due after the completion of the construction project. Click here for revised procedures and map.

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS)



JPS staff works diligently with students to support their social and emotional needs at school, which can have a direct impact on academic performance. The underlying theme of PBIS is teaching behavioral expectations in the same manner as any core curriculum subject. PBIS is endorsed by MDE and is written in state legislation as an appropriate character education program for students. PBIS has a common purpose and approach to discipline that includes:

- Clear set of positive expectations and behaviors
- Procedures for teaching expected behaviors
- Continuum of procedures for encouraging expected behavior
- Continuum of procedures for discouraging negative behavior

The following guidelines have been established in order to help students, parents/guardians and teachers better understand the behavioral expectations for students. The consequences are aimed at assisting students in meeting expectations. They are not, however, absolute. Each disciplinary situation that arises will be handled with the best interests of the student involved and the school as a whole in mind. Therefore, professional judgment may be used when determining what, if any, consequences are enforced in a given disciplinary situation. The principal or designee may impose or recommend longer suspensions, expulsion, or any other discipline as appropriate on a case by case basis.

Students, who do not comply with the rules and regulations as set by the Board of Education, will face appropriate consequences for their behavior. These consequences may range from a simple reminder to expulsion or exclusion. Naturally, the severity of the consequence will depend upon the degree and frequency of the student's inappropriate behavior. Inappropriate behaviors/disruptions within the learning environment may result in more severe consequences due to the negative effect on learning. Students must provide accurate information when discussing disciplinary incidents. Students will have the opportunity to complete all school work while suspended, which will be available from the classroom teacher and/or via Google Classroom.

Jordan Public School staff is trained in nonexclusionary discipline practices such as school-wide Positive Behavior Interventions and Supports (PBIS). At JPS a team of school representatives composed of administrators, classroom and special education teachers and non-certified staff meet on a regular basis to support staff, students and families with following our school rules: Be Respectful, Responsible, and Safe, as well as the District's strategic plan of *Grow your Jordan* ***PRIDE: P****reparedness.* ***R****espect.* ***I****ntegrity.* ***D****ependability.* ***E****xcellence.* Jordan Public Schools uses **non exclusionary discipline and practices**, **restorative practices/conversations**, and the language of ***Recognize, Acknowledge, and Connect*** as a framework for working with students. All students will be taught PBIS processes and procedures during the first weeks of school and are revisited throughout the school year.

Nonexclusionary discipline and practices is defined as policies and practices that are alternatives to dismissing a student from school, including but not limited to evidence-based positive behavior interventions and supports **(PBIS)**, social and

emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title I services or reading interventions, and alternative education services.

Jordan Elementary School recognizes the use of non exclusionary discipline and following the letter of the law regarding the Pupil Fair Dismissal Act, when it comes to the dismissal of a PreK-3 student. "Dismissal" means the denial of the current educational program to any student, including exclusion, expulsion and suspension. Dismissal does not include removal from class.

The idea of incorporating a "Structured Day" as a non exclusionary discipline strategy at the Elementary School, would only apply to a dismissal from school for less than one school day, and would require the student to remain in school, but in an alternative setting rather than the classroom environment. It also aligns to Board Policy 506, Disciplinary Action Options, "In-school monitoring or revised class schedule." The criteria for a student participating in a "Structured Day" would be as follows:

1. The student is presently being serviced through the building MTSS process. The teacher is working with staff and/or family members in developing interventions to implement and monitor progress in the classroom and/or school, in order for the students to follow school-wide expectations.
2. Other non exclusionary discipline strategies have been implemented and found to be ineffective in changing the negative behavior of the student, causing a significant disruption to the education of other students, or the ability of school personnel to perform their duties
3. The behavior does not endanger the student or other students, or surrounding persons, including school district employees, or property of the school.

CONSIDERATIONS:
Through the MTSS process, it should be noted that the teacher should participate in a discussion with the Behavior Team which includes a self-reflection of personal biases, preferences, pet peeves; evaluation of Tier I SEL practices and Tier II strategies/ interventions implemented; restorative practices and culturally responsive teaching strategies implemented; consideration of home environment; multiple perspective seeking; and communication with home and involvement of the family in partnering with the school throughout the MTSS process.

Below are the standard practices and procedures implemented in each classroom and throughout the school:

Restorative Practices	Culturally Responsive Pedagogy
● Classroom Discipline Reflection Sheet ● Affective Statements	● Collaboration Contracts ● Responsiveness

● Circles ● Restorative Questions	○ Attention Signals ○ Response Protocols ○ Movement Protocols ● Discussion Protocols ● Competency ● Relevance

Recognize - the Person

Everything that happens in a school setting is about building relationships. With every thought, word, and action, the foundation of relationships are being created. "Recognize" is the staff's commitment to truly get to know and appreciate each student. We know their likes and dislikes, hobbies, interests beyond school, and get to know their learning styles. We "Recognize" that every student is special and we will always care for the student while we are also teaching helpful/positive and hurtful/negative behaviors.

- Greeting students at the classroom door and during Morning Meeting
- Noticing the person by making eye contact
- Think about ratio of positive to negative interactions

Acknowledge - the Behavior

Students, actually all people, need to be taught the behaviors that are positive and helpful for the environment, relationship, and/or task at hand. During the first week of school, teachers will create a collaboration contract. During this time staff and students will brainstorm behaviors that are helpful/positive for school and behaviors that are hurtful/negative for the learning environment. Once the contract is created, students and staff will sign it and display it in a prominent place in the classroom.

The agreement affirms everyone's awareness that positive behaviors need to be taught so they can become habits. Positive behaviors will be taught and reinforced with acknowledgements and sporadically with incentives/rewards, while negative behaviors may lead to consequences and punishments. It is very important to note that during the "Acknowledge" phase, students' self esteem is of utmost priority. Regardless of the behavior, we care for the students personal growth into a healthy learner.

- Acknowledge the positive behavior
    - Individual Jordan PRIDE Passes
    - Class Passes for a whole classroom showing expected behavior
    - Weekly PRIDE Pass drawings to celebrate positive behaviors
    - All school celebrations for filling up the PRIDE Pass Baskets

- Acknowledge the negative behavior
    - Many minor behaviors can be addressed by the classroom teacher using the following approach under ***connect.***
    - Stop and Think slip

- Work with WIN Para
- Refer major behaviors to Behavior Specialist and/or Administrator
- Office Referral
- Structured School Day

Connect - to the group (Conversation/Consequence/Punishment)

When negative behavior occurs, staff will also teach how those behaviors impact others. The steps for teaching hurtful behaviors will most often start with a **conversation**. The conversation is the teaching time. At times it is a pull aside conversation. At other times it might need to be more firm. If the behavior continues after the conversation, then teachers will implement a **consequence**, which may include a phone call home to the child's family or a "Just Stop and Think " slip naming the inappropriate behavior and what school rule the student needs to improve on. Once again the consequences are designed to teach that a behavior is hurtful. If the negative behavior continues after consequences or if the behavior is abusive to self or others in nature, staff will use a **punishment** for a teaching tool, which may include an office referral, structured school day, and/or suspension that will require the implementation of **nonexclusionary discipline and practices.** A punishment should be one and done. Consequences and punishments are tools we use to show the student how much we care about them. It is important to note that if behaviors ever require a punishment, parents/guardians will be brought into the process. It may also be determined that a more in depth communication/ meeting should be scheduled to determine an action plan for future student success (see policy 506 *Student Discipline* on the Jordan Public Schools website for more detailed information).

Students, parents/guardians, and school staff may file a complaint and seek corrective action when the requirements of the Minnesota Pupil Fair Dismissal Act, including the implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied. If you have a complaint, please complete the JES Discipline Complaint Form.

WIN Room(s)

All students can learn from their mistakes by processing and fixing the results of their behavioral choices in a safe environment that allows them to learn and grow. The purpose of the WIN room(s) is for students to take responsibility for and develop a plan to correct the behavior and assist teachers in the RAC process (outlined above). In collaboration with the staff member(s) in the WIN room(s) and building behavior specialist, the student will reflect and repair the relationship with the affected staff member and/or student(s). The goal is to assist students in choosing behaviors that are positive and help them to learn and succeed in the school environment.

Classroom teachers are asked to implement two interventions prior to sending a student to the WIN room. Teachers must complete a student referral and/or call the office to inform staff as to why the student is needing a break from the classroom.

Finally, it is important to note that **we will use restorative practices to fix and repair relationships when conflict or harm occur.** Restorative practices are tools to support students in understanding their behavior impacts others, and when harm happens working to repair from the harm is essential. All staff will become familiar and trained in the following practices.

Mindfulness

The mindfulness curriculum is offered to students throughout the school day as a way to learn skills to develop self-regulation, manage strong emotions and build physical and emotional strength. This integrated approach to wellness uses mindful-based movement, breathing techniques, social/emotional skill development and relaxation techniques to meet children's emotional, physical and mental needs.

Mindfulness is used by thousands of educators, parents and mental health professionals nation-wide. Supported by the latest research in neuroscience, trauma and social-emotional learning, the curriculum creates optimal learning environments that improve children's focus, behavioral skills, physical health and emotional stability. Students at JES will be intentionally taught mindfulness practices in the classroom, and have opportunities to practice it each day as a class, in small groups, or on an individual needs basis.

Harambee

Harambee, which means pulling together, is a celebration event that creates an environment that generates positive energy and **recognizes** the individual, **acknowledges** positive behaviors, and celebrates differences. Harambee focuses on unity by empowering the youth culture to build strong relationships and connections between grade levels. Harambee is an opportunity for staff and students to ***Recognize*** the uniqueness of each individual. The assembly ***Acknowledges*** positive behaviors that promote celebrating our differences and developing a love for learning and school. By coming together, we make meaningful ***Connections*** with the adults and students of our larger school community.

What does Harambee look like? This 30-minute event will follow the structure below:

- Introduction (explaining Harambee)
- Cheers and Chants (create unity and positive energy)
- Topic Discussion (recognize and celebrate differences)
- Celebration Song (theme song)
- Recognitions (all grades acknowledge students for positive behaviors)

• POWER Chant (create unity and positive/high energy)
• Moment of Silence (calm energy and quiet mind)

Peaceful Bus

The *Peaceful School Bus* program was designed to reduce student behavior problems on our school buses (including during field trips). It also creates a sense of community and responsibility among students on each bus route. We hope this program will make a child's experience on the bus easier and more enjoyable. Students on each school bus may gather together for a meeting during the school day. They will get to know each other and learn how to act responsibly on the bus. This program is a natural extension of our Jordan PRIDE efforts already in place. Bus drivers may join them in these meetings whenever possible. Seeing bus drivers, teachers, other school staff members, and parents/guardians working together, will demonstrate to students that we all care about what happens on the school bus.

TENNESSEN WARNING

When students or staff are being questioned about a serious incident that occurred at school, the building administrator will provide the Tennessen Warning. The Minnesota Government Data Practices Act (Minn. Stat. 13.01 et seq.) provides that an individual asked to supply private or confidential data concerning the individual has the right to be informed of the following:

1. The purpose and intended use of the requested data;
2. Whether the individual may refuse or is legally required to supply the requested data;
3. Any known consequence of supplying or refusing to supply 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

Hallway
- Use voice levels 0 or 1
- Hands at your side
- Face forward
- Walk
- Be aware of hallway space

Lunchroom
- Use voice levels 0,1,2
- Use good manners
- Keep area clean
- Focus on eating

Playground

- Use kind words
- Play safe and fair
- Listen and line up
- Keep hands and feet to yourself

Bathroom

- Use voice level 0,1,2
- Do your job
- For soap and paper towels, use what you need
- Keep Clean
- Report Problems

Voice Levels

- 0- Off
- 1- Whisper
- 2- Inside Voice
- 3- Playground Voice
- 4- Emergency

More Information on Jordan PRIDE, Mindfulness, Culturally Responsive Pedagogy, Restorative Practices, and Peaceful Bus is available on the school website

PETS IN SCHOOL

Due to health and indoor air quality concerns, dogs, cats, rodents, rabbits, reptiles, fish, birds or exotic animals are not allowed on school property, unless pre-arranged with the principal. Certified therapy dogs will be permitted. Science curriculum approved by the principal may bring in the above listed animals. Organizations that may be approved for presentations may include, but are not limited to Critters & Co., Raptor Center, and Humane Society. Animals brought in for "show and tell" should be scheduled with the classroom teacher for fall or spring, thus permitting the viewing of these animals in an outside location of the school.

PLANNERS



The staff, students, and parents of the Jordan Elementary School agree that the planner is an excellent tool for communication between home and school. Parents/Guardians of students in grades 2-4 will receive a planner at the beginning of the school year at Back to School Conferences. Planners are most effective when expectations of all three members of the partnership are fulfilled. Those expectations are listed below:

Staff is expected to...

- Record all assignments on the board
- Sign or initial each planner every day before dismissing
- Write notes to families when needed
- Teach how to use as an organizational/learning tool, not as a consequence for student behavior related to unfinished homework or missing signature of family

member

Students are expected to...

- Take planner to and from school every day
- Copy assignments from board to planner
- Designate a certain time nightly to do homework, discuss planner, and have a parent/guardian sign planner

Parents/Guardians are expected to....

- Sign / initial planner every day
- Write notes to the teacher when needed

PHONE USE 

Students will be discouraged from using school telephones except in emergency cases. Students are prohibited from using cell phones, pagers, and other personal electronic communication devices (which may include SMARTwatches, fitness trackers and Meta Glasses) during the instructional day that disrupt the teaching and learning environment. The only exception is stated below and/or when a teacher allows students to bring an electronic mobile device to class for educational purposes (i.e.: use a graphing calculator app in an upper level math course or for a teacher- assigned instructional activity/project). Students also are prohibited from using a cell phone or other personal electronic communication device to engage in conduct prohibited by school district policies including, but not limited to, cheating, bullying, harassment, gang activity, etc. **No student will take or share a picture or video of another person during the instructional day without their permission.** School district policies on *Internet Acceptable Use and Safety* and *Student Discipline* may be applied to this action.

Staff are not permitted to use personal electronic devices during instructional time or while assigned to work with students, unless there is an unexpected need or emergency that arises. This includes making calls, texting, browsing, or using apps for non-work-related purposes. Additionally, posting to personal social media accounts during the instructional day is strictly prohibited. All personal device use should be limited to designated break times and non-student supervision times, and should not be used in open flex areas where students, staff and visitors have access.

PHYSICAL FORCE

Corporal punishment, a violation of state law, is not to be used. Students may be restrained for the safety of the student or others. Reasonable force for the purpose of restraint or as a last resort for the protection of other people and property is the only

time physical force is used with students (follow CPI procedures). Reasonable force is the necessary amount of force a reasonable person would use to stop and control a student or situation. Common sense is critical when dealing with aggressive or out of control students. Staff members must consider the totality of what is happening and what might happen if that situation is allowed to continue. It may be necessary at some point for a staff member to use some type of reasonable force to direct or control a student or students, to defuse or maintain control of an altercation or situation that may turn physical or harmful. Staff members should not use physical force for a minor infraction. If a student refuses to follow directions and is not an immediate threat to other persons, themselves, or the school, do not touch, and seek support from administration.

PLEDGE OF ALLEGIANCE

The Pledge of Allegiance will be recited during morning announcements. Any student or staff member may decline for personal reasons to participate in the recitation of the pledge, and students and staff must respect their right to make that choice.

POLICIES AND HANDBOOKS



School Board policies and applicable Student Handbooks referring to policy may be found via the District's website and are referenced below. It is important that all employees are familiar with the district handbooks and policies. Employees are required to review specific policies and "sign" the "assurance of compliance" form associated with these policies via the district's online PD site, Vector. This is required by law. Questions or reports regarding harassment violations should be reported to:

Ranae Case Evenson, Superintendent/Human Rights Officer at the District Office.

Board Policies

• A complete list of board policies – including those being reviewed, revised, and adopted – is provided on the District website. All staff members are responsible for reviewing and understanding all board policies.

Of particular importance, all staff are required to read and understand the following policies:

- **402:** Disability Nondiscrimination Policy
- **407:** Employee Right to Know - Exposure to Hazardous Substances
- **413:** Harassment and Violence
- **418:** Drug Free Workplace / Drug Free School
- **419:** Tobacco-Free Environment
- **420:** Students and Employees with Communicable and Infectious Diseases

- **501:** School Weapons Policy
- **502:** Search of Student Lockers, Desks, Personal Possessions, and Student's Person
- **503:** Student Attendance
- **505:** Distribution of Non School-Sponsored Materials on School Premises by Students and Employees
- **506:** Student Discipline
- **509:** Religion
- **514:** Bullying Prohibition Policy
- **520:** Student Surveys
- **524:** Internet, Technology and Cell Phone Acceptable Use Policy
- **526:** Hazing Prohibition
- **529:** Staff Notification of Violent Behavior by Students
- **531:** The Pledge of Allegiance
- **602:** Organization of School Calendar and School Day
- **806:** Crisis Management Policy
- **904:** Distribution of Materials on School District Property by Nonschool Persons
- Directory Information *(see staff and student handbooks)*
- School Cancellation Policy *(noted in employee contracts)*
- Student/Parent Rights Under FERPA *(see staff and student handbooks)*
- Parents Right to Review Curriculum/Texts *(see staff and student*
- *handbooks)*
- Telephone Numbers and/or Email addresses *(see staff and student*
- *handbooks)*
- Asbestos Update Report *(See Health and Safety Policy)*
- School District Security Policy *(see Emergency Action Plan)*
- Pesticide Application Notice *(See Health and Safety Policy)*
- Employee I9 Form *(refer to hiring packet)*
- Workers Comp. Notification *(noted in employee contracts)*
- Equal Access to Programs (Inclusive Education)
- Student Accident Report Procedure *(see building nurse procedures)*
- Clean Indoor Air Act *(See Health and Safety Policy)*
- Emergency Closing Procedures *(noted in employee contracts)*

In order to provide more specific and convenient information, the district has prepared a simple tutorial for your review regarding the following:

- Human Rights Officer
    - The Governing Board designates Ranae Case Evenson as the District Human Rights and Officer to receive reports or complaints of harassment or violence, hazing, bullying, and also responsible for coordinating Title IX and Section 504/ADA concerns. The Human Rights Officer may delegate investigations of complaints as deemed appropriate. If the complaint involves the District Human Rights Officer, the complaint shall be filed directly with the Executive Director. Katie Pekarna-Damlo 500 Sunset Drive,

Suite 1, Jordan, MN 55352 Telephone: 952-492-4379 e-mail: kdamlo@isd717.org.

- Drug and Alcohol Testing for Type III Vehicle Drivers
    - Minnesota state law includes various regulations pertaining to the transportation of students. These regulations may include, but are not limited to, required certification training, background checks, safety equipment, safety procedures, etc. The Executive Director and his/her designee shall oversee and direct the transportation program. The District reserves the right to request a Drug & Alcohol test of any Type III driver involved in an accident while operating a district vehicle. If the accident involves the loss of human life or if the driver receives a citation for a moving traffic violation arising from the accident which results in bodily injury or disabling damage to a motor vehicle, Drug & Alcohol testing of the driver is mandatory, in accordance with MN state statutes. The complete policy #709 - Transportation by School Vehicles is available on the website.
- Grievance Procedure for filing Complaint, Comment or Concern Harassment & Violence, Section 504, Title IX
    - Any person who feels they have been inappropriately denied Section 504 or Title IX services, or have been a victim of religious, racial, sexual or other forms of harassment or violence by a pupil, teacher, administrator or other school personnel should report the alleged acts immediately to an appropriate District official designated by this procedure. The District encourages the reporting party or complainant to use the report form available from the Administrator of each building or available from the administrative office, but oral reports shall be considered complaints as well. Nothing in this procedure shall prevent any person from reporting grievances or alleged acts directly to the District Human Rights Officer or the Executive Director.
- Reprisal
    - The District will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who makes a good faith report of alleged religious, racial, sexual or other forms of harassment or violence, or a grievance for Section 504 or Title IX services, or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such grievance. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.
- Hazing Prohibition Policy

    A. No student, teacher, administrator, volunteer, contractor or other employee of the District shall plan, direct, encourage, aid or engage in hazing.

B. No teacher, administrator, volunteer, contractor or other employee of the District shall permit, condone or tolerate hazing.

C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.

D. This policy applies to behavior that occurs on or off school property and during and after school hours.

E. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.

F. The District will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the District who is found to have violated this policy.

The complete policy #526 - Hazing Prohibition is available on the District website.

- Staff Notification of Violent Behavior by Students
    - The purpose of this policy is to address the circumstances in which data should be provided to classroom teachers and other school staff members about students with a history of violent behavior in order to serve the student and protect students and staff members. The policy incorporates a written notice to assure that appropriate data are made available to school staff members and to guarantee an accurate record of data provided. Each classroom teacher of a student with a history of violent behavior will receive written notification from the administration prior to placement of the student in the teacher's classroom. In addition, notice will be given by the administration to other school staff members who have a legitimate educational interest. The notice given to school staff must be in writing and must include the following: name of student, date of notice, the history of violent behavior, and a reminder of the private nature of all the data provided. The notice may include, if appropriate: an explanation of what occurred in each incident, types of situations that might trigger violent behavior, successful strategies or interventions, and documents that the staff member may review to assist understanding of the student (e.g. IEP or 504 plan). The complete policy #529- Staff Notification of Violent Behavior by Students is available on the District website.
- Use of Personal Equipment
    - The District prefers that individuals do not bring their personal electronic devices for use in the District's schools. The District accepts no responsibility or liability for the loss, theft, or damage to the devices. Individuals who bring these items to school do so at their own risk.

PROFESSIONAL APPEARANCE 

The expectation is that staff dress professionally. Unless there are special circumstances or events or if required for your position staff should avoid wearing shorts, athleisure wear, t-shirts, and ripped or torn clothes. During spirit week, teachers may dress up per the theme of the day. Staff should also wear district ID badges daily. Staff badges are required to be updated annually. Photos will be taken by the district-approved photographer on photo day or photo retake day. Photos may be used by the District for other purposes including yearbooks and social media. Should you like to opt out of your photo being used in yearbooks and for social media, please contact your building principal.

PURCHASING 

Teachers are asked to budget for supplies with their allocated funds, and are responsible for maintaining their classroom budget with support from the administrative assistant. Teachers should only order supplies that are a needed expense for teaching and learning at the beginning of the school year. Purchase orders will need to be submitted into SmarteR Finance by the teacher for approval by administration **BEFORE** any supplies are purchased. The DO will still accept receipts for reimbursement; however, it is highly recommended that there be a PO submitted into SMARTeR in order to account for the purchase.

The Jordan School District is a tax-exempt organization. In order to exercise the tax-exempt benefit, a purchase must be made with either a school credit card or an order placed with a purchase order and billed to the school district. If a purchase is made with a staff member's personal funds (cash, personal check, or personal credit card), the purchase cannot be tax exempt and the cost of the tax will be the staff member's responsibility. The school will not reimburse for tax paid.

If a staff member makes a purchase with the school credit card (which does qualify for tax exempt status) and is charged tax, it will be the staff member's responsibility to receive credit for this tax or reimburse the School District for the charged tax out of his or her personal funds.

READ ACT

Minnesota **R**eading to **E**nsure **A**cademic **D**evelopment Act, known as the READ Act, was passed and signed into law by Governor Tim Walz on May 24, 2023. The goal of this legislation is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving

special education services in achieving their individualized reading goals. Access and read the full legislation under MN Session Law Chapter 55, Article 3, READ ACT (p. 132)

MDE has compiled the most frequently asked questions on the READ Act FAQ

RECESS 

Students are expected to go outside for approximately twenty-five minutes during the school day. This school-wide, scheduled recess time coincides with the scheduled lunch period, and does not include additional "brain/movement breaks", extra recess, outdoor learning or Phy. Ed. activities where students would have the opportunity to go outside with their homeroom.

Students will not be prohibited or excluded from this school-wide, scheduled recess as a consequence for behavior unless:

- a student causes or is likely to cause serious physical harm to other students or staff
- the student's parent or guardian specifically consents to the use of recess detention
- for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.

Students **will not** go outside if:

- The wind chill or air temperature is below zero degrees.
- The child is ill and has a doctor's note stating he/she cannot be outdoors.
- It is raining / severe weather.

Please make sure to bring a radio as well as the emergency folder in case of an emergency.

REPORTING OF MALTREATMENT OF MINORS

ISD #717 in accordance with Minnesota Statute No. 626.556 complies with the legal responsibilities which professional educators have for reporting suspected cases of abuse and neglect (District Policy 414).

School staff members and any employee of the Board of Education shall immediately report suspected physical or sexual child abuse to a Scott County Social Services intake worker (952-445-7751—ask for Central Intake). Verbal reports are to be made within 24 hours of becoming aware of possible abuse, with a follow-up written report within 72 hours. Staff members should notify the building principals and/or the school counselor as well.

School staff members may initially question the child to determine if the child's injuries resulted from physical or sexual abuse. Staff members should limit conversation with the child regarding any suspicions. In no case should the child be subjected to undue pressure to validate the suspicion or abuse. Validation of suspected child abuse is the responsibility of the agencies to which the school refers suspicions.

SCHOOL CLOSING PROCEDURES

The District will cancel school if it is determined that it is unsafe for students and staff to travel to school. The Superintendent will make a decision to close schools using guidance from the National Weather Service in Chanhassen (**https://www.weather.gov/mpx/**). The decision will be made in collaboration with our partners at Benjamin Bus Company. Reasons for closure may include excessive snow, dangerously low temperatures combined with wind chill, unsafe road conditions, especially as they relate to bus travel, or if it is determined that buses will not operate dependably. The decision will typically be made prior to 5:45 am in order to provide adequate notification for commuting families and our students who ride buses. Students should not report to school.

Decisions to close schools or alter schedules for students are made to insure the safety of students based on information available. It is important to remind students, staff, parents/guardians, and District residents of the school closing procedures and communications to ensure student safety and a safe winter for all.

We will focus on the safety of our students, and more specifically, on the safety of children who are waiting at bus stops or walking to school during the decision making process. If parents/guardians disagree with the District's decision to have school, they may always keep their children home, and it would be marked as an excused absence.

Factors used for deciding on closing school for severely cold weather are based on the National Weather Service's wind chill forecast and their corresponding **frostbite guideline chart (see below)**. Consideration to delay the start of school or cancel school will be triggered if the National Weather Service projects a 6:30am wind chill temperature of -35°F to -40°F, or greater, with a corresponding frostbite stage in the 5-10 minute range. The decision will also be made if there is a combination of dangerous road conditions and a wind chill that is very cold, but may not be in the above noted threshold.

Late Start

Should it be determined to start school late, the District will use the same notification system and timelines as those used for a school closure. Buses will operate on a schedule to deliver students in time for a late start and dismissal will be at the regular time. Families

that live on rural roads may receive an alternate pick up location from our partners at Benjamin Bus Company for late start days when rural routes are undriveable for buses. Families that are impacted by alternate pick up locations will be notified as soon as possible by Benjamin Bus Company on late start days.

Notification

The District will notify families directly using the District Website (www.jordan.k12.mn.us), our Blackboard Notification system (email/phone call), Facebook (https://www.facebook.com/ISD717), and Twitter (https://twitter.com/ISD717). Parents/guardians should make sure phone numbers and email addresses are accurately entered into their Infinite Campus Parent Portal to ensure phone calls and messages will be delivered correctly. If you don't receive notifications, please contact an appropriate building secretary or the District Office. Announcements will also be made on WCCO-TV, KSTP-TV, KARE 11, FOX 9 TV, KCHK Radio, and WCCO 830 AM Radio. The District's Website (www.jordan.k12.mn.us) and social media accounts are updated to reflect school closing information as soon as possible after the announcements are made. We ask that, except in an emergency, families please not call the school office because phone lines are needed for administrative use. An exception is if there is an emergency that the District should be made aware of immediately.

SNACKS

Students may have a snack time as part of their daily routine. **JES does NOT have a snack cart or milk option for purchasing.** Students may bring a snack and/or drink if they so choose, however, please be sure that the snack is a healthy snack. **Families also need to be aware of allergies students may have and consult the teacher and/or school nurse regarding this important health issue.** No candy or beverages high in sugar should be sent to school as a snack. Please refer to the JPS Wellness Policy 533 on the district website for further guidelines and a list for healthy snack choices: District Wellness Policy and Healthy Snack Choices. If a student brings an unhealthy snack to school, please communicate healthier options with families. Below you will find a list of acceptable and unacceptable snacks, which can also be found in the JPS Wellness Policy.

STAFF LOUNGE



This area is for all staff at JES to use. We have set up a rotation to keep the lounge respectful looking by cleaning off tables, placing food into the refrigerator from staff gatherings, cleaning the microwave and checking the refrigerators for expired food at least twice a month, and making sure the sink remains clean and free from dirty dishes.

Refrigerators/freezers will be totally cleaned out by custodial staff over winter break and at the end of the school year, so please make sure to remove any personal items prior to those times.

September – Media, PE, Music, Art

October – Office staff

November – Paraprofessionals

December – Kindergarten staff

January – 1st grade staff

February – 2nd grade staff

March – 3rd grade staff

April – 4th grade staff

May/June - Special Ed staff

STAFF MEETING SCHEDULE



(AM Meetings, 7:30-8:00)

Tuesday Team/Committee Meetings

- Building Advisory
  - 1st Tuesday (AM)
- Instructional Leadership
  - 2nd Tuesday (AM)
- School Culture/PBIS
  - 3rd Tuesday (AM)
- Family Partnership/Special Events/Wellness
  - 3rd Tuesday (AM)
- MTSS Teams
  - 4th Tuesday (AM)

Wednesday Staff Meeting

- 2nd Wednesday of the month (AM): **"Nuts and Bolts" and/or Professional Development-** sharing and discussion of building/district information and/or reflection of teaching and learning. Facilitated by Admin and/or Building Advisory, Instructional Leadership, or School Culture Teams

Wellness Wednesdays

- 1st, 3rd, 4th Wednesdays of the month **(AM):** Wellness activities (yoga, walking, Grub & Gab, etc.)

Thursday PLC Meetings

- Meet every Thursday (AM)
- Grade Level/Dept. Teams (other staff members invited as needed)
- Periodic informal/formal meetings with Melissa/Chad
- Meet every Thursday of the month (AM)
    - SPED:
        - 1st & 3rd Thursday of month-Child Study w/ Eric, Jenna , Shannon
        - 2nd Thursday of month-PLCs (Melissa)
        - 4th Thursday of month meeting w/Chad
    - Discussion Topics:
        - Data discussions about students
        - Sharing effective instructional strategies
        - Discussions & reflections on building/district goals

STAFF LEARNING RESOURCES

Please use the following link to access important teaching and learning resources needed for Jordan Public Schools. Many of these links are found embedded into the Staff Handbook as well. **Staff Resource Bank**

STUDENT RECORDS/BIRTH CERTIFICATES

The school district maintains some information necessary to carry out an effective educational program for each child. Parents/Guardians have the right to examine the contents of their children's records. Others having access to the records include school staff having a legitimate educational interest in the child; another school district; a college or educational institution in which the student may enroll; and the courts when a record is requested by judicial subpoena. Only with written parental/guardian consent will a student's record be available to any other party. When a student reaches 18 years of age, required consent and the rights accorded the parent shall thereafter be required of and accorded to the student. **In order for a student to be enrolled at Jordan Elementary School, we need a record of immunizations or a conscientious objection form on file and also encourage families to submit a copy of a birth certificate.**

SUPERVISION BEFORE, DURING AND AFTER SCHOOL



All staff should be present in the hallways before the school day and during dismissal whenever possible to welcome students and to end the day on a positive note. Certified and non-certified staff may be assigned supervision of students during, before or after the student day, and will be expected to create a rotation schedule throughout the school year. Staff supervising the front doors should report by 7:40 and make sure students are entering safely in the building and going to their area of

supervision or homeroom (at 8:00). Staff supervising students being picked up by parents in the front lot should report for duty by 3:00. If students are not picked up by 3:20, they should be brought to the office in order for the administrative assistants to call families. Because there is no formal supervision following final dismissal at 3:25, students should leave the school grounds immediately unless they have to stay for school related business.

SUPPLIES



General supplies are located in the workrooms and/or storage room. Other supplies are kept in the office. Teachers need to be responsible for only using what they need for their classroom and be mindful that supplies are to be shared by the entire building staff, **including copy paper. Please be purposeful in the copies you make and that they best meet the learning needs of students**. We have a limited amount of office and paper supplies that need to last the whole school year. **Staff will consult with the building principal to request additional office supplies needed for teaching and learning, prior to submitting a request to PTO.**

Please do not send students to the office for additional supplies or photocopies for instructional use.

SUSPENSION/EXPULSION

Occasionally, it becomes necessary to suspend or expel a student from school. In this event, all procedures will be governed by MSA 127.26-127.40, more commonly known as the Minnesota Pupil Fair Dismissal Act. Under the provisions of this law, students may be suspended or expelled from school for any of the following: - Willful violation of any reasonable school board regulation. - Willful conduct which materially and substantially disrupts the rights of others to an education. -Willful conduct which endangers the student, other students, or school property. Students may be summarily suspended from school for one day by administration. Students may be suspended for two to five days by the building principal following a brief hearing in the office. Expulsions may be imposed by the school board upon recommendation by the principal. Expulsions may be for the remainder of the school year or less and may occur after the school board has held a hearing in accordance with the law.

TEACHER EVALUATION (FORMAL/INFORMAL)



The purpose of teacher evaluation is to improve the quality of instruction, to foster professional growth, to provide administrative support, and to view the staff member and student body in learning situations. A building administrator will formally evaluate

non-tenured teachers three times per year until they earn tenure. This is typically for a duration of three years unless the teacher has earned tenure in another district in Minnesota, in which case the duration is one year. All formal evaluations will include a pre-observation conference, observation, and a post-conference with the teacher. Written documentation will be shared with the staff member as well as filed in the district office. All tenured staff on the formal review cycle (once every three years) have the option of being formally evaluated by administration or complete a portfolio that will be evaluated by the building administrator and complete a peer review by the end of the school year. All staff will also complete a peer review by the end of the school year.

It is the intention of the administration to complete a **summative evaluation for Tenured and Non-tenured teachers by the end of the school year.** During this process, the evaluator and teacher(s) will review individual professional goals and analyze the evidence of teacher impact on student growth through student data and results from the entire professional review cycle. The teacher(s) may elect to invite his/her peer reviewer to this meeting.

It is the goal of building and District administration to complete informal walkthroughs and administrative rounds on a regular basis throughout the school year. The purpose of these walkthroughs is to drop in and look for specific instructional practices, observe the overall classroom environment, and share informal feedback and ask the teacher questions to positively impact teaching and learning.

The following is the schedule for formal observations:

2026-2027	2027-2028	2028-2029
Meghan Erickson- Year 2	Non-Tenured	Non-Tenured
Emily Lenarz- Year 1	Emma Bauer	Leah Aamlid
Mitchell Martin- Year 1	Maddie Chromy	Shannon Aukes
Katelyn Neururer- Year 3	Olivia Flesner	Mike Coddington
Kimberly Robran- Year 3	Jason Geisel	Greg Dietel
Audrey Tietz- Year 1	Macayla Heitkamp	Nicole Dietz
Jeff Anderson- Year 1	Trisha Hentges	Katie Fisher
Alex Lake- Year 2	Sarah Houdek	Mindy Foyer

Gina Goehring-Anderson	Ariane Jensen	Holly Johnson
Katie Angel	Amanda McMahon	Lindsay Johnson
Molly Bares	Renae Milawski	Kristin Kilgren
Lauren Boeckmann	Kimberly Pettinelli	Adam Larson
Katie Dailey	Kelly Pongratz	Molly Nefstead
Rachel DuPont	Chania Ruehling	Stacey Hess-Norskog
Julie Holzwarth	Kevin Sayers	Kiirsten Rakers
Julie Johnson	Gwen Schultz	Meghan Schultz
Tony King	Jody Seurer	Paige Specken
Steph Olstad	Drew Sinke	Megan Storlie
Matt Phillips	Leah Weber	Laura Theis
Allie Piper		
Meghan Reinholt		
Michael Roiger		

TEACHER HOURS



Teachers are contracted for an eight hour workday based on building needs (7:30-3:30), and have the ability to flex their start and end times related to professional duties. Teachers should be available for AM meetings to start promptly at 7:30 and be in the classrooms by 8:00 to welcome and supervise students. Teachers who may arrive late on occasion should call or email the principal. The principal should also be contacted if a teacher needs to leave the building during the day or before their contracted day.

VISITORS 

Volunteers, parents, guardians and grandparents may have limited access at JES. Because of student safety, we do require visitors to sign in at the office and wear a visitor's badge before visiting any classroom. If a parent/guardian wishes to visit for an extended length of time, approval from the classroom teacher and principal is required to ensure that the visit will not interfere with instructional time. Please refer to the school handbook for our district policy regarding Visitors in District Buildings.

VOLUNTEER GUIDELINES 

Jordan Public Schools welcome volunteers of all ages who want to share their talents, skills and resources to help support students, teachers, and school programs. Volunteers play an important role in our efforts to ensure academic success for every student. Every day parents, grandparents, community and business members bring fresh perspectives and enthusiasm to our schools while enriching the learning experience of our students. Volunteers have discovered that spending time and sharing talents with students is an energizing and worthwhile experience. Whether you have an hour a day, a week or month, we have students and classrooms that can use your help.

Some of the ways you can share your skills and contribute are:

- Read to students or listen to them read
- Work one-on-one or in small groups helping students master basic skills in math, reading or writing
- Visit a classroom as a resource speaker and add first-hand experience by sharing your career, travel or ethnic heritage
- Assist with classroom and school activities
- Work behind the scenes on school projects and events
- Serve on a school or district-wide committees and councils

We are committed to working with you to ensure volunteering is a rewarding experience for everyone. We ask that you follow the policies and expectations outlined below to help us maintain a safe and respectful environment for students, staff, and volunteers.

Confidentiality

Confidentiality is very important. While volunteering, you may observe, read or hear much about individual students and their school or home experience. Do not discuss your observations or opinions about a student with anyone other than the student's teacher or school principal. All information about student abilities, behavior,

relationships, grades or background is confidential. We depend on our volunteers to maintain confidentiality of our students, staff and volunteers.

Sign-In & Out/Visitor Badges

Upon entering the building, visitors must sign in to the electronic Visitor Management System by using a government-issued identification card to receive a visitor badge. Visitors must wear badges at all times while they are in the building, and are required to sign out in the office when leaving the building. Students are **NOT** allowed to bring visitors/guests with them to attend classes. We need to know who is in the building and where to locate visitors in case of an emergency, and appreciate these procedures being adhered to for the safety of everyone at JES.

Student Discipline

Volunteers may not discipline students beyond maintaining order in their group or activity. Please report any problems with a student's behavior to the supervising staff person. The professional staff of the school is always responsible for discipline.

Student Contact

For the protection of both you and the students, observe the following when working with students:

- Avoid being isolated with a child, such as a room with a closed door. Work only in areas of the school that are in continual, direct supervision of district staff.
- Use the staff/adult restroom facilities rather than the student facilities.
- Refrain from giving students gifts, rewards, or food items without the teacher's permission.
- Interactions between you and students may take place only at scheduled times and in the school.

Cultural Differences

Our school community is diverse. It is important that we work with one another without bias and consider cultural, moral, and value differences.

Younger Children

Many of the volunteer jobs require your undivided attention, and bringing your younger child with you to school could prohibit you from doing your best work. Please talk to your staff contact about volunteer projects that you can do at home instead.

Use of Controlled Substances

The distribution, possession or use of tobacco, alcohol or controlled substances by staff, students, visitors or volunteers is prohibited on school grounds.

Criminal Background Check

Minnesota state statute 123B.03 requires that a background check be performed as this

volunteer position may involve working with or near children. Jordan Public School District policy 404 outlines the procedures for a background check. If you will be volunteering in the school under the direct supervision of a school district employee, the District **will not require a criminal background check.** However, if you are volunteering in the school and will be working with children in areas not supervised by a school district employee, you will need to **complete the appropriate documents on the *Trusted Employees* website for a paid criminal background check.** For volunteers chaperoning for field trips or other events **outside of school**, **the volunteer will need to pay for a criminal background check to be completed via the *Trusted Employees* website**. Please complete the form(s) if you plan on volunteering at Jordan Elementary School for the upcoming school year.

WAGE DISCLOSURE PROTECTION LAW

Under the Minnesota Wage Disclosure Protection law, you have the right to tell any person the amount of your own wages. Your employer cannot retaliate against you for disclosing your own wages. Your remedies under the Wage Disclosure Protection law are to bring a civil action against your employer and/or file a complaint with the Minnesota Department of Labor and Industry at 651-284-5070 or 800-342-5354.

WEBSITE PARAMETERS

Teacher homepages are an important part of the school experience not only for current students and families but also for prospective students and parents. It is an effective recruiting and retention tool that requires some time and effort at the beginning but then can become a simple routine. It is the district's expectation that all pages are updated weekly with current information. The following are guidelines and suggestions for your teacher page.

- Welcome Page (professional bio and contact info): The JPS Communication Specialist has already created this page using your current information
- Classroom Expectations (related to PBIS/CRP model and school rules)
- Daily Schedule
- Academics: curriculum information, assignments, and upcoming projects
- Newsletter
- Other **optional** items that can be included but are not limited to:
    - Field Trip Information
    - Class wish list or Class highlights
    - Educational links for students and/or parents
    - Academic enrichment activities
    - Pictures of field trips or classroom experiences (if permission granted)
    - Homework Google Classroom Link

WELLNESS ROOM



Jordan Elementary School has a wellness room available for nursing mothers. This is located in the ELS wing of the building in between Kids Company and the student restrooms. Available within the dedicated space is a comfortable place to sit and a refrigerator. Staff members wishing to utilize this space can request a key from the ELS Office and should return the key when they are finished using the space.

WITHDRAWAL FROM SCHOOL

Any student withdrawing from school will have a form completed on which the homeroom teacher will indicate the grade, materials checked in, etc. When teachers initial a withdrawal slip, this should indicate that the books have been returned. If the student has not checked in books or other materials, indicate on the form the name of the book, book number, and value. Prior to the student's withdrawal from school, please submit this form to the office for it to be fully completed and filed.

WORK ORDERS



When staff has a work order for a technology or custodial request (ex: heating/ cooling, computer or phone hardware repair, electrical, etc.) staff will need to complete an online request using *Siemens* (formerly *Brightly,)*found on the school website by clicking on Staff Login. Requests should NOT include requests for general cleaning or supplies/questions. If there is a spill in the classroom, or a student gets sick, please notify the office immediately so it can be taken care of in order to maintain a healthy learning environment.

717 JORDAN PUBLIC SCHOOLS

Jordan Elementary School
815 Sunset Drive
Jordan, Minnesota 55352
952-492-2336 main | 952-492-4446 fax

MELISSA BARNETT
Principal, Jordan Elementary School
mbarnett@isd717.org

Below is a list of the changes and additions being made in the JES Staff Handbook for the 2026-2027 school year:

JES STAFF HANDBOOK
- Revised all links in the handbook to connect to our new district website

ARRIVAL
- Added section to clarify arrival procedures/expectations for students and families as an awareness and reference for staff. All students being dropped off are entering the main entrance (K/1 will no longer enter via the Behavior Suite door).

ATTENDANCE REPORTING
- Included link to JPS & JES Attendance Flyers for staff reference

ADMINISTRATION AND LEADERSHIP TEAM SUPPORT
- Revised linked document to clarify building and district staff members' roles and responsibilities

EMERGENCY DRILLS
- Added language for staff to review emergency language (I Love You Guys) and evacuation maps posted in building

FACILITY USE
- Procedural language revised for staff entering the building after hours, along with a video to view in near future on how to arm the building.

FIELD TRIPS
- Added language for teachers to share with families if they choose to not attend the field trip, but want their child to attend school rather than keeping them at home.

MEALS
- Changed heading title from "Lunch" to "Meals" to align to MSBA Parent/Student handbook language, and added language for staff to not print menus to send home to families or display in the classroom, due to the likelihood of menus changing throughout the month.

OUR MISSION
Inspire a caring community to ignite learning, innovation, and success for all!

PHONE USE

- Added clarifying language to staff expectations of personal cell phone use along with other personal electronic devices (Meta Glasses)

PLANNERS

- Added language to expectations of staff to teach students how to use planners as an organizational/learning tool, not as a consequence for behavior

STAFF MEETING SCHEDULE

- Modified schedule of meetings and committee descriptions

SUPPLIES

- Added language that staff will consult with building principal regarding office supplies for teaching and learning prior to submitting a request to PTO

TEACHER EVALUATION

- Modified teacher observation schedule by adding new staff and cycle of observing tenured teachers

WORK ORDERS

- Changed *Brightly* to new company name*, Siemens*

Additional changes will/may be needed as updated information is shared throughout the school year.

CONTRACT

between

Independent School District No. 717
Jordan, Minnesota

And

Service Employees International Union Local 284
Food Service
Custodians

July 1, 2026-June 30, 2028

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AGREEMENT

ARTICLE I
PURPOSE

Section 1. Parties:

THIS AGREEMENT is entered into between Independent School District No. 717, Jordan, Minnesota, hereinafter referred to as the school district, and the Service Employees International Union Local 284, hereinafter referred to as exclusive representative, pursuant to and in compliance with the Public Employment Labor Relations Act of 1971, as amended, hereinafter referred to as the PELRA, to provide the terms and conditions of employment for certain custodial and maintenance personnel.

ARTICLE II
RECOGNITION OF EXCLUSIVE REPRESENTATIVE

Section 1. Recognition:

In accordance with the PELRA, the school district recognizes Service Employees International Union Local 284 as the exclusive representative for all food service and custodians employed by the school district which exclusive representative shall have those rights and duties as prescribed by the PELRA and as described in the provisions of this Agreement.

Section 2. Appropriate Unit:

The exclusive representative shall represent all such employees of the district contained in the appropriate unit as defined in Article III, Section 2 of this Agreement and the PELRA and in certification by the Director of Mediation Services, in BMS Case No. 99-PCE-1475.

ARTICLE III
DEFINITIONS

Section 1. Terms and Conditions of Employment:

The term "terms and conditions of employment" means the hours of employment, the compensation therefore including fringe benefits except retirement contributions or benefits, the employer's personnel policies affecting the working conditions of the employees. "Terms and conditions of employment" is subject to the provisions of PELRA

Section 2. Description of Appropriate Unit:

For purposes of this Agreement, food service and custodian personnel shall mean all persons in the appropriate unit employed by the school district in such classifications excluding the following: confidential employees, supervisory employees, and essential employees, part-time employees whose services do not exceed the lesser of fourteen (14) hours per week or thirty-five percent (35%) of the normal work week in the employees bargaining unit, employees, other than those working in a school as a paraprofessional or other noninstructional position, whose positions are temporary or seasonal in character and are not for more than 67 working days in any calendar year; or full-time students under the age of 22 enrolled in a nonprofit or public educational institution prior to being hired by the employer and whose positions are temporary or

seasonal in character and are not for more than 100 working days in any calendar year and who have indicated, either in an application for employment or by being enrolled at an educational institution for the next academic year or term, an intention to continue as students during or after their temporary employment

Section 3. School District:

For purposes of administering this Agreement, the term "school district" shall mean the School Board or its designated representative.

Section 4. Exclusive Representative or Union:

The term "Exclusive Representative" or "Union" shall mean Service Employees International Union Local 284 or its designated representative(s).

Section 5. Other Terms:

Terms not defined in this Agreement shall have those meanings as defined by the PELRA.

Section 6. Substitute Pay:

Substitutes, summer employees, and temporary employees shall be paid at the rate of Step 1 of the salary schedule.

ARTICLE IV
SCHOOL BOARD RIGHTS

Section 1. Inherent Managerial Rights:

The exclusive representative recognizes that the School Board 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 employer, its overall budget, utilization of technology, the organizational structure and selection and direction and number of personnel.

Section 2. Management Responsibilities:

The exclusive representative recognizes the rights and obligations of the School Board to efficiently manage and conduct the operation of the school district within its legal limitations and with its primary obligation to provide educational opportunity for the students of the school district.

Section 3. Effect of Laws, Rules, and Regulations:

The exclusive representative recognizes that all employees covered by this Agreement shall perform the services prescribed by the School Board and shall be governed by the laws of the State of Minnesota and by School Board rules, regulations, directives and orders issued by properly designated officials of the school district. The exclusive representative also recognizes 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. The exclusive representative also recognizes that the School Board, all employees covered by this Agreement and all provisions of this Agreement are subject to the laws of the State of Minnesota; Federal laws, rules and regulations of the State Board of Education and valid rules, regulations and orders of State and Federal

governmental agencies. Any provision of this Agreement found to be in violation of any such laws, rules, regulations, directives or orders shall be null and void and without force and effect.

Section 4. Reservation of Managerial Rights:

The foregoing enumeration of rights and duties shall not be deemed to exclude other inherent management rights and management functions not expressly reserved herein and all management rights and management functions not expressly delegated in the Agreement are reserved to the school district.

ARTICLE V
EMPLOYEE RIGHTS

Section 1. Right to Views:

Nothing contained in this Agreement shall be construed to limit, impair or affect the right of any employee or representative to the expression or communication of a view, grievance, complaint or opinion on any matter related to the conditions or compensation of public employment or their betterment, so long as the same is not designed and does not interfere with the full, faithful and proper performance of the duties of employment or circumvent the rights of the exclusive representative.

Section 2. Right to Join:

Pursuant to PELRA, employees shall have the right to form and join labor or employee organizations and shall have the right not to form and join such organizations. Employees in an appropriate unit shall have the right, by secret ballot, to designate an exclusive representative for the purpose of negotiating grievance procedures and the terms and conditions of employment for employees of such unit with the school district.

Section 3. Dues Check Off

Employees may request payroll deduction for the Union and for the Union's associated political fund under Minnesota Statutes, section 10A.12, and the District will provide payroll deduction according to the employee's request. The District will commence deductions within thirty days of receiving a certificate notice, compliant with the terms set forth below, from the Union of the authorized deduction(s). The District will remit deductions to the Union within thirty days of the deduction.

The notice will include certification from the Union that the Union has and will maintain a signed authorization from the employee for whom deductions will be made. A valid signed authorization may be signed by hand or electronically, according to Minnesota Statutes, Section 325L.02(h), by the employee. The District may require a copy of the signed authorization form only if a dispute arises about the existence or terms of the authorization. The dues deduction authorization is effective until the Union notifies the District that an employee has changed or cancelled the employee's authorization in writing in accordance with the terms of the original authorization. When determining whether deductions have been properly changed or canceled, the District must rely on information from the Union receiving remittance of the deduction.

The Union will indemnify the District for any successful claims made by an employee for unauthorized deductions made in reliance upon certification or

information received from the Union; for any successful employee claim for unauthorized deductions made by relying on information for changing or canceling deductions with indemnification including any reasonably attorney fees and litigation costs.

Section 4. Meet and Negotiate:

The Exclusive Representative shall have the right and obligation to meet and negotiate in good faith with the district regarding grievance procedures and the terms and conditions of employment, but this obligation does not compel the exclusive representative or the district to agree to a proposal or require the making of a concession.

Section 5. Union Access to Information

Within 20 calendar days after an employee is hired, the District will provide the following information on the employee to the Union: name, job title, worksite location (including location in a facility when appropriate), home address, work telephone number, home and personal cell phone numbers on file with the District, date of hire, work email address, personal email address on file with the District, wage, number of hours normally scheduled in a day, number of duty days contracted for, and whether the position is a nine (9) month or twelve (12) month assignment. The District will provide this information to the Union in an Excel file format or other format agreed to between the parties.

Every 120 calendar days, the District shall provide to the Union in an Excel file or similar format agreed to by the Union the following information for all bargaining unit employees: name; job title; worksite location, including location in a facility when appropriate; home address; work telephone number; home and personal cell phone numbers on file with the District; date of hire; and work email address and personal email address on file with the District.

The District must notify an exclusive representative within 20 calendar days of the separation of employment or transfer out of the bargaining unit of a bargaining unit employee.

Section 6. Union Orientation:

It is the interest of the employer and the union that all newly hired employees are informed of their rights, obligations and the benefits of their employment with the District.

Each newly hired bargaining unit employee shall, at their new employee orientation (or during the employee's first thirty (30) days of employment if there is no orientation), be scheduled for a Union orientation. The Union orientation or meeting shall be up to thirty (30) minutes and shall be arranged by the District in coordination with the Union during the newly hired employee's regular work hours. Duly authorized representatives of the Union and their affiliates shall be permitted to transact official Union business on school property outside of the normal working day. The Union orientation will be scheduled at a time agreed upon by the Union and Superintendent of Schools, or their designees. Such orientations may be held virtually or longer than thirty (30) minutes only with the mutual agreement of the Union and the District. All employees involved in such meetings will be in paid status.

The District will be absent from the room during the Union orientation. The Union agrees to not disparage the District during these Union orientations.

Section 7. Union Leave:

Employees shall be allowed reasonable time off with pay during working hours to investigate and process grievances or attend grievance meetings, labor/management meetings, meetings concerning modifications of and supplements and successors to this Agreement, committee meetings if such committees have been established by this Agreement, or meetings called or agreed to by the Employer, if such employees are entitled or required to attend such meetings by virtue of being Union representatives, stewards, witnesses, or grievants.

Section 8. Union Access:

The District will allow the Union to communicate with bargaining unit members using their employer-issued email addresses regarding collective bargaining, the administration of the collective bargaining agreement, the investigation of grievances and other workplace-related complaints and issues, and internal matters involving the governance or business of the Union, consistent with the District's generally applicable technology use policies.

The District will allow the Union to meet with bargaining unit members in District facilities to communicate on: collective bargaining, the administration of the collective bargaining agreement, the investigation of grievances and other workplace-related complaints and issues, and internal matters involving the governance or business of the Union, provided such use does not interfere with the District's business operations and the Union complies with District established worksite security protocols. Such meetings cannot be for supporting or opposing any candidate for partisan political office or for distribution of literature or information on partisan elections. The District may charge the Union for maintenance, security and other costs related to use of a District building or facility that would not otherwise be incurred by the District.

ARTICLE VI
RATES OF PAY

Section 1. Wage Schedule

Subd. 1. 2026-2027 Rates of Pay: The wages and salaries reflected in Schedule A, attached hereto, shall be effective only for the applicable school years. Placement on this schedule, for returning employees, will be a one-step advancement from the prior year placement until the final step is reached.

Subd. 2. 2027-2028 Rates of Pay: The wages and salaries reflected in Schedule B, attached hereto, shall be effective only for the applicable school years. Placement on this schedule, for returning employees, will be a one-step advancement from the prior year placement until the final step is reached.

Section 2. Shift Differential:

Employees working the evening shift will receive an hourly pay differential as shown on Salary Schedule. The District agrees to continue to pay the shift differential for the entire year.

Section 3. Differentials:

Subd. 1. All employees shall receive the appropriate differentials for their position and/or licensure(s) as listed in the salary schedule appendix attached to this contract.

Subd. 2. If a Site Lead or Head Custodian is absent from work three (3) or more consecutive work days (or the position is vacant for three (3) or more consecutive work days) the Nutrition Services or Custodial Director will select and notify the District Office of the Assistant Site Lead or Custodian replacing the Site Lead or Head Custodian. This individual will receive the Site Lead or Head Custodian differential, instead of the Assistant Site Lead differential or Shift differential, beginning with the first (1st) day.

Section 4. Additional Pay:

Effective July 1, 2026, an employee at step 11 with at least 15 years of service will receive the following additional pay during the 2026-2027 and 2027-2028 contract years:

- Custodians - Fifty (50) cents per hour
- Food Service - Twenty five (25) cents per hour

Section 5. Clothing Reimbursement:

All employees are eligible to receive a uniform reimbursement of $225 yearly to be used for slip resistant shoes, boots/footwear, pants and uniform shirts required by the district, but not provided. Payment of this is subject to presentation of expense receipts to the District office. Within a fiscal year, reimbursement requests and corresponding receipts must be received within sixty (60) calendar days of purchase to be treated as non-taxable reimbursements. If these requests and receipts are received more than sixty (60) calendar days following purchase, the reimbursement will be treated as a taxable income. Receipts must be submitted no later than May 31st in order to be reimbursed. Timeline and the tax treatment of reimbursements are subject to change if IRS regulations or guidelines are modified. The District will provide 5 uniform shirts to be worn by food service and custodial employees upon hiring. After hiring, the employee will use a portion of their clothing allowance to purchase a minimum of 2 additional uniform items/shirts every odd year by September 15th. If an employee's shirts are torn or stained they may not be worn and will be the responsibility of the employee to replace their shirt for a new one. In the event that an employee wishes to participate in "Casual Friday" and wear Jordan apparel and jeans on Friday, or the last day of the week, he or she understands that the District is not responsible for any damage done to personal clothing due to work conditions. Employees must wear District issued ID badges at all times.

Section 6. Education Allowance:

It is mutually agreed that the educational money comes out of a $2,500 pool. This allowance is for job related classes, licensure, or workshops. Payment will be paid upon presentation of expense receipts to the district's Finance Director. If attending a conference paid for by the district and licensure classes are offered at the conference, an employee will not be paid to attend the licensure class. If licensure classes are taken outside of a conference, the district will pay for the employee to attend the licensure classes.

Section 7. Service Bonus:
10 years after an employee's hire date, they will receive a one-time payment of $500
15 years after an employee's hire date, they will receive a one-time payment of $1,000
20 years after an employee's hire date, they will receive a one-time payment of $1,500
25 years after an employee's hire date, they will receive a one-time payment of $2,000

The one-time payment will be made at the end of the fiscal year of the anniversary date or upon resignation or retirement after the hire date.

Section 8. Payment off schedule:
The employer shall have the right to hire experienced employees up to step 10 of the salary schedule.

Section 9. Eligibility:
Eligibility for benefits: To qualify for benefits employees must be employed for 20 hours weekly for 35 weeks yearly. Benefits will be prorated off of 2080 hours yearly, unless specifically stated otherwise in a particular benefit. All benefits that require carrier approval, must meet the carrier criteria.

Section 10. Required Classes:
Employees will be paid their regular rate of pay for the time they spend taking any classes required by the District or any government entity in order to hold their position when time isn't scheduled during the duty day by a supervisor. Work done outside of an employees duty day must have prior approval from a supervisor.

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. Claims Against the School District:
It is understood that the school district's only obligation is to purchase an insurance policy and pay such amounts as agreed to herein and no claim shall be made against the school district as a result of a denial of insurance benefits by an insurance carrier.

Section 3. Duration of Insurance Contribution:
An employee is eligible for school district contribution as provided in this Article as long as the employee is employed by the school district. Upon termination of employment, all district contributions shall cease.

Section 4. Eligibility:
Eligibility for insurance benefits will follow the eligibility criteria in Article VI, Section 9.

Section 5. Health, Hospitalization and Dental Insurance:
All benefit eligible employees will be offered a district insurance contribution, as listed below, to be applied directly toward premium of the approved and applicable

health, hospital, and dental policies provided by the district. Employees who elect to take insurance through the district will pay the remaining portion of the premium through payroll deductions. For employees who elect to take health insurance through the district; if there are remaining dollars of the insurance contribution not used for health insurance premiums the remaining dollars will be deposited in the employee's HSA or VEBA account established by the district. This is not a prorated benefit.

2026-2027		2027-2028	
12 Month	$10,800	**12 Month**	$11,600
10 Month	$9,800	**10 Month**	$10,600

Section 6. Long Term Disability Insurance:

The district shall provide LTD insurance for each eligible employee as long as they are employed, by the district. The LTD plan will be the one used by the local Education MN, Jordan group.

Section 7. Term life Insurance:

The district shall provide term life insurance, using the same plan the district used with Education MN., Jordan. The amount of insurance shall be according to the following formula based off 2080 hours yearly:

76-100% of 2080 hours equals $50,000 insurance.
50-74% of 2080 hours equals $25,000 insurance.
25-49% of 2080 hours equals $12,500 insurance.

ARTICLE VIII
LEAVES OF ABSENCE

Section 1. Sick Leave Benefits/Care of Relatives:

Subd. 1. Employees shall receive 12 days of sick leave yearly, prorated according to Sec. 9of Art. VI.

Subd. 2. Unused sick leave days may accumulate to a maximum of 1000 hours, prorated, according to Sec. 9 of Art. VI.

Subd. 3. Sick leave with pay shall be allowed whenever an employee's absence is found to have been due to illness and/or disability/injury of the employee's minor or adult child, spouse, sibling, parent, grandparent, or step-parent. Sick leave for these reasons may be taken for reasonable periods of time as the employee's attendance with their child or other family member may be necessary.

Subd. 4. Employees abusing sick leave benefits will be subject to progressive discipline. In order for progressive discipline to be initiated, the District must submit their concerns of such employees in writing to the Union Steward. After meeting with the Union Steward and/or its Exclusive Representative, and it has been ascertained there to be validity to the District's claim of sick leave abuse, before progressive discipline may be initiated, the Union must agree in writing that the initiation of progressive discipline is warranted.

Subd. 5. Sick leave shall be deducted from the accrued sick leave hours earned by the employee. An employee, who has exhausted their sick leave days, will have any additional days missed deducted from their pay at their hourly rate. Days used for sick leave, above that eligible for, must be approved in advance by the superintendent. The decision of the superintendent to grant additional days is final.

Subd. 6. Wellness Payment: Employees using less than 5 days of combined sick leave, family illness leave, or unpaid leave may, at the end of the school year for school year employees and at the end of the fiscal year for 12 month employees, request to sell back those unused days at $125 per day (pro-rated off of an 8 hour day). Days sold back will be deducted from the employee's accumulated sick leave as specified in Article VIII. The following formula will be used to calculate each employee's sell-back: (5 days) minus (number of days used) times ($125/day or pro-ration of $125/day) equals sell back amount.

Section 2. Personal Leave:

Subd. 1 Each employee shall be granted three (3) days of paid personal leave yearly and one day of unpaid leave. Personal days may only be taken in half-day or full day increments. If employees working during the student day elect to use their leave in half-day increments, one must be in the A.M. and one in the P.M..

Subd. 2. Limitations:
No more than one employee in each classification may use a personal day on the same day. Personal days may not be taken on the first or last week of school. All personal days must be approved by the superintendent or designee.

Subd. 3. Personal day requests must be made at least 3 days in advance, except in case of an emergency

Section 3. Family Illness Leave/Bereavement Leave:

Subd.1. Five days per year, non-accumulative, shall be available to each employee for a combination of family illness leave and bereavement leave. Family illness leave may be used because of the serious illness of an employee's spouse, parent or adult child, or the illness of a minor child. Bereavement leave may be used because of the death of an employee's spouse, child, sibling, spouse's parent, parent, or others who may have a particularly close relationship to the employee.

Subd. 2. An employee shall provide as much prior notice of intent to use family illness leave or bereavement leave, as possible.

Subd. 3. Additional days of family illness leave or bereavement leave may be granted at the discretion of the superintendent. These additional days will be deducted from the employee's accumulated sick leave bank, or if the bank is exhausted, granted with no pay.

Section 4. Worker's Compensation:

Subd. 1. Upon the request of an employee who is absent from work as a result of a compensable injury under the provisions of the Workers Compensation Act, the School District will pay the difference between the compensation received pursuant to the Workers Compensation Act by the employee's earned accrual of sick leave.

Subd. 2. A deduction shall be made from the employee's accumulated sick leave accrual time according to the pro-rata portions of days of sick leave time, which is used to supplement worker's compensation.

Subd. 3. Such payment shall be paid by the School District to the employee only during the period of disability.

Subd. 4. In no event shall the additional compensation paid to the employee by virtue of sick-leave pay result in the payment of a total daily, weekly, or monthly compensation that exceeds the normal compensation of the employee.

Section 5. Child Care Leave

Subd. 1. A child care leave may be granted by the School District, subject to the provisions of this section, to one (1) parent of an infant child, provided such parent is caring for the child on a full-time basis during normal school hours.

Subd. 2. An employee making application for child care leave shall inform the School District in writing of intention to take the leave at least three (3) calendar months before commencement of the intended leave.

Subd. 3. If the reason for the child care leave is occasioned by a pregnancy, an employee may utilize sick leave pursuant to the sick-leave provisions of the Contract during a period of physical disability. Said period of disability occasioned by pregnancy or delivery shall not exceed a period of six consecutive weeks. In the event of complications related thereto, the disability shall qualify for sick leave provisions under this Contract upon recommendation of a properly licensed medical doctor. The School District reserves the right to verify the disability designation by a doctor of its own choice and shall pay for the same. An employee shall not be eligible for sick leave during a period of time covered by a child care leave. A pregnant employee will also provide at the time of the leave application, a statement from her physician indicating the expected date of delivery.

Subd. 4. In making a determination concerning the commencement and duration of a child care leave, the School District shall not, in any event, be required to:

1. Grant any leave more than twelve (12) months in duration.
2. Permit the employee to return to his/her employment prior to the date designated in the request for childcare leave.

Subd. 5. Failure of the employee to return pursuant to the date determined under this section shall constitute grounds for termination unless the School District and the employee mutually agree to an extension in the leave.

Subd. 6. The parties agree that periods of time for which the employee is on childcare leave shall not be counted in determining the completion of the probationary period.

Subd. 7. An employee who returns from child care leave within the provisions of the section shall retain all previous experience credit for pay purposes and any unused leave time accumulated under the provisions of this Contract at the commencement of the beginning of the leave. The employee shall not accrue additional experience credit for pay purposes of leave time during the period of absence for childcare leave. An employee shall retain their seniority rights during the leave covered by this section.

Subd. 8. An employee on child care leave is eligible to participate in group insurance programs if permitted under the insurance policy provisions, but shall pay the entire premium for such programs as the employee wishes to retain, commencing with the beginning of the child care leave. The right to continue participation in such group insurance programs, however, will terminate if the employee does not return to the district pursuant to this section.

Subd. 9. Leave under this section shall be without pay or fringe benefits.

Subd. 10. The school district may adjust the proposed beginning or ending date of a childcare leave so that the dates of the leave are related to maintaining the continuity of the job.

Section 6. Adoption Leave:

The district shall grant an adoption leave to any employee who makes a written application for such leave. Adoption leave will apply to both married and unmarried employees.

Subd. 1. Upon learning of the date of placement, the employee shall submit a written application for adoption leave to the School District. Every effort shall be made to permit the employee to commence his or her leave effective on the date of placement, in all events, the employee shall be able to commence the leave five (5) working days after such a placement.

Subd. 2. Adoption leave shall be granted under the same terms and conditions specified in "Child Care Leave".

Section 7. General Leave:

Subd. 1. An employee in the School District may apply for an unpaid leave of absence subject to the provisions of this section. The granting of such leave shall be at the discretion of the School District.

Subd. 2. The employee shall not accrue seniority or experience credit for the period of this leave.

Subd. 3. Applications for general leave shall be submitted in writing to the School District as soon as possible.

Section 8. Administration of Leaves.

When the school district has reason to believe that a pattern of conduct suggests that any leaves are being abused, investigation may be necessary for the benefit of all concerned. As part of such investigation, the district may prospectively require a doctor-signed certificate of any employee claiming sick leave. Local 284 shall be informed of any investigation and to possible abuse of leaves.

ARTICLE IX
HOURS OF SERVICE

Section 1. Overtime:

Subd. 1. The overtime rate shall be paid when an employee works more than 40 hours per week. Holidays shall count as hours worked for this section. The overtime calculation shall be based on the employee's hourly rate. Overtime will be assigned on a rotating basis beginning with the most senior employee, to the employees in the applicable job classification. If no member of the appropriate unit wants to work, it may be offered to a non-unit employee.

Subd. 2. Overtime shall be at 1.5 times the employee's regular pay with the following exceptions:

(1) All holidays except Christmas, New Year's and Thanksgiving shall be 2 times the employees regular time.
(2) Christmas, New Year's, and Thanksgiving shall be 2.5 times.
(3) Example: Day before Christmas: Employee makes $100 daily. They would receive this $100 plus another $100 dollars equaling $200 or 2 times their regular pay.
(4) All overtime must be approved in advance by the maintenance supervisor or the superintendent.

Section 2. Emergency School Closing:

A school district or charter school that declares an e-learning day must continue to pay the full wages for scheduled work hours and benefits of all school employees for the duration of the e-learning period. During the e-learning period, school employees must be allowed to work from home to the extent practicable, be assigned work in an alternative locations, or be retained on an on-call basis for any potential need.

Subd. 1. Maintenance employees will be expected to work on days school is closed, unless conditions are dangerous or impassable, or permission is granted otherwise by the superintendent. Food Service will be expected to work if directed by the superintendent. If employees lose a day of work due to a school closing, they will have the option of making the day up either that day, at a later date, or receiving no pay. If the day is made up the work will either be in their own area, if this is not possible, other work in the district will be assigned. If a full-time employee chooses to make their day up they must make it up the same week the closure occurred. Weeks will run Sunday – Saturday.

Section 3. Building Checks and Call Backs:

Subd. 1. Building checks will be done by 1 custodian on a rotating basis for all three buildings and they will receive a minimum of two hours payment.

Subd. 2. If an employee is called back for additional work they will receive a minimum of two hours payment. Call backs must be approved by the Superintendent, Facilities Director, Principals, Assistant Principal or Community Ed. Director.

Section 4. Service Year for Food Service employees:

Food Service employees shall be required to work the two weekdays after the last student contact day. Duties will be assigned by the Nutritional Services Director.

ARTICLE X
HOLIDAYS & VACATIONS

Section 1. Holidays

Subd. 1. 12 month employees will have 12 paid holidays. Employees working less than 8 hours daily will receive holiday pay according to the number of hours worked daily:

New Year's Day	Labor Day
New Year's Eve	Thanksgiving Day
Good Friday	Day after Thanksgiving
Memorial Day	Christmas Eve
Juneteenth	Christmas Day
4th of July	Floating Holiday

The Floating Holiday must have the prior approval of the supervisor.

Employees working less than a 5 day, 52 week work year but working a minimum of the student attendance year shall receive 7 paid holidays yearly:

Thanksgiving Day
Christmas Day
Christmas Eve
New Year's Day
New Year's Eve
Good Friday
Memorial Day

Subd. 2. Should it be necessary for the school to hold school on any of the designated holidays, another day will be substituted by the district.

Section 2. Vacation:

Subd.1. Only employees working 5 days, 52 weeks yearly are eligible for vacation. Days will be pro-rated from 2080 hours.

Subd. 2. Only 10 vacation days every two years may be taken on student attendance or teacher workshop days.

Subd. 3. All vacation days must be approved in advance by the Director or superintendent. The decision of the superintendent is final.

Subd. 4. Vacation earned in one fiscal year, must be used within 6 months of the year earned, or it will be forfeited.

Subd. 5. Vacation Schedule:
10 days beginning 1st year of employment
15 days beginning 5th year of employment
20 days beginning 10th year of employment
25 days beginning 15th year of employment

Vacation is based off 2080 hours, yearly. Any employee using their vacation during the year, but who terminates their employment prior to completion of the 2080 hours will have their used, but unearned vacation deducted from their final paycheck, pro-rated from 2080 hours.

ARTICLE XI
DEFERRED COMPENSATION & SEVERANCE

Section 1. Deferred Compensation:

Subd. 1. Matched deferred compensation is available to all employees in this bargaining unit beginning their second (2nd) year of employment in the District. The parties agree that matching deferred compensation for employees working less than 2,080 hours will be pro-rated off 2,080 hours beginning in 2010-2012.

Subd. 2. Employees must use the deferred compensation election during the election period or lose it. The District shall pay its share of FICA taxes on the matching amount. The District shall match employee contributions as follows:

0-1 years of service in District 717	No Match
2-5 years of service in District 717	$700
6-10 years of service in District 717	$950
11-20 years of service in District 717	$1,200
21-26 years of service in District 717	$1,450
27 or more years of service in District 717	$1,700
Maximum District Contribution	$23,000

Subd. 3. All deferred compensation costs to the district during the period of this contract shall be costed in to the settlement package in the subsequent contract between the parties.

Section 2. Severance

Employees having ten years of service with the district will receive a severance payment in the amount of $2.50 times the number of accumulated sick leave hours upon resignation or retirement.

ARTICLE XII
SENIORITY/LAYOFF/RECALL

Section. 1. Seniority:

The district will recognize seniority rights as to order of layoff and recall.

Section 2. Layoff:

An employee whose position is being abolished may displace the employee with the least continuous service within the same classification. The employee must have the necessary skills and abilities to meet the conditions of employment for the new position, as determined by the district.

Section 3. Recall:

Employees on layoff shall retain their recall for a period of one year. Call back by classification will be based on seniority. A laid off employee will have ten working days after being recalled to work to elect to do so. Failing to do so within the ten days will forfeit their rights of recall.

ARTICLE XIII
DISCIPLINE, DISCHARGE, AND PROBATIONARY PERIOD

Section 1. Probationary Period:

An employee under the provisions of this Agreement shall serve a probationary period of six (6) months of continuous service in the school district during which time the school district shall have the unqualified right to suspend without pay, discharge or otherwise discipline such employee, and during this probationary period, the employee shall have no recourse to the grievance procedure, insofar as suspension, discharge or other discipline is concerned. However, a probationary employee shall have the right to bring a grievance on any other provisions of the contract alleged to have been violated. The district may extend the probationary period up to an additional six (6) months with notification to the Union.

Section 2. Probationary Period; Change of Classification:

In addition to the initial probationary period, an employee transferred or promoted to a different classification shall serve a new probationary period of three (3) calendar months in any such new classification. During this three (3) month probationary period, if it is determined by the school district that the employee's performance in the new classification is unsatisfactory, the school district shall have the right to reassign the employee to the former classification. The employee has the same right to request return to the previous classification.

Section 3. Completion of Probationary Period:

An employee who has completed the probationary period may be disciplined or discharged only for cause. An employee, who has completed the probationary period and is disciplined or discharged, shall have access to the grievance procedure. The termination of an employee will normally follow the progressive discipline steps of:

1. Formal verbal warning
2. Written warning
3. Suspension without pay
4. Termination

ARTICLE XIV
GRIEVANCE PROCEDURE

Section 1. Grievance Definition:

A "grievance" shall mean an allegation by an employee resulting in a dispute or disagreement between the employee and the school district as to the interpretation or application of terms and conditions contained in this Agreement.

Section 2. Representative:

The employee, administrator or school board may be represented during any step of the procedure by any person or agent designated by such party to act in the party's behalf.

Section 3. Definitions and Interpretation:

Subd. 1. Extension: Time limits specified in this Agreement may be extended by mutual agreement.

Subd 2. Days: Reference to days regarding time periods in this procedure shall refer to working days. A working day is defined, as all weekdays (Monday through Friday) not designated as holidays by State law.

Subd. 3. Computation Of Time: In computing any period of time prescribed or allowed by procedures herein, 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. 4. Filing And Postmark: The filing or service of any notice or document herein shall be timely if it is personally served or emailed, or if it bears a certified postmark of the United States Postal Service within the time period.

Section 4. Time Limitation and Waiver:

Grievances shall not be valid for consideration unless the grievance is submitted in writing to the school district's designee, setting forth the facts and the specific provision 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 thereof. 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 adjust an alleged grievance informally between the employee and the school district's designee.

Section 5. Adjustments of Grievance:

The school district and the employee shall attempt to adjust all grievances which may arise during the course of employment of any employee within the school district in the following manner:

Subd. 1. Level I: If the grievance is not resolved through informal discussions, the school district designee shall give a written decision on the grievance to the parties involved within ten days (10) 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 superintendent of schools, provided such appeal is made in writing within five days (5) after receipt of the decision in Level I. If a grievance is properly appealed to the superintendent, the superintendent or designee shall set a time to meet regarding the grievance within fifteen days (15) after receipt of the appeal. Within ten days (10) after the meeting, the superintendent or designee shall issue a decision in writing to the parties involved.

Subd. 3. Level III: In the event the grievance is not resolved in Level II, the decision rendered may be appealed to the school board five (5) days after receipt of the decision in Level II. 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 Board may be designated by the Board to hear the appeal at this level, and report its findings and recommendations to the School Board. The school board shall then render its decision.

Section 6. School Board Review:

The School Board reserves the right to review any decision issued under Level I or Level II of this procedure provided the School Board or its representative notify the parties of its intention to review within ten (10) days after the decision has been rendered. In the event the School Board reviews a grievance under this section, the School Board reserves the right to reverse or modify such decision.

Section 7. Denial of a Grievance:

Failure by the School Board or its representative to issue a decision within the time periods provided herein shall constitute a denial of the grievance and the employee may appeal it to the next level.

Section 8. Arbitration Procedures:

In the event that the employee and the School Board are unable to resolve a grievance, the grievance may be submitted to arbitration as defined herein:

Subd. 1. Request: A request to submit a grievance to arbitration must be in writing signed by the aggrieved party and such request must be filed in the office of the superintendent within ten (10) days following the decision in Level III 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 Arbitration: Upon the proper submission of a grievance under the terms of this procedure, the parties shall, 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 BMS to forward a list of arbitrators to labor and management upon request. Pursuant to PELRA, providing such request is made within twenty (20) days after request for arbitration. The request shall ask the appointment be made within thirty (30) days after the receipt of said request. The parties shall then meet to alternately strike names from the panel of arbitrators, beginning with the appealing party, until there is one name remaining, which shall be the arbitrator. Failure to agree upon an arbitrator or the failure to request an arbitrator from the BMS within the time periods provided herein shall constitute a waiver of the grievance.

Subd. 4. Hearings: The grievance shall be heard by a single arbitrator and both parties may be represented by such person or persons 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 denovo.

Subd. 5. Decision: The decision by the arbitrator shall be rendered within thirty (30) days after the close of the hearing. Decisions by the arbitrator in cases properly presented before the arbitrator 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 shall be made of the hearing at the request of either party. The parties shall equally share 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.

Subd. 7. Jurisdiction: The arbitrator shall have jurisdiction over disputes or disagreements relating to grievances properly before the arbitrator 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 herein 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 herein; 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 employer, its overall budget, utilization of technology, the organizational structure and selection and direction and number of personnel. In considering any issue in dispute, in its order the arbitrator shall give due consideration to the statutory rights and obligations of the public

school boards to efficiently manage and conduct its operation within the legal limitations surrounding the financing of such operations.

Section 9. 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 herein, the employee 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 XV
DURATION

Section 1. Term and Reopening Negotiations:

Subd. 1. This Agreement shall remain in full force and effect for a period commencing on July 1, 2026 through June 30, 2028, and thereafter as provided by PELRA. If either party desires to modify or amend this Agreement commencing at its expiration, it shall give written notice of such intent no later than one-hundred twenty (120) days prior to said expiration. Unless otherwise mutually agreed, the parties shall not commence negotiations more than ninety (90) days prior to the expiration of this Agreement.

Subd. 2. In the event a successor contract is not entered into prior to July 1, 2028, employees shall be compensated according to the last individual contract executed between the employee and the district, until such time as a successor contract is executed. Upon completion of the successor contract, employees will receive retro pay and/or benefits per the successor contract language.

Section 2. Effect:

This Agreement constitutes the full and complete Agreement between the School District and the exclusive representative representing the employees. The provisions herein relating to terms and conditions of employment supersede any and all prior Agreements, resolutions, practices, School District policies, rules or 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 and prerogatives, except insofar as this exercise would be in express violation of any term or terms of this Agreement.

Section 3. Finality:

Unless otherwise agreed, any matters relating to the terms and conditions of employment, whether or not referred to in this Agreement, shall not be open for negotiation during the term of this Agreement.

Section 4. Severability:

The provisions of this Agreement shall be severable, and if any provision thereof 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 thereof.

IN WITNESS WHEREOF, The parties have executed this Agreement as follows:

For
School Service Employees Local 284
450 Southview Blvd
South St. Paul, MN 55075

Local 284 Representative

Union Steward

Dated this ____ day of _____, 2026

For
Independent School District No. 717
500 Sunset Drive Suite #1
Jordan, MN 55352

Chairperson

Clerk

Dated this ____ day of _____, 2026

2026-2027 Salary Schedule A

	Custodial	Food Service
1	21.66	20.51
2	22.25	21.11
3	22.86	21.72
4	23.47	22.33
5	24.08	22.94
6	24.68	23.54
7	25.30	24.16
8	25.91	24.77
9	26.52	25.38
10	27.13	25.99
11	27.74	26.60

2027-2028 Salary Schedule B:

	Custodial	Food Service
1	22.04	20.87
2	22.64	21.48
3	23.26	22.10
4	23.88	22.72
5	24.51	23.35
6	25.12	23.96
7	25.74	24.58
8	26.36	25.20
9	26.98	25.82
10	27.60	26.44
11	28.22	27.06

All employees shall receive step movement on July 1, 2026 and on July 1, 2027. All wage increases, step movements and differential increases will be retroactive to July 1, 2026 and shall be paid separate from a regular payroll check.

Differentials:

Custodian		Food Service	
Maintenance & Building Engineer	$1.25/hr	SNA Level I	$.20/hr
Special Class Boilers	$.25/hr	SNA Level II	$.35/hr
1st Class Boilers	$.75/hr	SNA Level III	$.55/hr
2nd Class Boilers	$.40/hr	Assistant Lead	$.50/hr
Head Grounds	$1.25/hr	Site Lead	$1.25/hr
Shift	$.50/hr		

*School Nutrition Association (SNA)

Cell Phone Allowance

All lead custodians Head Grounds, and Site Leads shall receive a cell phone allowance of $35.00 per month. All other custodial staff will receive a cell phone allowance of $10.00 per month.

Mechanical

$0.25/Hr. with certification in a specific trade (plumbing, electrical, other)

SCHOOL RESOURCE OFFICER AGREEMENT BY AND BETWEEN THE CITY OF JORDAN AND JORDAN INDEPENDENT SCHOOL DISTRICT #717

This agreement made and entered into this 10th day of August, 2026, by and between the CITY OF JORDAN ("City") and JORDAN INDEPENDENT SCHOOL DISTRICT #717 ("School District").

GENERAL GOALS AND OBJECTIVES

1. Establish a positive working relationship in a cooperative effort to prevent juvenile delinquency and assist in student development.

2. Maintain a safe and secure environment on campus, which is conducive to learning.

3. Promote positive attitudes regarding the role police have within our society and to inform students of their rights and responsibilities as lawful citizens.

A. EMPLOYMENT AND ASSIGNMENT OF SCHOOL RESOURCE OFFICER

1. The City agrees to employ and assign, in accordance with applicable state statutes, and to provide to the School District one (1) licensed peace officer to serve as School Resource Officer (SRO). The SRO shall serve during the 2026-2027, 2027-2028, and 2028-2029 school years (a 3-year period). Service locations include the Jordan High School, the Jordan Middle School, and the Jordan Elementary School.

2. The SRO shall be an employee of the City. The SRO shall not be considered an employee of the School District for any purpose, including but not limited to salaries, wages, other compensation or benefits, worker's compensation, unemployment, PERA, Social Security, withholding, liability insurance, personnel records, termination of employment, individual contracts, or other contractual rights. The School District and the City acknowledge that the SRO will remain responsive to the command of the Jordan Police Department.

3. The City shall select and assign the School Resource Officer after discussion and input from the Superintendent and/or School Board Chair. Standards of performance, personnel policies, discipline of the SRO, and other internal matters shall be under the authority of the City. The School District may provide the City with an appraisal of the services received. Should the SRO resign, be reassigned, or be discharged, the City shall select a replacement in consultation with the Superintendent and/or School Board Chair.

4. From time to time, the SRO may be absent due to vacation, illness, personal leave days, holidays, or other authorized leaves under the City contract with the employee. The Police Department shall make best efforts to schedule the SRO's training, special duties, vacation, and other schedule leave when school is not in

session. In the event the SRO is absent from work, the SRO is to notify both his/her police supervisor and the Superintendent. In the event that the SRO is absent for any reason for three consecutive school days, on the third day and for any subsequent days, the City shall make best efforts to assign another officer to substitute for the regularly-assigned SRO.

B. HOURS AND SPECIAL EVENTS

1. The SRO shall be on duty in their assigned schools prior to school's start and at school's dismissal, except in cases when the SRO is flexing their schedule to attend a school event in the City of Jordan outside of regular school hours. During regular hours, the SRO may be off campus performing such tasks as may be required by their assignment (i.e., Court, Training, Arrest).

2. If authorized by his/her supervisor, the SRO shall be present at school events in the City when requested by the Principals or Superintendent. The School District acknowledges the SRO may have to flex their schedule to accommodate attendance at these events, or rather and if preferred the School District may elect to cover the cost of any SRO overtime salary incurred in such situations.

3. All School Resource Officers shall wear the Jordan Police Department duty uniform and carry their duty weapon while at school, when teaching, when engaged in public speaking duties, and when attending school events. A soft uniform may be implemented if jointly approved by the Chief of Police and Superintendent, however any soft uniform must ensure the SRO is readily identifiable as a Police Officer and must include full duty belt gear.

C. DUTIES OF THE SCHOOL RESOURCE OFFICER

1. The SRO shall assist the Principals and Superintendent in developing plans and strategies to prevent and/or minimize dangerous situations that may occur on campus, and also address other issues deemed important by the Principals and Superintendent.

2. The SRO shall present programs on various topics to students approved by or requested by the Principals and/or Superintendent. Subjects may include a basic understanding of law, the role of law enforcement and law enforcement mission within our society, drug awareness, anger management, and other topics deemed appropriate.

3. The SRO shall be present and active in the physical environment of all buildings and grounds within the school campus regardless of in which building his or her main office is located.

4. The SRO shall interact with students on an individual basis and in small group settings.

5. The SRO shall make himself or herself available for conferences involving teachers, parents, and faculty when requested.

6. The SRO shall be familiar with agencies and resources that offer assistance to youth and their families, and make referrals to agencies when appropriate.

7. The SRO shall be familiar with the School District's Student Discipline Policy, Anti-Bullying Policy, Harassment and Violence Policy and Privacy of Pupil Records Policy.

8. The SRO shall take law enforcement action when and as necessary in the SRO's professional judgment. The SRO shall use his or her professional judgment to distinguish between serious incidents that require law enforcement action and other incidents that may be appropriately handled through the School District's student discipline policy by teachers, principals, and other educational professionals. The SRO shall take into account a student's age, history, disability or special education status, and other factors that may have influenced the behavior of the student, the seriousness of the conduct, the degree of harm caused, and the student's contrition and/or willingness to repair the harm.

9. The SRO shall contact the Principals of the school or their designee about his or her actions to make them aware of any arrest or criminal investigation occurring upon school grounds.

10. The SRO shall not conduct any criminal investigation related interview while on school grounds with any student without first obtaining parent or guardian permission and also without first giving the parent or guardian an opportunity to be present during the interview if they so choose.

11. The SRO shall notify the Principal or their designee before removing any student from school.

12. The SRO may take law enforcement action against intruders and unwanted guests who appear on school property.

13. The SRO may conduct investigations of crimes, which occur on school grounds, and use other resources, if needed, for follow-up investigations. Such investigations shall not authorize the SRO to access private educational data for law enforcement purposes.

14. The Chief of Police and Superintendent shall meet and evaluate the performance of the SRO on an annual or as necessary basis to ensure quality services are being provided.

15. The SRO shall not be used as a school disciplinarian. If a Principal believes an incident is a violation of the law, he or she may contact the SRO to inquire if law enforcement action is necessary or warranted.

16. The SRO shall follow the U.S. Constitution, State of Minnesota Constitution, Federal Civil Rights laws, Minnesota State Statutes, applicable court decisions, School Board Policy, and the Jordan Police Department's Policies and directives in carrying out all SRO duties.

D. PRIVACY OF PUPIL RECORDS 521

Pursuant to the School District's Protection and Privacy of Pupil Records Policy (Policy) and

consistent with the requirements of the Family Educational Rights and Privacy Act (FERPA) and the Minnesota Government Data Practices Act (Data Practices Act), the School Resource Officer, for purposes of the Policy, FERPA and the Data Practices Act only, shall be deemed to be a school official when performing the duties and responsibilities of the School Resource Officer. As such, the City certifies and agrees that all data created, collected, received, stored, used, maintained, or disseminated by the School Resource Officer must comply with the Privacy Act and the Data Practices Act.

E. RIGHTS AND DUTIES OF JORDAN INDEPENDENT SCHOOL DISTRICT #717

The School District shall provide to the SRO the following materials and facilities, which are deemed necessary to the performance of the SRO:

1. Access to a temperature controlled and properly lighted private office containing a telephone line to be used for general business purposes.

2. A desk with drawers, a chair and a filing cabinet, which can be locked and secured.

3. Access to a computer terminal or computer hook-up.

The City will supply the SRO with the usual and customary office supplies and forms, including a computer, clothing, uniforms, vehicles, and necessary equipment required to perform law enforcement duties.

F. PROGRAM FUNDING

1. The School District agrees to fund 65% of the SRO's annual salary and benefits during the duration of this agreement. During the 2026-2027, 2027-2028, and the 2028-2029 school years, the School District agrees to make nine equal monthly installments with each installment due on the first of each month.

2. The Jordan Police Department's Labor Union Agreement stipulates a 9-step salary scale for Police Officers/SROs with 3% increases between each salary step. The maximum combined annual salary and benefits for the SRO in 2026 (the top salary step) is expected to settle at $134,161.80 upon finalization of the currently expired Labor Union Agreement. The School District is responsible for $87,205.17 (65%) of the total cost. The School District recognizes and understands the aforementioned numbers may be slightly higher based on the outcome of the finalized Labor Union Agreement. The City will bill the School District the monthly salary and benefits amount at the actual salary step where the selected SRO falls within on the aforementioned salary scale.

3. The School District recognizes and acknowledges the SRO's salary and benefits will increase going forward annually throughout the duration of this contract based upon a newly finalized Jordan Police Department Union Labor Agreement.

G. INDEMNIFICATION

Except for claims arising out of the willful or negligent act of the other party or its representatives, each party shall indemnify, defend and hold the other party harmless against and in respect of any and all claims, demands, actions, suits, proceedings, losses, costs, expenses,

obligations, liabilities, damages, recoveries, and deficiencies, including interest, penalties and attorneys' fees, which relate to claims of third parties, arising out of, resulting from or relating to the activities of the SRO or employment of the SRO.

Nothing contained herein shall be deemed a waiver by the City or School District of any governmental immunity defenses, statutory or otherwise. Further, any and all claims brought by a third party shall be subject to any governmental immunity defenses of the City and School District and the maximum liability limits provided by Minnesota Statutes, Chapter 466

H. NOTICE

Any notice, demand, request, or other communication that may or shall be given or served by the parties, shall be deemed to have been given or served on the date the same is deposited in the United States mail, registered or certified, postage prepaid, and addressed as follows: **If** to the City - Attn: Police Chief, Jordan Police Department, 705 Syndicate St., Jordan, Minnesota 55352; and,
If to the School District - Attn: Superintendent, 500 Sunset Dr. Suite #1, Jordan, Minnesota 55352.

I. DISMISSAL OF SRO

1. In the event the Superintendent and/or School Board Chair feels the SRO is not effectively performing his or her duties and responsibilities, the Superintendent and/or School Board Chair shall contact the Chief of Police. Within a reasonable amount of time, after receiving the information from the Superintendent and/or School Board Chair, the Chief of Police along with the Superintendent and/or School Board Chair shall meet with the SRO to mediate or resolve any problems which may exist.

2. The Chief of Police may dismiss or reassign a SRO based upon a finding of continued ineffective performance of duties and responsibilities.

    a. If the SRO is dismissed or reassigned, the Chief of Police will assign another Officer as the SRO after consulting in corroboration with the Superintendent and/or School Board Chair.

3. Either party may immediately terminate this contract with cause. If either party wishes to terminate this agreement without cause prior to its expiration, a sixty (60) day written notice shall be provided to the other party. In the event of termination, any payments due shall be prorated.

    a. "With cause" is hereby defined as any illegal act or violation of Jordan Police Department Conduct Policy 320, School District Policy or continued and multiple poor performance evaluations as determined by the Chief of Police and Superintendent.

J. ENTIRE AGREEMENT; AMENDMENTS

This contract constitutes the entire agreement between the parties and no other agreement prior to

this agreement or contemporaneous herewith shall be effective except as expressly set forth or incorporated herein. Any purported amendment shall not be effective unless it shall be set forth in writing and executed by both parties.

IN WITNESS WHEREOF, the parties have caused this agreement to be signed by their duly authorized officers.

Signed, sealed and delivered in the presence of:

CITY OF JORDAN	INDEPENDENT SCHOOL DISTRICT NO. 717, JORDAN
_____	_____
Mayor	School Board Chair
_____	_____
City Administrator	School Board Clerk

717 JORDAN PUBLIC SCHOOLS

RANAE CASE EVENSON
Superintendent of Schools
revenson@isd717.org

August 10, 2026 Board Report

- Thank you for your incredible support and partnership! Below you will find the Superintendent's Monthly Board Report.

Sharing Our Story

Did you know that every Minnesota Public School, including Jordan Public Schools is part of a trust fund?

Here is a simple overview of Minnesota's Permanent School Fund:

- The Minnesota Permanent School Fund (PSF) has supported public education since 1858. When Minnesota became a state, millions of acres of public land were placed into a permanent trust to help fund public schools.
- Today, the trust includes more than 2.5 million acres of land and 1 million acres of mineral rights. Most of these lands are in northern Minnesota. The fund earns money from activities like timber harvesting, mining, land leases, and other natural resource uses. That money is invested by the State Board of Investment so it can continue supporting students for generations to come.
- Over time, many of the original trust lands in southern Minnesota were sold for farming and development. Today, the remaining lands include forests, grasslands, farmland, mineral resources, and wetlands.

Proposed 2026 Constitutional Amendment

- In 2026, the Minnesota Legislature passed a bipartisan proposal to update how money from the Permanent School Fund is distributed. Voters will decide on the amendment in November 2026.
- If approved, the amendment would:
    - Increase the annual distribution from about 2–2.5% of the fund to 4.5%.
    - Increase funding to an estimated $33 per student each year.
    - Provide more stable and predictable funding for schools.
    - Not raise taxes—it only changes how the existing fund is distributed.

Who Benefits?

- Every public school student in Minnesota would benefit, including those in:
    - Traditional public schools
    - Charter schools
    - Tribal schools
- Funding would go directly to school districts and schools with **no strings attached**, benefiting communities across urban, suburban, and rural Minnesota. The proposal is based on recommendations from a multi-year review of the fund and is designed to update it using modern financial best practices.

District Office: 500 Sunset Drive, Suite #1, Jordan, Minnesota 55352
952-492-6200 main | 952-492-4445 fax | www.jordan.k12.mn.us

OUR MISSION
Inspire a caring community to ignite learning, innovation, and success for all!

***Information source- MSBA

In the upcoming months, we will share more information regarding this topic as it is our goal to make sure everyone is well informed!

Important Dates and Upcoming Events

- Monday, August 10 - Regular Board Meeting, 5:30pm
- Monday - Friday, August 24 - 28 - Staff Workshop Week
- Monday, August 24 - Workshop Meeting, 5:30pm
- Thursday, August 27 - Back to School Conferences and Open House:
    - JES - 12:00-7:30pm, by appointment
    - JMS & JHS - 3:30-7:30pm
- Friday, August 28 - All District Breakfast, 7:30am, JHS Commons
- Monday, August 31 - First day of school Grades 5 & 9 on-site, Grades 6-8 & 10-12 Remote
- Tuesday, September 1 - First day of school for Grades 1-4 and Kick Start to Kindergarten, First day on-site for grades 6-8 & 10-12
- Wednesday, September 2 - Kick Start to Kindergarten (day 2)
- Thursday, September 3 - No School for Kindergarten students, Kindergarten Open House, 10:00am - 6:00pm
- Monday, September 7 - No School (Labor Day)
- Monday, September 14 - Regular Board Meeting, 5:30pm
- Wednesday, September 16 - JMS Curriculum Night
- Monday, September 28 - Workshop Meeting, 5:30pm
- Monday, September 28 - Friday, October 2 - Homecoming Week!

Enrollment Update

- As of August 1, 2026: 1813 students - EC through grade 12.

717 JORDAN PUBLIC SCHOOLS

District Office
500 Sunset Drive, Suite #1
Jordan, Minnesota 55352
952-492-6200 main | 952-492-4445 fax

DR. ERIN HJELMELAND
Director of Teaching and Learning
ehjelmeland@isd717.org

Executive Summary

Director of Teaching and Learning

August 2026

PRIMARY FOCUS = Fall Planning, Professional Development, The Read Act PD, and Curriculum Resources

Overarching Framework for Staff Development Goals: This year's priority continues to focus on fostering teaching strategies that support a 21st century curriculum coinciding with solid pedagogy and evidence based practices.

Improve Student Achievement, Learning and Career and College Readiness

- **Back to School Workshop**
  - **New Staff Orientation - August 24**
    - Agenda Includes:
      - Welcome to Jordan!
      - New Teacher Orientation
        - Mentor Mentee Work Time
        - Jordan Overview: Procedures, Building Specific Work, Goals, etc.
  - **Back-to-School Workshop - August 25 - August 28**
    - The finalized agenda will be released at the beginning of August.
- **Summer Events**
  - **Asynchronous Data Retreat**
    - Agenda Includes: Testing Schedule, Data Review, and Goal Setting aligned to CACR.

Summer Curriculum Writing - Curriculum writing is allowed for work connected with the MN Standards or other curriculum work not directly associated with the normal curriculum preparation expected as a part of the teacher's regular assignment.

- **Existing Course --** Teachers may apply for up to 10 hours of curriculum writing time to specifically revamp or update current courses (including updating new standards). *This includes existing courses that may be new to the teacher but not new to the district.*
- **New Course --** Teachers may apply for up to 20 hours of curriculum writing to establish the curriculum for courses that are new to the district.

OUR MISSION
Inspire a caring community to ignite learning, innovation, and success for all!

- **Summer 2026 Curriculum Writing –** Some elementary and middle / high school math teachers will be working on implementing the "new" 2020 math Standards The new math standards are slated for full implementation during the 2027-2028 school year, so teachers have the option to start that unpacking process this summer.

Math Standards and Curriculum Update - With the adoption of the math standards, the Jordan School District is undergoing a math curriculum review. The key components of this review are as follows:

- K-12 New Standards Unpacking
  - The elementary teachers and 5-12 grade math teachers will unpack the new standards to make sure everything is covered within the curriculum and courses.
  - During workshop week, all K-12 teachers of math will work with Compass Math Experts from MDE to dive even deeper into the updated math practices.
- K-8 Curriculum Review
  - K–8 teachers are engaged in a comprehensive review of curriculum resources aligned to the newly adopted standards. This work includes unpacking the standards to ensure a clear understanding of learning expectations and evaluating instructional materials that best support student achievement and instructional consistency across grade levels.
  - At the high school level, mathematics teachers are reviewing the current curriculum and assessing future needs to ensure alignment with standards, rigor, and college and career readiness expectations.

MNVA: Online Option - Working with MNVA to start enrolling any Jordan students interested in the online option.

- Last year was the first year partnering with MNVA, and it was a huge success. Although the transition was bumpy at first, MNVA offered endless support, guidance, and opportunities for our students.
  - MNVA Registration – working with building counselors and MNVA staff to enroll Jordan students and set schedules for the school year.
  - The Jordan website is updated with details about MNVA and the registration process for interested students – **Jordan Public Schools Online Option.**

Integrate Data-Informed Instruction, Assessment and Learning as a Core Competency in Every Classroom

Data Retreat -- The data retreat is being held asynchronously to provide greater flexibility for staff to engage with the information at their own pace. By allowing time for thoughtful reflection and analysis, teams can better focus on using the data to inform planning and decision-making in a way that aligns with their specific needs and schedules.

- Agenda Includes: Testing Schedule, Data Review, and Goal Setting aligned to The Comprehensive Achievement and Civic Readiness (CACR) plan.

Curriculum Requests for the 2026-2027 School Year -- The Curriculum Order Deadline was in early May – **Curriculum Orders Overview.** Currently working to budget orders for the 26-27 school year to be both fiscally responsible and support teachers and students.

- **Curriculum Materials and Software Overview –** Continuously work to improve, expand,

and assess current resources.

The Read Act - Beyond staying up to date on revisions with this legislation and MDE's implementation of the legislation, there are some specific areas of focus –

- Phase Two Professional Development – Our phase two teachers will start Science of Reading training in the fall.
    - Ranae Milawski and I took additional training which will allow us to lead the phase two training for Jordan teachers in partnership with CORE OL&LA.
    - Based on new hires, we will evaluate needs for future training for both phase one and phase two educators.
    - All Phase One educators who started the training in Jordan completed the training on time. This training is extensive, so great job to our teachers!
- Screening – with new / updated screening guidance tied to The Read Act, I am working through schedules and planning for the upcoming school year.

MCA Results - The Spring 2026 MCA results were released (in raw data form, not user friendly summaries) at the end of July to school districts; the results are still embargoed until late summer / early fall (except the reading test data, which will be released at the end of August.

- I am currently working through the data and solidifying numbers to share with the leadership team and staff.
- The results can only be shared publicly after the embargo is lifted.

Provide a Safe and Collaborative Culture in which to Learn and Work

District Staff Development

- The first 2026-2027 District Staff Development meeting will take place in early September. The focus of this group is to be a voice for building committees at the district level.
- Vector Solutions – Jordan will continue to utilize Vector Solutions Evaluation Suite with PD Tracking.

Educational Equity -- Working to plan schedules for the student leadership groups and staff for the new school year.

- Compiling end of year CACR data for the Achievement and Integration plan focused on the student leadership groups.

Improve Community Connection, Satisfaction and Engagement

District Advisory Committee -- The final session took place in May. The purpose was to gather some ideas for next year's meeting topics and wrap up the last school year.

- **Mark Your Calendars – next year's meetings will resume in October!**

717 JORDAN PUBLIC SCHOOLS

Jordan Community Education and Recreation
500 Sunset Drive, Suite #3
Jordan, Minnesota 55352
952-492-6211 main | 952-492-4494 fax

CULLEN BAHN
Community Education and Recreation Director
cbahn@isd717.org

CE Director's Message:

- Run of the Mill planning continues and we are super excited to host our 41st annual 5K on September 12th. Any volunteers to help that morning please send me a note.
- The fall brochures have hit mailboxes!
- The new leg machine (hamstrings) has arrived and it's working well!

Operations Director's Message:

- The track project is on schedule at this point. The rubber surface will be laid starting August 10th.
- Painting of The Den, AC3 and AC4 dugouts have been completed and look great.
- The new JES holding pond tile has been buried.
- All fence posts have been reset around campus after years of frost pushed up them up. This will provide a better playing environment for our athletes and look much better too.
- Xcel was out to cap the JHS parking lot light - a new one has been ordered.
- Out new Robot Painter from Turf Tank has arrived and will be operational next week. Thanks to the coaches and booster club for their support of this product. It will save time, money and provide laser straight lines to enhance the playing experience for our athletes.

Preschool, ECFE and Kids Co:

Preschool:

- Back to school fun information is being sent to preschool families. In this electronic communication, families will be able to sign up for preschool busing and a conference time. We still have space in our M-Th afternoon class. The M-F waitlist is currently at 8. We would need that to be to at least 10 before we would look into adding additional class/staff.

ECFE:

- ECFE in the Park was a hit once again! Families had a great time at Lagoon. Thank to Jordan Fire and PD as well as the Scott County Readmobile for joining us for this event!

Kids Co:

- Fall registration has closed and we will review numbers. Additional hiring may take place late summer to accommodate the fall registrations with many of our staff leaving for college in the fall.
- Summer is winding down as we will be rotating rooms to accommodate for the cleaning schedule. The last day for summer Kids Co is August 21.



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ELISE PICKLE
Communications Director
epickle@isd717.org

Communications and Marketing Monthly Summary

Sharing Our Story:

- Families should have received the Fall Jordan Community Education and Recreation brochures in their mailboxes! Registration for classes are now open, and the digital version (with links directly to class registration) is now on our website > https://commed.isd717.org/ed-rec/brochure
- Last week we launched a new video series on our district social media channels (Facebook / Instagram) called Tiny Mic Tuesday! These videos are a new way for us to share information and engage with current and prospective families. Upcoming videos will feature staff members and our students, too! Look for new videos most Tuesdays this school year!
- Families will be receiving their Annual Verification email on Tuesday, August 11. Annual Verification gives families the reminder to update their contact information, and access important items like Student Handbooks, school year fees, and the Application for Educational Benefits. We ask that all families complete Annual Verification prior to the start of the school year!

Events Attended for Photography Needs:

- Community Education and Recreation summer programming

Ongoing (Daily/Weekly Activities) handled by Communications:

- Meeting with district leadership to determine upcoming communication needs.
- Craft district messaging.
- Create communications plans for activities and potential crisis communications scenarios, as needs arise.
- Review and respond to public data requests on an individual basis.
- Draft talking points for Superintendent KCHK radio interviews on a monthly basis.
- Manage content for District Facebook, Instagram, and YouTube.

- Continual maintenance of District website and Smartphone App.
- Maintain updated postings for lighted marquee sign.
- Updating school board policies, following policy committee work, on an as needed basis.

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KELLY RASER
Nutritional Services Director
kraser@isd717.org

Nutritional Services Director's Report
July 2026

July Highlights

- We are excited to welcome Amanda Boyd as the new JES Assistant Site Lead. Amanda is a Jordan graduate with more than 20 years of food service experience. She is passionate about serving Jordan students, building positive relationships and takes great pride in exceeding expectations while following established procedures. We are thrilled to have her join our team and know she will be a wonderful addition!
- A significant portion of the month was dedicated to planning menus for the upcoming school year. JES and JMS will continue to offer 2-3 entree options each day while JHS will expand to 4 (and often more) daily entree choices. The new HS serving line is currently scheduled for installation in early September. We remain hopeful the shipping timeline can be accelerated so the equipment is ready for the first day of school as originally planned. If not, we have a plan in place to ensure students continue to receive high quality meal service without interruptions! Once installed, the new serving area will provide students with more variety and convenience, including a Cold Grab & Go line featuring salads, wraps and sandwiches; a Hot Grab & Go line with favorites such as burgers, hot dogs and pizza; and two traditional serving lines offering student favorites, such as Italian Dunkers and Orange Chicken with Fried Rice.
- July also marked the completion of our annual joint agreements with JAF, St. John's, and RVEC. We appreciate these partnerships and look forward to another successful year of working together.
- We received and processed the state's annual Direct Certification file and notified qualifying families of their benefits for the upcoming school year.

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KELLY RASER
Nutritional Services Director
kraser@isd717.org

- Lastly, we wrapped up our summer school meal services for Jordan students as well as RVEC students while continuing to provide meals for our MAX Nutrition program and JAF. Combined, these programs have served over 7,000 meals this summer!

Upcoming projects

- August will be focused on preparing our kitchens, staff and systems for the start of the 26-27 school year. Workship week is right around the corner and we have several helpful trainings planned including a full day of professional development at Prior Lake High School hosted by the Southern Minnesota School Nutrition Directors/.

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CHAD WILLIAMS
Director of Special Services
cwilliams@isd717.org

Board Meeting 08.10.26

Jordan School District #0717
Special Services Department Update:

Improve Student Achievement, Learning and Career and College Readiness:

- Summer targeted services programming wrapped up on Thursday, July 23, 2026. Our summer SEL staff did an amazing job in providing quality services and supports this summer.
- I have been communicating with new and current staff throughout the summer. Staff have worked on student schedules and casually reviewed their caseloads. I have seen some new teachers excited to get a "jump" into this new school year.
- I have been working hard on back-to-school workshop week special services updates, new regulations, etc. to ensure our staff is ready for what is expected of schools for the 2026-2027 school year.

Improve Community Connection, Satisfaction, and Engagement

- In August, I will meet and talk to the principal at St. John's. We will discuss our non-public agreement on the proportionate share and special services for students who attend St. John's.
- The Special Services Department is continuing to work on hiring paraprofessionals for JES, JMS, and JHS for the 26-27 School Year.

Provide a safe and collaborative culture in which to learn and work

- District department and building meeting schedules have been set for this school year. Special education staff has been working hard on student schedules and preparing for the start of the school year!
- This summer I have been working on ways to improve our paraprofessional support guidance to help provide more clarity for our teachers and leadership.
- This school year, I will be creating and working on an IEP manual for our special education staff.

Be Fiscally Responsible and Maintain Quality Facilities

- Amy Hafemann and I have been meeting weekly to go over our 26-27 special education budget to ensure we are utilizing our special education dollars appropriately.
- Amy, Claire, and I will be meeting with Benjamin Bus Co. on our special transportation requests for the 26-27 school year. Staff from Benjamin Bus Co. will be working on setting up routes for the start of the 26-27 school year.
- Amy and I have been working on submitting our MEGS applications for CEIS funds for the 26-27 school year.
- I have been working on the 25-26 ADSIS data to meet the requirements by MDE for the ADSIS grant.

2026 Board Committee & Liaison Assignments

Standing Committee Assignments

Committee Name	School Board Member
Budget/Finance	Deb Pauly, Lauren Pedersen, Molly Monyok, Corinne Hennen, Jenny Kusske, Chrissy Olson, Matt Bertrang
Calendar	Chrissy Olson
City/School	Deb Pauly, Lauren Pedersen, Matt Bertrang
Community Education/Recreation	Corinne Hennen, (Alternate- Lauren Pedersen)
District Advisory Committee	Deb Pauly, Jenny Kusske, Student Board Representative
Facilities	Deb Pauly, Molly Monyok
Meet and Confer/Continuing Education/Staff Development	Deb Pauly, Molly Monyok
Negotiations	Deb Pauly, Lauren Pedersen, (Alternate- Matt Bertrang)
Policy	Deb Pauly, Corinne Hennen, Chrissy Olson

Liaison/Points of Contact and Ad-Hoc Assignments

Committee Name	School Board Member
American Indian Parent Advisory Council (AIPAC)	Deb Pauly
Booster Club	Lauren Pedersen, Matt Bertrang
Education Foundation	Molly Monyok, Jenny Kusske
Legislative	Deb Pauly
MSHSL	Deb Pauly
SCALE	Lauren Pedersen
Special Education Advisory Council (SEAC)	Molly Monyok
SW Metro Intermediate District	Deb Pauly (alternate - Corinne Hennen)

The Jordan Board of Education is comprised of seven elected members who govern the Jordan School District #717. The board hires the superintendent, sets policy, collaboratively sets the strategic plan for the district, approves staff hirings, resignations, terminations and leaves of absence, sets the annual local school levy, approves expenditures, oversees the district's budget and district facilities and equipment. **Learn more about each member by clicking on their Board Member Profile page.**

School Board Meetings are the 2nd and 4th Monday of each month unless posted differently. The meeting on the second Monday is a regular business meeting. The fourth Monday meeting is a workshop meeting.