Jordan School District #717
Regular Meeting Agenda

Monday, August 12, 2024 at 6:30 PM
Regular Meeting
CERC Multi-purpose Room
500 Sunset Drive; Suite 3
Jordan, MN 55352

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6. New Hire - ES LTS Grade 1 Teacher - Adya Markham 364
7. New Hire - HS Special Education Paraprofessional - Erin Noll 365
8. New Hire - Debate Coach - Rachel Rydberg
9. New Hire - Boys C Soccer Coach - Leo Pexa
10. Leave of Absence - MS LA/Academic Interventionist Teacher- Gina Goehring Anderson
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12. Resignation - ES Lunchroom Supervisor - Laura Dibble
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10. Special Services Director's Report 734
11. Technology Director's Report
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10. Adjourn into Closed Session per MN Statue 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 jfremming@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 8, 2024 at 6:30 PM
Regular Meeting
CERC Multi-purpose Room
500 Sunset Drive; Suite 3
Jordan, MN 55352

1. Call to Order
   - Deb Pauly called the meeting to order at 6:31pm
2. Pledge of Allegiance
3. Roll Call
   - Present: Deb Pauly, Sara Lehnen, Lauren Pedersen, Molly Monyok, Corinne Hennen, Jenny Kusske

     Absent: Rob Langheim
4. Consideration of Agenda
   - Motion to approve the agenda made by Lauren Pedersen, Seconded by Molly Monyok Passed 6-0
5. Jordan Pride Awards
   - John Buteyn Introduced the coaches for Track and Field and Girls Golf Team
   - Coach Kelley Walerius honored the success of each of the Track & Field State finalists and introduced each student. The board awarded each student a Jordan Pride Award.

     Molly Church - Girls High Jump

     Elijah Hagen - Boys Discus

     Owen Halvorson Boys 300m Hurdles

   - Coach Ozzie Sand honored the Girl's Golf Team State Finalist. The board awarded her a Jordan Pride Award.

     Hanna Norberg
6. Consent Agenda
   - 6.1. Minutes
     - 6/10/24 Regular Board Minutes
     - 6/24/24 Work Session Minutes
   - 6.2. Monthly Finance Reports
     - Amy Hafemann prepared reports for the board to review.
   - 6.3. Donations

Donor	Designated Purpose	Amount/Items
Mighty Cause	JES Backpack Program	$45.00

Jordan Pride Booster Club	Subsidizing various activity expenses	$34,036

- 6.4. Policies
    - 6.4.1: 506 Student Discipline
    - 6.4.2: 524.1 Social Media
    - 6.4.3: 722 Public Data Requests
    - 6.4.4: 806 Crisis Management
    - 6.4.5: 406 Public and Private Personnel Data
    - 6.4.6: 507 Corporal Punishment
    - 6.4.7: 509 Enrollment of Nonresident Students
    - 6.4.8: 514 Bullying Prohibition
    - 6.4.9: 515 Protection and Privacy of Pupil Records
    - 6.4.10: 620 Credit for Learning
    - 6.4.11: 507.5 School Resource Officers
    - 6.4.12: 902 Use of School District Facilities and Equipment
- 6.5. Community Ed & Rec Surplus Items
- 6.6. New Hire - SOAR Paraprofessional - William Ryan
- 6.7. New Hire - ELS Paraprofessional - Abigail Johnson
- 6.8. Resignation - Spring Play Assistant Director - Michelle Spies
- 6.9. Contract Renewal - Baseball Head Coach - Brandon Arnold
- 6.10. Contract Renewal - Baseball JV Coach - Alex Beckman
- 6.11. Contract Renewal - Baseball C Squad Coach - Michael Vohntouka
- 6.12. Contract Renewal - Baseball MS Coach - Joseph Hofland
- 6.13. Contract Renewal - Baseball MS Coach - Andrew Buckner
- 6.14. Contract Renewal - Softball Head Coach - Kelsey Munson
- 6.15. Contract Renewal - Softball JV Coach - Claire Johnson
- 6.16. Contract Renewal - Softball C Coach - Michael Roiger
- 6.17. Contract Renewal - Track Varsity Boys Head Coach - Ben Nylander
- 6.18. Contract Renewal - Track Varsity Girls Head Coach - Kelley Walerius
- 6.19. Contract Renewal - Track JV Coach - Shane Peters
- 6.20. Contract Renewal - Track JV Coach - Kelly Hyer
- 6.21. Contract Renewal - Track JV Coach - Cody Wheeler
- 6.22. Contract Renewal - Track JV Coach - Laura Theis
- 6.23. Contract Renewal - Track MS Coach - Nate Kucera
- 6.24. Contract Renewal - Track MS Coach - Heather Davis
- 6.25. Contract Renewal - Track MS Coach - Jennifer Beuch-Bohlsen
- 6.26. Contract Renewal - Track MS Coach - Katie Fisher
- 6.27. Contract Renewal - Track MS Coach - Kevin Schepers
- 6.28. Contract Renewal - Girls golf Head Coach - Ozzie Sand
- 6.29. Contract Renewal - Boys Golf Head Coach Scott Hennen
- 6.30. Contract Renewal - Golf JV Coach - Nathan Steele
- 6.31. Contract Renewal - Golf MS Coach - Jeffrey Schipull
- 6.32. Contract Renewal - Knowledge Bowl - Rachel Rydberg
- 6.33. Contract Renewal - Spring Play MS Director Marie Wignall
- 6.34. Contract Renewal - Spring Play MS Assistant Director - Janice Lennox
- 6.35. Contract Renewal - Spring Weight Room Supervisor - Chris Olson
    - Motion to approve the Consent Agenda made by Molly Monyok, Seconded by Jenny Kusske

7. Action / Discussion Items

- 7.1. Resolution Calling for General Election of Board Members
    - Superintendent Ranae Case Evenson explained the required resolution schools districts need to file with the county when there are open seats on the board.
    - Resolution Calling for General Election of Board Members made by Corinne Hennen, Seconded by Sara Lehnen
    - Roll call: Sara Lehnen - Aye,Lauren. Pedersen - Aye, Molly Monyak - Aye, Corinne Hennen - Aye, Jenny Kusske - Aye, Deb Pauly - Aye, Passed 6-0
- 7.2. Notice of Filing Period
    - Superintendent Ranae Case Evenson explained the required notice schools districts need to post indicating the date range to submit an affidavit for candidacy.
    - Resolution Calling for General Election of Board Members made by Corinne Hennen, Seconded by Sara Lehnen, Passed 6-0
- 7.3. Review and Act 10 Year LTFM Plan Revenue Application & Resolution
    - Amy Hafemann shared the annual LTFM plan. It is an annual requirement that the board approves the plan prior to July 1st each year.
    - Motion to approve the Review and Act on Long-Term Facility Maintenance (LTFM) 10 Year Revenue and Expenditure Plan made by Molly Monyok, Seconded by Jenny Kusske
    - Roll call: Lauren. Pedersen - Aye, Molly Monyak - Aye, Corinne Hennen - Aye, Jenny Kusske - Aye, Deb. Pauly - Aye, Sara Lehnen - Aye. Passed 6-0

8. Board and Administrative Reports

- 8.1. Superintendent's Report
- 8.2. HS Principal's Report
- 8.3. MS Principal's Report
- 8.4. ES Principal's Report
- 8.5. Teaching and Learning Director's Report
- 8.6. Activities Director's Report
- 8.7. Community Education & Recreation Director's Report
- 8.9. Nutritional Services Director's Report
- 8.10. Special Services Director's Report
- 8.12. School Board Member Reports / Committee Reports
    - Negotiations
    - Policy
    - MSHSL
    - SW Metro

9. Adjourn Regular Meeting

- Motion to adjourn the meeting at 7:15 pm made by Sara Lehnen

_____ _____

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 5, 2024

Board of Education Meeting

Finance Report

August, 2024 financial reports show activity that has been completed for the new FY2024-2025 thru July, 2024. 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. As can be seen, there has not been a lot of activity yet this new fiscal year.

The pie chart shows the expenses by object codes in the General Fund that were paid thru July, 2024. This chart is as current as can be at this time and is for the current year – FY2024-2025.

This is the time of year that the staff in the district office is working in 2 fiscal years. We are busy finishing up year end work in FY2023-2024 while also working in the FY2024-2025. Some days are very challenging. I will keep you updated on the district's financial status for fiscal year ending 2023-2024 as the audit draws near.

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

Jordan Public Schools

Detail Payment Register By Vendor

Code	Rcd	Vendor	Co	Bank	Check No		Pmt/Void Date		Pmt Type		
24385		AFLAC									
			0717	001					Wire		
				B 01 215 060		American Family/Flex Cancer		$40.15			
PO#:		Voucher #:		130226	Invoice	Invoice No: S202424S0	7/31/2024		Paid Amt:	$40.15	
				B 01 215 060		American Family/Flex Cancer		$40.15			
				B 01 215 060		AFLAC-Retiree portion		$25.60			
PO#:		Voucher #:		130355	Invoice	Invoice No: S202424S1	7/31/2024		Paid Amt:	$65.75	
									Check Amount:		$105.90
									Vendor Total:		$105.90
28892		AVIBEN									
			0717	001					Wire		
				B 01 215 064		Franklin Templeton		$1,012.50			
PO#:		Voucher #:		130268	Invoice	Invoice No: S2025010	7/15/2024		Paid Amt:	$1,012.50	
				B 01 215 064		Franklin Templeton		$31.25			
				B 01 215 068		ING/Aetna		$89.48			
PO#:		Voucher #:		130251	Invoice	Invoice No: S202424S10	7/15/2024		Paid Amt:	$120.73	
				B 01 215 055		Equitable Life		$495.84			
PO#:		Voucher #:		130266	Invoice	Invoice No: S2025010	7/15/2024		Paid Amt:	$495.84	
				B 01 215 078		Horace Mann		$100.00			
PO#:		Voucher #:		130252	Invoice	Invoice No: S202424S10	7/15/2024		Paid Amt:	$100.00	
				B 01 215 068		ING/Aetna		$407.22			
PO#:		Voucher #:		130253	Invoice	Invoice No: S202424S10	7/15/2024		Paid Amt:	$407.22	
				B 01 215 055		Equitable Life		$2,315.30			
PO#:		Voucher #:		130230	Invoice	Invoice No: S202424S0	7/15/2024		Paid Amt:	$2,315.30	
				B 01 215 053		Fidelity Investment		$664.59			
PO#:		Voucher #:		130233	Invoice	Invoice No: S202424S0	7/15/2024		Paid Amt:	$664.59	
				B 01 215 068		ING/Aetna		$7,680.99			
PO#:		Voucher #:		130237	Invoice	Invoice No: S202424S0	7/15/2024		Paid Amt:	$7,680.99	
				B 01 215 077		Modern Woodmen		$167.34			
PO#:		Voucher #:		130241	Invoice	Invoice No: S202424S0	7/15/2024		Paid Amt:	$167.34	
				B 01 215 068		ING/Aetna		$160.52			
				B 01 215 080		First Investors Corporation		$316.68			
PO#:		Voucher #:		130234	Invoice	Invoice No: S202424S0	7/15/2024		Paid Amt:	$477.20	
				B 01 215 056		American Express		$862.34			
PO#:		Voucher #:		130263	Invoice	Invoice No: S2025010	7/15/2024		Paid Amt:	$862.34	
				B 01 215 078		Horace Mann		$3,301.57			
PO#:		Voucher #:		130236	Invoice	Invoice No: S202424S0	7/15/2024		Paid Amt:	$3,301.57	
				B 01 215 056		American Express		$1,481.28			
PO#:		Voucher #:		130225	Invoice	Invoice No: S202424S0	7/15/2024		Paid Amt:	$1,481.28	
				B 01 215 057		Thrivent Financial		$308.34			
PO#:		Voucher #:		130277	Invoice	Invoice No: S2025010	7/15/2024		Paid Amt:	$308.34	

Code	Rcd	Vendor	Co	Bank	Check No			Pmt/Void Date			Pmt Type		
28892		AVIBEN											
			0717	001							Wire		
				B 01 215 050			ECONOMIC SERVICES			$876.68			
PO#:		Voucher #:		130231	Invoice	Invoice No:	S202424S0	7/15/2024			Paid Amt:	$876.68	
				B 01 215 064			Franklin Templeton			$2,475.76			
PO#:		Voucher #:		130235	Invoice	Invoice No:	S202424S0	7/15/2024			Paid Amt:	$2,475.76	
				B 01 215 078			Horace Mann			$435.28			
PO#:		Voucher #:		130269	Invoice	Invoice No:	S2025010	7/15/2024			Paid Amt:	$435.28	
				B 01 215 068			ING/Aetna			$1,922.10			
PO#:		Voucher #:		130270	Invoice	Invoice No:	S2025010	7/15/2024			Paid Amt:	$1,922.10	
				B 01 215 067			Valic			$542.35			
				B 01 215 068			ING/Aetna			$91.76			
PO#:		Voucher #:		130246	Invoice	Invoice No:	S202424S0	7/15/2024			Paid Amt:	$634.11	
				B 01 215 057			Thrivent Financial			$516.70			
PO#:		Voucher #:		130244	Invoice	Invoice No:	S202424S0	7/15/2024			Paid Amt:	$516.70	
											Check Amount:		$26,255.87
			0717	001							Wire		
				B 01 215 053			Fidelity Investment			$664.59			
PO#:		Voucher #:		130362	Invoice	Invoice No:	S202424S1	7/31/2024			Paid Amt:	$664.59	
				B 01 215 068			ING/Aetna			$160.52			
				B 01 215 080			First Investors Corporation			$316.68			
PO#:		Voucher #:		130363	Invoice	Invoice No:	S202424S1	7/31/2024			Paid Amt:	$477.20	
				B 01 215 064			Franklin Templeton			$2,400.76			
PO#:		Voucher #:		130364	Invoice	Invoice No:	S202424S1	7/31/2024			Paid Amt:	$2,400.76	
				B 01 215 078			Horace Mann			$3,301.57			
PO#:		Voucher #:		130365	Invoice	Invoice No:	S202424S1	7/31/2024			Paid Amt:	$3,301.57	
				B 01 215 068			ING/Aetna			$7,680.99			
PO#:		Voucher #:		130366	Invoice	Invoice No:	S202424S1	7/31/2024			Paid Amt:	$7,680.99	
				B 01 215 055			Equitable Life			$495.84			
PO#:		Voucher #:		130398	Invoice	Invoice No:	S2025020	7/31/2024			Paid Amt:	$495.84	
				B 01 215 055			Equitable Life			$2,315.30			
PO#:		Voucher #:		130359	Invoice	Invoice No:	S202424S1	7/31/2024			Paid Amt:	$2,315.30	
				B 01 215 064			Franklin Templeton			$1,043.75			
				B 01 215 068			ING/Aetna			$104.02			
PO#:		Voucher #:		130400	Invoice	Invoice No:	S2025020	7/31/2024			Paid Amt:	$1,147.77	
				B 01 215 078			Horace Mann			$535.28			
PO#:		Voucher #:		130401	Invoice	Invoice No:	S2025020	7/31/2024			Paid Amt:	$535.28	
				B 01 215 077			Modern Woodmen			$167.34			
PO#:		Voucher #:		130370	Invoice	Invoice No:	S202424S1	7/31/2024			Paid Amt:	$167.34	
				B 01 215 068			ING/Aetna			$2,329.32			
PO#:		Voucher #:		130402	Invoice	Invoice No:	S2025020	7/31/2024			Paid Amt:	$2,329.32	

Code	Rcd	Vendor	Co	Bank	Check No		Pmt/Void Date		Pmt Type		
28892		AVIBEN									
			0717	001					Wire		
				B 01 215 050		ECONOMIC SERVICES		$876.68			
PO#:		Voucher #:		130360	Invoice	Invoice No: S202424S1	7/31/2024		Paid Amt:	$876.68	
				B 01 215 057		Thrivent Financial		$516.70			
PO#:		Voucher #:		130373	Invoice	Invoice No: S202424S1	7/31/2024		Paid Amt:	$516.70	
				B 01 215 057		Thrivent Financial		$308.34			
PO#:		Voucher #:		130410	Invoice	Invoice No: S2025020	7/31/2024		Paid Amt:	$308.34	
				B 01 215 056		American Express		$862.34			
PO#:		Voucher #:		130395	Invoice	Invoice No: S2025020	7/31/2024		Paid Amt:	$862.34	
				B 01 215 056		American Express		$1,481.28			
PO#:		Voucher #:		130354	Invoice	Invoice No: S202424S1	7/31/2024		Paid Amt:	$1,481.28	
				B 01 215 067		Valic		$542.35			
				B 01 215 068		ING/Aetna		$91.76			
PO#:		Voucher #:		130375	Invoice	Invoice No: S202424S1	7/31/2024		Paid Amt:	$634.11	
									Check Amount:		$26,195.41
									Vendor Total:		$52,451.28
11747	12	BLUE CROSS & BLUE SHIELD									
			0717	001					Wire		
				B 01 215 020		Health Ins		$57,237.67			
PO#:		Voucher #:		130227	Invoice	Invoice No: S202424S0	7/31/2024		Paid Amt:	$57,237.67	
				B 01 215 020		Health Ins		$15,439.44			
PO#:		Voucher #:		130264	Invoice	Invoice No: S2025010	7/31/2024		Paid Amt:	$15,439.44	
				B 01 215 020		Health Ins		$19,264.26			
PO#:		Voucher #:		130396	Invoice	Invoice No: S2025020	7/31/2024		Paid Amt:	$19,264.26	
				B 01 215 020		Health Ins		$3,824.82			
PO#:		Voucher #:		130248	Invoice	Invoice No: S202424S10	7/31/2024		Paid Amt:	$3,824.82	
				B 01 215 020		Health Ins		$57,237.67			
				B 01 215 020		Health Ins-adj to premium		$26,337.66			
				B 01 215 024		Retiree Health Ins		$6,030.91			
PO#:		Voucher #:		130356	Invoice	Invoice No: S202424S1	7/31/2024		Paid Amt:	$89,606.24	
									Check Amount:		$185,372.43
									Vendor Total:		$185,372.43
6368		COLONIAL LIFE									
			0717	001					Wire		
				B 01 215 051		Colonial Life - Liability Account		$79.78			
PO#:		Voucher #:		130228	Invoice	Invoice No: S202424S0	7/15/2024		Paid Amt:	$79.78	
									Check Amount:		$79.78
			0717	001					Wire		
				B 01 215 051		Colonial Life - Liability Account		$79.78			

Code	Rcd	Vendor	Co	Bank	Check No		Pmt/Void Date		Pmt Type	
6368		COLONIAL LIFE								
			0717	001					Wire	
				B 01 215 051		Colonial Life-adj to invoice		($0.01)		
PO#:		Voucher #:		130357 Invoice		Invoice No: S202424S1	7/31/2024		Paid Amt:	$79.77
									Check Amount:	$79.77
									Vendor Total:	$159.55
22350		FRANDSEN BANK AND TRUST								
			0717	001					Wire	
				B 01 215 010		FICA		$11,421.28		
PO#:		Voucher #:		130259 Invoice		Invoice No: S202424S10	7/15/2024		Paid Amt:	$11,421.28
				B 01 215 003		Fed Tax		$6,358.36		
PO#:		Voucher #:		130267 Invoice		Invoice No: S2025010	7/15/2024		Paid Amt:	$6,358.36
				B 01 215 010		FICA		$9,709.14		
PO#:		Voucher #:		130275 Invoice		Invoice No: S2025010	7/15/2024		Paid Amt:	$9,709.14
				B 01 215 010		FICA		$2,270.66		
PO#:		Voucher #:		130272 Invoice		Invoice No: S2025010	7/15/2024		Paid Amt:	$2,270.66
				B 01 215 010		FICA		$2,671.06		
PO#:		Voucher #:		130255 Invoice		Invoice No: S202424S10	7/15/2024		Paid Amt:	$2,671.06
				B 01 215 010		FICA		$49,109.22		
PO#:		Voucher #:		130243 Invoice		Invoice No: S202424S0	7/15/2024		Paid Amt:	$49,109.22
				B 01 215 010		FICA		$11,485.24		
PO#:		Voucher #:		130239 Invoice		Invoice No: S202424S0	7/15/2024		Paid Amt:	$11,485.24
				B 01 215 003		Fed Tax		$31,224.92		
PO#:		Voucher #:		130232 Invoice		Invoice No: S202424S0	7/15/2024		Paid Amt:	$31,224.92
				B 01 215 003		Fed Tax		$4,249.72		
PO#:		Voucher #:		130250 Invoice		Invoice No: S202424S10	7/15/2024		Paid Amt:	$4,249.72
									Check Amount:	$128,499.60
			0717	001					Wire	
				B 01 215 002		State Tax		$15,761.08		
PO#:		Voucher #:		130240 Invoice		Invoice No: S202424S0	7/15/2024		Paid Amt:	$15,761.08
									Check Amount:	$15,761.08
			0717	001					Wire	
				B 01 215 002		State Tax		$3,925.71		
PO#:		Voucher #:		130273 Invoice		Invoice No: S2025010	7/15/2024		Paid Amt:	$3,925.71
									Check Amount:	$3,925.71
			0717	001					Wire	
				B 01 215 002		State Tax		$2,776.50		
PO#:		Voucher #:		130257 Invoice		Invoice No: S202424S10	7/15/2024		Paid Amt:	$2,776.50
									Check Amount:	$2,776.50

Code	Rcd	Vendor	Co	Bank	Check No			Pmt/Void Date		Pmt Type		
22350		FRANDSEN BANK AND TRUST										
			0717	001						Wire		
				B 01 215 010			FICA		$49.60			
PO#:		Voucher #:		130383	Invoice	Invoice No:	S202424S30	7/31/2024		Paid Amt:	$49.60	
				B 01 215 010			FICA		$229.70			
PO#:		Voucher #:		130378	Invoice	Invoice No:	S202424S20	7/31/2024		Paid Amt:	$229.70	
				B 01 215 003			Fed Tax		$9,476.00			
PO#:		Voucher #:		130399	Invoice	Invoice No:	S2025020	7/31/2024		Paid Amt:	$9,476.00	
				B 01 215 003			Fed Tax		$343.69			
PO#:		Voucher #:		130377	Invoice	Invoice No:	S202424S20	7/31/2024		Paid Amt:	$343.69	
				B 01 215 010			FICA		$11.60			
PO#:		Voucher #:		130382	Invoice	Invoice No:	S202424S30	7/31/2024		Paid Amt:	$11.60	
				B 01 215 010			FICA		$11,485.10			
PO#:		Voucher #:		130368	Invoice	Invoice No:	S202424S1	7/31/2024		Paid Amt:	$11,485.10	
				B 01 215 010			FICA		$4,300.50			
PO#:		Voucher #:		130404	Invoice	Invoice No:	S2025020	7/31/2024		Paid Amt:	$4,300.50	
				B 01 215 003			Fed Tax		$31,224.92			
PO#:		Voucher #:		130361	Invoice	Invoice No:	S202424S1	7/31/2024		Paid Amt:	$31,224.92	
				B 01 215 010			FICA		$982.04			
PO#:		Voucher #:		130380	Invoice	Invoice No:	S202424S20	7/31/2024		Paid Amt:	$982.04	
				B 01 215 010			FICA		$18,388.44			
PO#:		Voucher #:		130408	Invoice	Invoice No:	S2025020	7/31/2024		Paid Amt:	$18,388.44	
				B 01 215 010			FICA		$49,108.98			
PO#:		Voucher #:		130372	Invoice	Invoice No:	S202424S1	7/31/2024		Paid Amt:	$49,108.98	
										Check Amount:		$125,600.57
			0717	001						Wire		
				B 01 215 002			State Tax		$15,761.08			
PO#:		Voucher #:		130369	Invoice	Invoice No:	S202424S1	7/31/2024		Paid Amt:	$15,761.08	
										Check Amount:		$15,761.08
			0717	001						Wire		
				B 01 215 002			State Tax		$6,177.91			
PO#:		Voucher #:		130406	Invoice	Invoice No:	S2025020	7/31/2024		Paid Amt:	$6,177.91	
										Check Amount:		$6,177.91
			0717	001						Wire		
				B 01 215 002			State Tax		$222.74			
PO#:		Voucher #:		130379	Invoice	Invoice No:	S202424S20	7/31/2024		Paid Amt:	$222.74	
										Check Amount:		$222.74
										Vendor Total:		$298,725.19

Jordan Public Schools
Detail Payment Register By Vendor

Code	Rcd	Vendor	Co	Bank	Check No		Pmt/Void Date		Pmt Type		
4689		**JORDAN EDUCATION FOUNDATION**									
			0717	**001**	**110455**				**Check**		
				B 01 215 073		Jordan Ed Foundation		$45.00			
	PO#:	**Voucher #:**	**130271**	Invoice	**Invoice No:** S2025010		**7/15/2024**		**Paid Amt:**	**$45.00**	
				B 01 215 073		Jordan Ed Foundation		$7.00			
	PO#:	**Voucher #:**	**130238**	Invoice	**Invoice No:** S202424S0		**7/15/2024**		**Paid Amt:**	**$7.00**	
				B 01 215 073		Jordan Ed Foundation		$10.00			
	PO#:	**Voucher #:**	**130254**	Invoice	**Invoice No:** S202424S10		**7/15/2024**		**Paid Amt:**	**$10.00**	
									Check Amount:		**$62.00**
			0717	**001**	**110512**				**Check**		
				B 01 215 073		Jordan Ed Foundation		$7.00			
	PO#:	**Voucher #:**	**130367**	Invoice	**Invoice No:** S202424S1		**7/31/2024**		**Paid Amt:**	**$7.00**	
				B 01 215 073		Jordan Ed Foundation		$55.00			
	PO#:	**Voucher #:**	**130403**	Invoice	**Invoice No:** S2025020		**7/31/2024**		**Paid Amt:**	**$55.00**	
									Check Amount:		**$62.00**
									Vendor Total:		**$124.00**
27742		**MN DEPT OF REVENUE**									
			0717	**001**					**Wire**		
				B 01 215 074		Garnishment		$72.00			
	PO#:	**Voucher #:**	**130256**	Invoice	**Invoice No:** S202424S10		**7/15/2024**		**Paid Amt:**	**$72.00**	
									Check Amount:		**$72.00**
			0717	**001**					**Wire**		
				B 01 215 074		Garnishment		$72.00			
	PO#:	**Voucher #:**	**130405**	Invoice	**Invoice No:** S2025020		**7/31/2024**		**Paid Amt:**	**$72.00**	
									Check Amount:		**$72.00**
									Vendor Total:		**$144.00**
23795		**NATIONAL INSURANCE SERVICES**									
			0717	**001**	**110513**				**Check**		
				B 01 215 027		Supplemental Life Ins		$11.20			
				B 01 215 035		Life		$126.14			
				B 01 215 065		Disability		$374.81			
	PO#:	**Voucher #:**	**130407**	Invoice	**Invoice No:** S2025020		**7/31/2024**		**Paid Amt:**	**$512.15**	
				B 01 215 027		Supplemental Life Ins		$16.80			
				B 01 215 035		Life		$910.00			
				B 01 215 065		Disability		$1,347.55			
	PO#:	**Voucher #:**	**130242**	Invoice	**Invoice No:** S202424S0		**7/31/2024**		**Paid Amt:**	**$2,274.35**	
				B 01 215 027		Supplemental Life Ins		$16.80			
				B 01 215 027		Supplemental Life Ins-adj to premium		($14.40)			
				B 01 215 035		Life		$910.00			
				B 01 215 035		Life Ins-adj to premium		$45.36			

Code	Rcd	Vendor	Co	Bank	Check No			Pmt/Void Date		Pmt Type		
23795		**NATIONAL INSURANCE SERVICES**										
			0717	**001**	**110513**					**Check**		
				B 01 215 026		Retiree Life Ins			$103.60			
				B 01 215 065		Disability			$1,341.25			
				B 01 215 065		Disability-adj to premium			$4.87			
PO#:		**Voucher #:**		**130371**	Invoice	**Invoice No:**	S202424S1	**7/31/2024**		**Paid Amt:**	**$2,407.48**	
				B 01 215 027		Supplemental Life Ins			$7.00			
				B 01 215 035		Life			$104.40			
				B 01 215 065		Disability			$250.90			
PO#:		**Voucher #:**		**130274**	Invoice	**Invoice No:**	S2025010	**7/31/2024**		**Paid Amt:**	**$362.30**	
				B 01 215 027		Supplemental Life Ins			$4.20			
				B 01 215 035		Life			$20.80			
				B 01 215 065		Disability			$91.13			
PO#:		**Voucher #:**		**130258**	Invoice	**Invoice No:**	S202424S10	**7/31/2024**		**Paid Amt:**	**$116.13**	
										Check Amount:		**$5,672.41**
										Vendor Total:		**$5,672.41**
21993		**PUBLIC EMPLOYEES RETIREMENT ASSN**										
			0717	**001**						**Wire**		
				B 01 215 014		PERA			$4,660.22			
PO#:		**Voucher #:**		**130276**	Invoice	**Invoice No:**	S2025010	**7/15/2024**		**Paid Amt:**	**$4,660.22**	
				B 01 215 014		PERA			$6,947.09			
PO#:		**Voucher #:**		**130260**	Invoice	**Invoice No:**	S202424S10	**7/15/2024**		**Paid Amt:**	**$6,947.09**	
										Check Amount:		**$11,607.31**
			0717	**001**						**Wire**		
				B 01 215 014		PERA			$11,336.21			
PO#:		**Voucher #:**		**130409**	Invoice	**Invoice No:**	S2025020	**7/31/2024**		**Paid Amt:**	**$11,336.21**	
				B 01 215 014		PERA			$56.00			
PO#:		**Voucher #:**		**130384**	Invoice	**Invoice No:**	S202424S30	**7/31/2024**		**Paid Amt:**	**$56.00**	
										Check Amount:		**$11,392.21**
										Vendor Total:		**$22,999.52**
21994		**TEACHERS RETIREMENT ASSN**										
			0717	**001**						**Wire**		
				B 01 215 018		TRA			$3,915.43			
PO#:		**Voucher #:**		**130261**	Invoice	**Invoice No:**	S202424S10	**7/15/2024**		**Paid Amt:**	**$3,915.43**	
				B 01 215 018		TRA			$68,819.15			
PO#:		**Voucher #:**		**130245**	Invoice	**Invoice No:**	S202424S0	**7/15/2024**		**Paid Amt:**	**$68,819.15**	
				B 01 215 018		TRA			$7,605.04			
PO#:		**Voucher #:**		**130278**	Invoice	**Invoice No:**	S2025010	**7/15/2024**		**Paid Amt:**	**$7,605.04**	
										Check Amount:		**$80,339.62**

Jordan Public Schools

Detail Payment Register By Vendor

Code	Rcd	Vendor	Co	Bank	Check No			Pmt/Void Date		Pmt Type		
21994		TEACHERS RETIREMENT ASSN										
			0717	001						Wire		
				B	01	215	018	TRA	$8,499.25			
	PO#:	Voucher #:		130411	Invoice			Invoice No: S2025020	7/31/2024	Paid Amt:	$8,499.25	
				B	01	215	018	TRA	$68,819.15			
	PO#:	Voucher #:		130374	Invoice			Invoice No: S202424S1	7/31/2024	Paid Amt:	$68,819.15	
				B	01	215	018	TRA	$1,019.05			
	PO#:	Voucher #:		130381	Invoice			Invoice No: S202424S20	7/31/2024	Paid Amt:	$1,019.05	
										Check Amount:		$78,337.45
										Vendor Total:		$158,677.07
5942		WEX										
			0717	001						Wire		
				B	01	215	028	Flex - Employee Contributions	$3,500.38			
	PO#:	Voucher #:		130413	Invoice			Invoice No: S2025020	7/31/2024	Paid Amt:	$3,500.38	
										Check Amount:		$3,500.38
			0717	001						Wire		
				B	01	215	028	Flex - Employee Contributions	$3,500.38			
	PO#:	Voucher #:		130414	Invoice			Invoice No: S2025020	7/31/2024	Paid Amt:	$3,500.38	
										Check Amount:		$3,500.38
			0717	001						Wire		
				B	01	215	090	FY2024-Dep Care	$2,499.96			
				B	01	215	090	FY2024 Dep Care-adj to claims	$5,833.59			
				B	01	215	091	FY2024-Med Flex	$500.00			
				B	01	215	091	FY2024-Med flex-adj to claims	($500.00)			
				B	01	215	092	FY2025-Dep Care	$250.00			
				B	01	215	092	FY2025-dep care adj to claims	($250.00)			
				B	01	215	093	FY2025-Med Flex	$550.02			
				B	01	215	093	FY2025-Med Flex-Adj to claims	$1,372.81			
	PO#:	Voucher #:		130415	Invoice			Invoice No: S2025020	7/31/2024	Paid Amt:	$10,256.38	
										Check Amount:		$10,256.38
										Vendor Total:		$17,257.14
										Report Total:		$741,688.49

Jordan Public Schools

Detail Payment Register By Vendor

Fund Summary

Fund	Description	Total
01	General Fund	$446,445.18
02	Food Service Fund	$8,113.15
04	Community Education	$31,512.39
06	Building Fund	$1,982,282.59
27	Student Activity Accounts	$0.00
Report Total		**$2,468,353.31**

Code	Rcd	Vendor	Co	Bank	Check No								Pmt/Void Date		Pmt Type	
6222		**ACTIVE INTERNET TECHNOLOGIES LLC**														
			0717	**001**	**110432**										**Check**	
					E	01	005	107	000	405	400	FY25 Communication Website(Blackboard)		$7,490.00		
	PO#: 59707		**Voucher #:**	**130197**	Invoice				**Invoice No:**	INV067188			**7/11/2024**		**Paid Amt:**	**$7,490.00**
															Check Amount:	**$7,490.00**
															Vendor Total:	**$7,490.00**
26733		**ACT, INC**														
			0717	**001**	**110474**										**Check**	
					E	01	300	211	000	461	000	One Paper Test		$65.25		
	PO#: 59825		**Voucher #:**	**130305**	Invoice				**Invoice No:**	29294			**7/26/2024**		**Paid Amt:**	**$65.25**
															Check Amount:	**$65.25**
															Vendor Total:	**$65.25**
4220		**ADVANCED IMAGING SOLUTIONS**														
			0717	**001**	**110433**										**Check**	
					E	01	005	630	302	405	000	FY25 Global Search C2 Subscription Renewal		$2,632.65		
	PO#: 59705		**Voucher #:**	**130198**	Invoice				**Invoice No:**	INV333599			**7/11/2024**		**Paid Amt:**	**$2,632.65**
															Check Amount:	**$2,632.65**
															Vendor Total:	**$2,632.65**
4381		**ADVANTAGE COLLECTION PROFESSIONALS, LLC**														
			0717	**001**	**110408**										**Check**	
					E	01	005	110	000	305	000	June 2024 Collection Commission		$1.60		
	PO#: 59806		**Voucher #:**	**130140**	Invoice				**Invoice No:**	8571147			**7/11/2024**		**Paid Amt:**	**$1.60**
															Check Amount:	**$1.60**
															Vendor Total:	**$1.60**
4071		**AFFINETY SOLUTIONS, INC**														
			0717	**001**	**110434**										**Check**	
					E	01	300	292	000	405	000	FY25 Activities Software		$2,075.00		
	PO#: 59715		**Voucher #:**	**130196**	Invoice				**Invoice No:**	13113			**7/11/2024**		**Paid Amt:**	**$2,075.00**
															Check Amount:	**$2,075.00**
															Vendor Total:	**$2,075.00**
3153		**AIM ELECTRONICS INC.**														
			0717	**001**	**110475**										**Check**	
					E	01	005	810	000	350	272	Labor		$187.50		
					E	01	005	810	000	350	272	Technican travel		$32.83		
					E	01	005	810	000	350	272	Radio wire		$40.00		
					E	01	005	810	000	350	272	Antenna kit		$100.00		
	PO#: 59779		**Voucher #:**	**130306**	Invoice				**Invoice No:**	45280			**7/26/2024**		**Paid Amt:**	**$360.33**
															Check Amount:	**$360.33**
															Vendor Total:	**$360.33**

Code	Rcd	Vendor	Co	Bank	Check No							Pmt/Void Date		Pmt Type
26895		AMAZON CAPITAL SERVICES												
			0717	001	110409									Check
				E	01	128	211	320	401	000		B004V8MGDG Indian Style Gold Feather Charm	$14.24	
				E	01	128	211	320	401	000		B00MPAUWME RUBYCA Round Crystal Glass	$5.99	
				E	01	128	211	320	401	000		B01L6XY56Y 40pcs Mixed Antique Bronze/Antic	$6.99	
				E	01	128	211	320	401	000		B01N0ZTP8G MJDCB Natural Multicolor Volcar	$31.96	
				E	01	128	211	320	401	000		B07D6M29MT CHEAVIAN 8mm 45PCS Black L	$19.96	
				E	01	128	211	320	401	000		B07FKPGP7Z CHEAVIAN 45PCS 8mm Natura	$23.96	
				E	01	128	211	320	401	000		B07VZSYJXD Nancybeads 45pcs 8mm Natural	$35.96	
				E	01	128	211	320	401	000		B07ZQ14J2K PH PandaHall 470pcs 8mm Natu	$53.16	
				E	01	128	211	320	401	000		B0819FKNYF Senkary 0.8 mm Elastic String Co	$23.97	
				E	01	128	211	320	401	000		B083S4GKHZ LPBeads 200Pcs Polished 6mm	$11.99	
				E	01	128	211	320	401	000		B097B4BGYL 45pcs 8mm Natural Stone Beads	$22.77	
				E	01	128	211	320	401	000		B09Y8F666Z SUNNYCLUE 1 Box 104Pcs 8 Sty	$28.98	
				E	01	128	211	320	401	000		B0B6V9PKGV 392 Feet Elastic Stretch String fo	$17.97	
				E	01	128	211	320	401	000		B0B7JMRS7G 45pcs 8mm Natural Gemstone E	$31.96	
				E	01	128	211	320	401	000		B0C37D3ZXJ GORGECRAFT 8PCS Silver Gol	$6.89	
				E	01	128	211	320	401	000		B0C3MWLZ2K 100pcs 8mm Tourmaline Quartz	$49.98	
				E	01	128	211	320	401	000		B0C3MY1B9G 100pcs 8mm Citrine Beads Natu	$45.96	
				E	01	128	211	320	401	000		B0C3MZ4BBT 100pcs 8mm Carnelian Beads N	$34.47	
				E	01	128	211	320	401	000		B0CD9R77SK KitBeads 30pcs Mixed Colors Fe	$14.98	
				E	01	128	211	320	401	000		B0CKN5B7H4 6 Rolls FIVEIZERO Elastic Brac	$20.52	
				E	01	128	211	320	401	000		Amazon Shipping Charge	$0.00	
				E	01	128	211	320	401	000		0062979663 Sharice's Big Voice: A Native Kid B	$15.98	
				E	01	128	211	320	401	000		0063064561 We Still Belong	$9.99	
				E	01	128	211	320	401	000		0063099896 Rock Your Mocs	$14.60	
				E	01	128	211	320	401	000		0063160374 Rez Ball	$16.51	
				E	01	128	211	320	401	000		031643003X What Your Ribbon Skirt Means to M	$15.79	
				E	01	128	211	320	401	000		0316494178 Berry Song (Caldecott Honor Book)	$16.99	
				E	01	128	211	320	401	000		0525454136 Lakota Hoop Dancer	$27.16	
				E	01	128	211	320	401	000		0593093895 Finding My Dance	$14.36	
				E	01	128	211	320	401	000		0593406478 Contenders: Two Native Baseball F	$16.49	
				E	01	128	211	320	401	000		0593480430 Colonization and the Wampanoag S	$8.99	
				E	01	128	211	320	401	000		069811647X The Earth under Sky Bear's Feet: N	$8.99	
				E	01	128	211	320	401	000		0810945843 The Star People: A Lakota Story	$15.93	
				E	01	128	211	320	401	000		0982274904 Tatanka and the Lakota People: A C	$8.76	
				E	01	128	211	320	401	000		0990744604 Water Walkers: Walking Lake Sup	$13.61	
				E	01	128	211	320	401	000		0993869408 The Medicine Wheel: Stories of a H	$9.89	
				E	01	128	211	320	401	000		0993869424 Dawn Flight: A Lakota Story	$12.54	

Code	Rcd	Vendor	Co	Bank	Check No							Pmt/Void Date		Pmt Type	
26895		AMAZON CAPITAL SERVICES													
			0717	001	110409									Check	
					E	01	128	211	320	401	000	0993869440 The Sharing Circle	$11.66		
					E	01	128	211	320	401	000	0993869467 Raven's Feast	$12.27		
					E	01	128	211	320	401	000	0993869483 Trudy's Rock Story	$12.95		
					E	01	128	211	320	401	000	0993869491 The Orange Shirt Story	$11.99		
					E	01	128	211	320	401	000	1250750652 Eagle Drums: (Newbery Honor Boc	$8.21		
					E	01	128	211	320	401	000	1419759434 My Powerful Hair: A Picture Book	$11.49		
					E	01	128	211	320	401	000	1459825225 When We Are Kind	$15.60		
					E	01	128	211	320	401	000	1459831403 Be a Good Ancestor	$16.48		
					E	01	128	211	320	401	000	1541579143 Classified: The Secret Career of M	$15.29		
					E	01	128	211	320	401	000	1553798325 Siha Tooskin Knows the Catcher of	$10.16		
					E	01	128	211	320	401	000	1553798341 Siha Tooskin Knows the Gifts of Hi	$10.16		
					E	01	128	211	320	401	000	1553798376 Siha Tooskin Knows the Strength o	$9.56		
					E	01	128	211	320	401	000	1553798406 Siha Tooskin Knows the Best Medi	$9.56		
					E	01	128	211	320	401	000	1553798465 Siha Tooskin Knows the Offering of	$8.73		
					E	01	128	211	320	401	000	155379849X Siha Tooskin Knows the Sacred Ea	$9.14		
					E	01	128	211	320	401	000	155379852X Siha Tooskin Knows the Love of th	$11.68		
					E	01	128	211	320	401	000	1554519438 Turtle Island: The Story of North Ar	$13.31		
					E	01	128	211	320	401	000	1623541921 We Are Still Here!: Native Americar	$12.89		
					E	01	128	211	320	401	000	1623542901 Keepunumuk: Weeâchumun's Tha	$12.49		
					E	01	128	211	320	401	000	1736045725 Pass the Feather: Walking Lake Er	$14.95		
					E	01	128	211	320	401	000	1772600385 The Water Walker (English and Oji	$15.28		
					E	01	128	211	320	401	000	1989122191 Gifts from Raven	$11.23		
					E	01	128	211	320	401	000	1989122213 The Hoop Dancer's Teachings	$21.60		
					E	01	128	211	320	401	000	1989122221 The Eagle Feather	$11.95		
					E	01	128	211	320	401	000	1989122248 Phyllis's Orange Shirt	$11.95		
					E	01	128	211	320	401	000	1989122299 Trudy's Rock Story Teacher Lessor	$5.95		
					E	01	128	211	320	401	000	1989122302 The Medicine Wheel: Stories of a H	$5.95		
					E	01	128	211	320	401	000	1989122752 Beyond the Orange Shirt Story	$14.48		
					E	01	128	211	320	401	000	B08N1N9W9H THUNDER'S HAIR	$17.99		
					E	01	128	211	320	401	000	Amazon Shipping Charge	$3.99		
					E	01	128	211	320	401	000	Promotions	($2.63)		
	PO#: 59622		**Voucher #:**		**130141**	Invoice		**Invoice No:**	1JWN-KPCV-L33V			**7/11/2024**		**Paid Amt:**	**$1,085.55**
					E	01	128	211	320	401	000	0062869949 Ancestor Approved: Intertribal Stori	$6.99		
					E	01	128	211	320	401	000	Promotion	($0.87)		
	PO#: 59622		**Voucher #:**		**130142**	Invoice		**Invoice No:**	1VWJ-3DQ6-HQ1H			**7/11/2024**		**Paid Amt:**	**$6.12**
														Check Amount:	**$1,091.67**
														Vendor Total:	**$1,091.67**

Code	Rcd	Vendor	Co	Bank	Check No								Pmt/Void Date		Pmt Type		
6539		AMERICAN CAPITAL FINANCIAL SERVICES, INC															
			0717	001	110435										Check		
					E	04	005	505	321	580	550	1st Payment Principal		$14,533.15			
					E	04	005	505	321	581	550	1st Payment Interest		$3,779.23			
	PO#: 59796		Voucher #:		130218	Invoice			Invoice No: 2024093074				7/11/2024		Paid Amt:	$18,312.38	
															Check Amount:		$18,312.38
															Vendor Total:		$18,312.38
28892		AVIBEN															
			0717	001	110457										Check		
					E	01	005	110	000	305	000	July 2024 403b Admin Fee		$280.06			
	PO#:		Voucher #:		130287	Invoice			Invoice No: 33338				7/24/2024		Paid Amt:	$280.06	
															Check Amount:		$280.06
															Vendor Total:		$280.06
1503		BARES, ZACH															
			0717	001	110476										Check		
					E	04	005	505	321	305	315	Jr Legion Ump June 10,13,24,26 & 7/15 2024		$770.00			
	PO#: 59906		Voucher #:		130307	Invoice			Invoice No: Jr Legion Ump				7/26/2024		Paid Amt:	$770.00	
															Check Amount:		$770.00
															Vendor Total:		$770.00
26156		BIFFS, INC.															
			0717	001	110477										Check		
					E	04	005	505	321	305	000	MS Playground		$91.00			
					E	04	005	505	321	305	000	HS Football Field		$241.50			
					E	01	300	292	000	335	300	HS Football Field		$241.50			
	PO#: 59880		Voucher #:		130308	Invoice			Invoice No: W975326/W975325				7/26/2024		Paid Amt:	$574.00	
															Check Amount:		$574.00
															Vendor Total:		$574.00
1292		BIX PRODUCE CO.															
			0717	001	110410										Check		
					E	02	100	770	701	490	000	Lettuce		$22.58			
	PO#:		Voucher #:		130143	Credit			Invoice No: 00367471				7/11/2024		Paid Amt:	($22.58)	
					E	02	128	770	701	490	000	Bix Produce MS		$169.81			
	PO#:		Voucher #:		130146	Invoice			Invoice No: 06221427				7/11/2024		Paid Amt:	$169.81	
					E	02	128	770	701	490	000	Bix Produce St John's		$190.26			
	PO#:		Voucher #:		130147	Invoice			Invoice No: 06029477				7/11/2024		Paid Amt:	$190.26	
					E	02	128	770	701	490	000	Bix Produce St John's		$214.54			
	PO#:		Voucher #:		130148	Invoice			Invoice No: 06122793				7/11/2024		Paid Amt:	$214.54	
					E	02	128	770	701	490	000	Bix Produce St John's		$212.59			
	PO#:		Voucher #:		130150	Invoice			Invoice No: 06198812				7/11/2024		Paid Amt:	$212.59	
					E	02	128	770	701	490	000	1/11/24		$175.39			

Code	Rcd	Vendor	Co	Bank	Check No								Pmt/Void Date		Pmt Type		
1292		BIX PRODUCE CO.															
			0717	001	110410										Check		
					E	02	128	770	701	490	000	1/11/24		$196.80			
	PO#:		Voucher #:	130144	Credit		Invoice No:	Two Credits					7/11/2024		Paid Amt:	($372.19)	
					E	02	128	770	701	490	000	Bix Produce St John's		$231.11			
	PO#:		Voucher #:	130149	Invoice		Invoice No:	06181540					7/11/2024		Paid Amt:	$231.11	
					E	02	128	770	701	490	000	Bix Produce MS		$170.61			
	PO#:		Voucher #:	130145	Invoice		Invoice No:	06235688					7/11/2024		Paid Amt:	$170.61	
															Check Amount:		$794.15
															Vendor Total:		$794.15
11747		BLUE CROSS & BLUE SHIELD															
			0717	001	110458										Check		
					B	01	215	024				Aug 2024 D. Swenson		$282.50			
	PO#:		Voucher #:	130288	Invoice		Invoice No:	240702119612					7/24/2024		Paid Amt:	$282.50	
															Check Amount:		$282.50
															Vendor Total:		$282.50
5105	23	BRAUN INTERTEC CORPORATION															
			0717	001	110451										Check		
					E	06	100	870	024	305	000	JES Construction & Materials Testing		$10,955.00			
	PO#:	58802	Voucher #:	130220	Invoice		Invoice No:	B390530					7/11/2024		Paid Amt:	$10,955.00	
															Check Amount:		$10,955.00
															Vendor Total:		$10,955.00
1915		BSN SPORTS LLC14460 VARSITY BRANDS WAY															
			0717	001	110411										Check		
					E	04	005	505	321	401	515	HEA-Youth		$197.78			
					E	04	005	505	321	401	515	HEA-100%		$143.84			
					E	04	005	505	321	401	515	Freight		$19.64			
	PO#:	59606	Voucher #:	130151	Invoice		Invoice No:	926005588					7/11/2024		Paid Amt:	$361.26	
															Check Amount:		$361.26
															Vendor Total:		$361.26
6255		BUSCH, DANNY															
			0717	001	110412										Check		
					E	04	005	505	321	305	515	Legion BB Umpire 6/24/24		$110.00			
	PO#:	59717	Voucher #:	130152	Invoice		Invoice No:	6/24/24					7/11/2024		Paid Amt:	$110.00	
															Check Amount:		$110.00

Code	Rcd	Vendor	Co	Bank	Check No								Pmt/Void Date		Pmt Type		
6255		**BUSCH, DANNY**															
			0717	**001**	**110459**										**Check**		
				E	04	005	505	321	305	315	Legion Ump 7/21/24			$110.00			
	PO#: 59921	**Voucher #:**		**130289**	Invoice			**Invoice No:**	Legion Ump				**7/24/2024**		**Paid Amt:**	**$110.00**	
																Check Amount:	**$110.00**
																Vendor Total:	**$220.00**
26916	**1**	**CDW LLC**															
			0717	**001**	**110436**										**Check**		
				E	01	005	630	302	466	000	Asus Warranty Extension Package - extended s			$8,668.66			
	PO#: 59335	**Voucher #:**		**130204**	Invoice			**Invoice No:**	RZ95452				**7/11/2024**		**Paid Amt:**	**$8,668.66**	
				E	01	005	715	342	505	000	Arctic Wolf-AW-MDR-USER			$22,497.20			
				E	01	005	715	342	505	000	Arctic Wolf-AW-DRM-SE			$923.67			
				E	01	005	715	342	505	000	Arctic Wolf-AW-MDR LMTDU Student			$18,907.00			
				E	01	005	715	342	505	000	Arctic Wolf-AW-Managed Detection and Respor			$1,986.50			
				E	01	005	715	342	505	000	Arctic Wolf-MDR G-STE User Lic			$8,391.60			
				E	01	005	715	342	505	000	Arctic Wolf-MDR Log Retention Lic 1 Yr			$1,584.68			
				E	01	005	715	342	505	000	Arctic Wolf-Platform License - 1 access			$1,653.38			
				E	01	005	715	342	505	000	Arctic Wolf-Platform base license			$0.00			
				E	01	005	715	342	505	000	Arctic Wolf-MR User Lic CLD			$10,584.20			
				E	01	005	715	342	505	000	Arctic Wolf-MR SVR LIC CLD			$432.99			
				E	01	005	715	342	505	000	Arctic Wolf 200 Series MGD Risk Scanner			$1,443.77			
				E	01	005	715	342	505	000	Arctic Wolf MGD Awareness			$0.00			
				E	01	005	715	342	505	000	Arctic Wolf MGD SEC Aware			$0.00			
				E	01	005	715	342	505	000	Arctic Wolf MDR Onboarding			$0.00			
				E	01	005	715	342	505	000	Arctic Wolf MGD RiskOnboard			$0.00			
	PO#: 59341	**Voucher #:**		**130201**	Invoice			**Invoice No:**	RB11938				**7/11/2024**		**Paid Amt:**	**$68,404.99**	
				E	01	005	630	302	466	000	Asus Chromebook CR1 CR1100CKA-YZ182 - 1			$77,311.52			
	PO#: 59335	**Voucher #:**		**130203**	Invoice			**Invoice No:**	RJ67081				**7/11/2024**		**Paid Amt:**	**$77,311.52**	
				E	01	005	630	302	466	000	Google Chrome Education Upgrade			$8,866.00			
	PO#: 59335	**Voucher #:**		**130202**	Invoice			**Invoice No:**	RC11499				**7/11/2024**		**Paid Amt:**	**$8,866.00**	
																Check Amount:	**$163,251.17**
																Vendor Total:	**$163,251.17**
6443		**CENTRAL ROOFING COMPANY**															
			0717	**001**	**110498**										**Check**		
				E	06	100	870	024	520	000	Application #2			$361,275.50			
	PO#:	**Voucher #:**		**130340**	Invoice			**Invoice No:**	Application #2				**7/26/2024**		**Paid Amt:**	**$361,275.50**	
																Check Amount:	**$361,275.50**
																Vendor Total:	**$361,275.50**

Jordan Public Schools
Detail Payment Register By Vendor

Code	Rcd	Vendor	Co	Bank	Check No							Pmt/Void Date		Pmt Type		
3676		CHOICE ELECTRIC, INC														
			0717	001	110478									Check		
					E	01	300	292	000	302	000	Electricity for monitor for concession stand - Lab	$540.00			
					E	01	300	292	000	302	000	Materials	$49.73			
					E	01	300	292	000	302	000	Truck charge	$30.00			
	PO#: 59773		Voucher #:		130309	Invoice			Invoice No: 24632			7/26/2024		Paid Amt:	$619.73	
														Check Amount:		$619.73
														Vendor Total:		$619.73
5636		CHOICE INSURANCE														
			0717	001	110460									Check		
					E	01	005	940	000	340	000	7/1/24-2025	$10,930.00			
					E	01	005	940	000	340	000	Broker Fee	$100.00			
					E	01	005	940	000	340	000	Surplus Lines Tax	$330.90			
					E	01	005	940	000	340	000	Stamping Fee	$4.41			
	PO#: 59862		Voucher #:		130290	Invoice			Invoice No: 22273			7/24/2024		Paid Amt:	$11,365.31	
														Check Amount:		$11,365.31
														Vendor Total:		$11,365.31
1653		CITY OF FARIBAULT - AQUATIC CENTER														
			0717	001	110461									Check		
					E	01	005	203	161	369	013	Kids Co FT 7/11/24&7/18/24	$880.20			
	PO#:		Voucher #:		130302	Invoice			Invoice No: 74857759			7/24/2024		Paid Amt:	$880.20	
														Check Amount:		$880.20
														Vendor Total:		$880.20
2629		COMCAST														
			0717	001	110437									Check		
					E	04	005	505	321	320	550	CERC Service 6/18/24-7/17/24	$2.27			
	PO#:		Voucher #:		130199	Invoice			Invoice No: 6/8/24			7/11/2024		Paid Amt:	$2.27	
					E	04	005	505	321	320	550	CERC Service 7/4/24-8/3/24	$2.27			
	PO#:		Voucher #:		130200	Invoice			Invoice No: 6/25/24			7/11/2024		Paid Amt:	$2.27	
														Check Amount:		$4.54
														Vendor Total:		$4.54
5814		DAHLEN, KELLEN														
			0717	001	110462									Check		
					E	04	005	505	321	305	515	7/9/24 Umpire	$70.00			
	PO#:		Voucher #:		130291	Invoice			Invoice No: July Umpire			7/24/2024		Paid Amt:	$70.00	
														Check Amount:		$70.00
														Vendor Total:		$70.00

Code	Rcd	Vendor	Co	Bank	Check No								Pmt/Void Date		Pmt Type	
3409		EBERT CONSTRUCTION														
			0717	001	110499										Check	
					E	06	100	870	024	520	000	Application #3		$1,141.95		
	PO#:		Voucher #:		130341	Invoice			Invoice No:	21635327			7/26/2024		Paid Amt:	$1,141.95
															Check Amount:	$1,141.95
															Vendor Total:	$1,141.95
2630		EDMENTUM														
			0717	001	110438										Check	
					E	01	300	211	302	406	000	JHS Courseware FY25		$3,857.25		
					E	01	300	211	161	406	013	Targeted Services		$3,375.00		
	PO#:	59708	Voucher #:		130219	Invoice			Invoice No:	INV3229936			7/11/2024		Paid Amt:	$7,232.25
															Check Amount:	$7,232.25
			0717	001	110479										Check	
					E	01	300	211	000	394	000	Am Sigh Language 5/28/24-6/27/24		$200.00		
	PO#:	59867	Voucher #:		130310	Invoice			Invoice No:	INV3237255			7/26/2024		Paid Amt:	$200.00
															Check Amount:	$200.00
															Vendor Total:	$7,432.25
6223		EDUTRAK, LLC														
			0717	001	110439										Check	
					E	01	300	292	000	405	000	Base Service		$684.70		
					E	01	300	292	000	405	000	DataBridge		$476.90		
	PO#:	59712	Voucher #:		130205	Invoice			Invoice No:	6051			7/11/2024		Paid Amt:	$1,161.60
															Check Amount:	$1,161.60
															Vendor Total:	$1,161.60
6184		ELYEA-WHEELER, KURT														
			0717	001	110463										Check	
					E	04	005	505	321	305	315	Jr Legion Ump 7/17/24		$110.00		
	PO#:	59920	Voucher #:		130292	Invoice			Invoice No:	Jr Legion Ump			7/24/2024		Paid Amt:	$110.00
															Check Amount:	$110.00
															Vendor Total:	$110.00
25785		FERTIMIX, INC.														
			0717	001	110480										Check	
					E	01	005	810	000	401	000	Pramitol 25E gallon		$76.88		
					E	01	005	810	000	401	000	Ranger Pro 2.5 gallon		$90.24		
	PO#:	59781	Voucher #:		130311	Invoice			Invoice No:	22887			7/26/2024		Paid Amt:	$167.12
															Check Amount:	$167.12
															Vendor Total:	$167.12

Code	Rcd	Vendor	Co	Bank	Check No	Pmt/Void Date	Pmt Type
28334		**FRICKE, VICKI**					
			0717	**001**	**110413**		**Check**
			E 04 005 508 321 305 000		Personal Training May-June 2024	$402.50	
	PO#: 59726	**Voucher #:**	**130153** Invoice		**Invoice No:** June 2024	**7/11/2024**	**Paid Amt:** **$402.50**
							Check Amount: **$402.50**
							Vendor Total: **$402.50**
1232		**FRONTLINE TECHNOLOGIES GROUP LLC**					
			0717	**001**	**110464**		**Check**
			E 01 100 203 000 405 000		ES	$2,983.96	
			E 01 128 211 000 405 000		MS	$2,983.97	
			E 01 300 211 000 405 000		HS	$2,983.97	
	PO#: 59713	**Voucher #:**	**130293** Invoice		**Invoice No:** INVUS196629	**7/24/2024**	**Paid Amt:** **$8,951.90**
							Check Amount: **$8,951.90**
							Vendor Total: **$8,951.90**
12250		**GENERAL PARTS INC.**					
			0717	**001**	**110481**		**Check**
			E 02 128 770 701 350 000		Materials	$1,052.08	
			E 02 128 770 701 350 000		Freight	$67.75	
			E 02 128 770 701 350 000		Service call charge	$85.00	
			E 02 128 770 701 350 000		Labor	$270.00	
			E 02 128 770 701 350 000		Zone travel charge	$95.00	
	PO#: 59777	**Voucher #:**	**130313** Invoice		**Invoice No:** 6518352	**7/26/2024**	**Paid Amt:** **$1,569.83**
			E 02 128 770 701 350 000		Materials	$44.70	
			E 02 128 770 701 350 000		Freight	$27.55	
			E 02 128 770 701 350 000		Labor	$120.00	
	PO#: 59775	**Voucher #:**	**130312** Invoice		**Invoice No:** 6518486	**7/26/2024**	**Paid Amt:** **$192.25**
			E 02 128 770 701 350 000		Materials-Repairs to food warmer at JMS - 06/0	$9.95	
			E 02 128 770 701 350 000		Labor-Repairs to food warmer at JMS - 06/06	$30.00	
	PO#: 59776	**Voucher #:**	**130314** Invoice		**Invoice No:** 6518481	**7/26/2024**	**Paid Amt:** **$39.95**
							Check Amount: **$1,802.03**
							Vendor Total: **$1,802.03**
5460		**GENERATION GENIUS**					
			0717	**001**	**110440**		**Check**
			E 01 100 203 302 406 000		K-4 Science License FY25	$1,795.00	
	PO#: 59683	**Voucher #:**	**130206** Invoice		**Invoice No:** GG226057-R3	**7/11/2024**	**Paid Amt:** **$1,795.00**
							Check Amount: **$1,795.00**
							Vendor Total: **$1,795.00**

Code	Rcd	Vendor	Co	Bank	Check No								Pmt/Void Date		Pmt Type	
27120		**GOPHER STATE ONE-CALL**														
			0717	**001**	**110414**										**Check**	
					E	01	005	810	000	305	000	June 2024 Emailed Tickets		$18.90		
	PO#:		**Voucher #:**	**130154**	Invoice				**Invoice No:**	4061083			**7/11/2024**		**Paid Amt:**	**$18.90**
															Check Amount:	**$18.90**
															Vendor Total:	**$18.90**
6228		**GROF, LEXYN**														
			0717	**001**	**110415**										**Check**	
					E	04	005	505	321	305	515	Hubman Youth BB Camp 6/17/24-6/21/24		$75.00		
	PO#: 59721		**Voucher #:**	**130155**	Invoice				**Invoice No:**	Hubman BB Camp			**7/11/2024**		**Paid Amt:**	**$75.00**
															Check Amount:	**$75.00**
															Vendor Total:	**$75.00**
1327		**HEGER'S DAIRY LLC**														
			0717	**001**	**110416**										**Check**	
					E	02	128	770	701	495	000	JMS		$583.56		
					E	02	300	770	701	495	000	River Valley		$82.10		
	PO#: 28		**Voucher #:**	**130156**	Invoice				**Invoice No:**	June 2024			**7/11/2024**		**Paid Amt:**	**$665.66**
															Check Amount:	**$665.66**
															Vendor Total:	**$665.66**
6485		**HEIMKES, JESSICA**														
			0717	**001**	**110417**										**Check**	
					E	04	005	508	321	305	000	Personal Training April-June 2024		$210.00		
	PO#: 59727		**Voucher #:**	**130157**	Invoice				**Invoice No:**	Apr-Jun 2024			**7/11/2024**		**Paid Amt:**	**$210.00**
															Check Amount:	**$210.00**
															Vendor Total:	**$210.00**
6415		**HELGERSON, GRAHAM**														
			0717	**001**	**110418**										**Check**	
					E	04	005	505	321	305	515	Hubman Youth BB Camp 6/17/24-6/21/24		$300.00		
	PO#: 59718		**Voucher #:**	**130158**	Invoice				**Invoice No:**	Hubman BB Camp			**7/11/2024**		**Paid Amt:**	**$300.00**
															Check Amount:	**$300.00**
															Vendor Total:	**$300.00**
6516		**HENDERSON INDEPENDENT**														
			0717	**001**	**110419**										**Check**	
					E	01	005	010	000	305	000	School Board Mtg 5/13/24		$126.50		
					E	01	005	010	000	305	000	School Board Mtg 5/20/24		$40.25		
	PO#: 59725		**Voucher #:**	**130159**	Invoice				**Invoice No:**	May 2024			**7/11/2024**		**Paid Amt:**	**$166.75**
															Check Amount:	**$166.75**
															Vendor Total:	**$166.75**

Code	Rcd	Vendor	Co	Bank	Check No							Pmt/Void Date		Pmt Type		
4523		**HIGH POINT NETWORKS, LLC**														
			0717	**001**	**110452**									**Check**		
				E	06	100	870	024	555	500	ARUBA 6300M 48SR5 CL6 POE PERP 4SFP5	$13,934.36				
				E	06	100	870	024	555	500	ARUBA X372 54VDC 1050W PS US PWR	$2,171.80				
				E	06	100	870	024	555	500	ARUBA 6300F 48G CL4 POE 4SFP56 PERP S	$10,072.48				
				E	06	100	870	024	555	500	ARUBA 50G SFP56 TO SFP56 0.65M CABL D/	$600.56				
				E	06	100	870	024	555	500	5YR ARUBA CENTRAL 63/38XX F LICS E-STL	$2,014.24				
				E	06	100	870	024	555	500	ARUBA AP-635 US CAMPUS AP WRLS	$10,540.51				
				E	06	100	870	024	555	500	5YR SUB ARUBA CENTRAL AP FND LICS E-S	$1,847.39				
				E	06	100	870	024	555	500	10PK AP-MNT-MP10-B AP MOUNT BOPT BR/	$176.94				
	PO#: 59578	**Voucher #:**		**130221**	Invoice		**Invoice No:** 252271					**7/11/2024**		**Paid Amt:**	**$41,358.28**	
														Check Amount:		**$41,358.28**
														Vendor Total:		**$41,358.28**
5748		**HORNING, KELLY J.**														
			0717	**001**	**110511**									**Check**		
				E	27	300	298	301	401	959	Down payment for Prom 4-26-2025	$1,000.00				
				E	27	300	298	301	401	959	Down payment for Prom 4-26-2025	($1,000.00)				
				E	01	300	211	000	305	000	Down payment for Prom 4-26-2025	$1,000.00				
	PO#: 59563	**Voucher #:**		**130353**	Invoice		**Invoice No:** SEB042625					**7/29/2024**		**Paid Amt:**	**$1,000.00**	
														Check Amount:		**$1,000.00**
														Vendor Total:		**$1,000.00**
3811		**INFINITE CAMPUS, INC**														
			0717	**001**	**110441**									**Check**		
				E	02	005	770	701	405	000	Food Service License	$3,624.00				
				E	02	005	770	701	405	000	Food Service Support	$724.80				
				E	01	100	203	000	405	000	ES License & Support	$10,998.00				
				E	01	128	211	000	405	000	MS License & Support	$10,998.00				
				E	01	300	211	000	405	000	HS License & Support	$10,998.00				
	PO#: 59709	**Voucher #:**		**130207**	Invoice		**Invoice No:** ANNUAL045885					**7/11/2024**		**Paid Amt:**	**$37,342.80**	
														Check Amount:		**$37,342.80**
														Vendor Total:		**$37,342.80**
25958		**INNOVATIVE GRAPHICS**														
			0717	**001**	**110420**									**Check**		
				E	04	005	505	321	401	515	June 2024 Jordan CERC coach & basketball tsh	$124.00				
	PO#: 59682	**Voucher #:**		**130161**	Invoice		**Invoice No:** 54739					**7/11/2024**		**Paid Amt:**	**$124.00**	
				E	04	005	505	321	401	515	Summer 2024 June Volleyball Camp maroon shi	$700.00				

Code	Rcd	Vendor	Co	Bank	Check No	Pmt/Void Date	Pmt Type
25958		INNOVATIVE GRAPHICS					
			0717	001	110420		Check
			E 04 005 505 321 401 515			Summer 2024 June Volleyball Camp gold shirts $500.00	
	PO#: 59680	Voucher #:	130160	Invoice	Invoice No: 54765	7/11/2024	Paid Amt: $1,200.00
							Check Amount: $1,324.00
							Vendor Total: $1,324.00
2491		INTEGRATED FIRE & SECURITY					
			0717	001	110465		Check
			E 01 128 865 363 305 000			Fire & seciruty monitoring $670.80	
	PO#: 59780	Voucher #:	130294	Invoice	Invoice No: 96473	7/24/2024	Paid Amt: $670.80
							Check Amount: $670.80
							Vendor Total: $670.80
5548		JOHNSON FITNESS & WELLNESS					
			0717	001	110421		Check
			E 04 005 505 321 401 550			June 2024 Freemotion short cable workout room $48.25	
	PO#: 59681	Voucher #:	130162	Invoice	Invoice No: 21-077392	7/11/2024	Paid Amt: $48.25
			E 04 005 505 321 401 550			Long Cable Weight Stack-CERC Fitness Room $115.75	
	PO#: 59730	Voucher #:	130163	Invoice	Invoice No: 21-077011	7/11/2024	Paid Amt: $115.75
							Check Amount: $164.00
							Vendor Total: $164.00
24970		JORDAN ACE HARDWARE					
			0717	001	110482		Check
			E 04 005 505 321 401 000			CE $3.99	
			E 01 300 810 000 350 274			HS In House Repairs $68.12	
			E 01 128 810 000 350 274			MS In House Repairs $39.95	
			E 01 300 810 000 350 199			HS Upkeep Grounds $47.95	
			E 01 300 292 000 401 320			HS Track $5.40	
	PO#:	Voucher #:	130315	Invoice	Invoice No: June 2024	7/26/2024	Paid Amt: $165.41
							Check Amount: $165.41
							Vendor Total: $165.41
25364		JORDAN COMMERCIAL CLUB					
			0717	001	110466		Check
			E 01 005 020 000 820 000			FY25 Membership R. Evenson $65.00	
			E 01 005 020 000 820 000			FY25 Membership C. Bahn $65.00	
	PO#: 59798	Voucher #:	130295	Invoice	Invoice No: FY25 Memberships	7/24/2024	Paid Amt: $130.00
							Check Amount: $130.00
							Vendor Total: $130.00

Code	Rcd	Vendor	Co	Bank	Check No	Pmt/Void Date	Pmt Type
10692		JOSTENS INC					
			0717	001	110483		Check
			E 01 300 790 000 849 000	Diploma for Ava Baima		$16.40	
	PO#: 59513	Voucher #:	130316	Invoice	Invoice No: 34488019	7/26/2024	Paid Amt: $16.40
							Check Amount: $16.40
							Vendor Total: $16.40
5678		KKC TAE KWON DO					
			0717	001	110484		Check
			E 04 005 505 321 305 503	Tae Kwon Do Spring Session 2 5/15/24-6/26/24		$151.20	
	PO#: 59923	Voucher #:	130317	Invoice	Invoice No: Spring Session 2	7/26/2024	Paid Amt: $151.20
							Check Amount: $151.20
							Vendor Total: $151.20
6445		KRAFT CONTRACTING & MECHANICAL LLC					
			0717	001	110500		Check
			E 06 100 870 024 520 000	Application #4		$588,430.00	
	PO#:	Voucher #:	130342	Invoice	Invoice No: Application #4	7/26/2024	Paid Amt: $588,430.00
							Check Amount: $588,430.00
							Vendor Total: $588,430.00
5637		KRAUS-ANDERSON CONSTRUCTION COMPANY					
			0717	001	110453		Check
			E 06 100 870 024 305 000	Construction Manager Fee		$32,255.00	
			E 06 100 870 024 305 000	Site Services & Reimbusables		$74,422.00	
			E 06 100 870 024 305 000	General Condidtions		$10,428.06	
	PO#:	Voucher #:	130224	Invoice	Invoice No: KA64298	7/11/2024	Paid Amt: $117,105.06
							Check Amount: $117,105.06
							Vendor Total: $117,105.06
6470		LAKETOWN ELECTRIC, INC-WACONIA					
			0717	001	110501		Check
			E 06 100 870 024 520 000	Application #3		$42,750.00	
	PO#:	Voucher #:	130343	Invoice	Invoice No: Application #3	7/26/2024	Paid Amt: $42,750.00
							Check Amount: $42,750.00
							Vendor Total: $42,750.00
6537		LANDY, JOSH					
			0717	001	110442		Check
			E 04 005 505 321 305 315	Legion Baseball Ump 7/2/24		$110.00	
	PO#: 59800	Voucher #:	130216	Invoice	Invoice No: 7/2/24	7/11/2024	Paid Amt: $110.00
							Check Amount: $110.00
							Vendor Total: $110.00

Code	Rcd	Vendor	Co	Bank	Check No	Pmt/Void Date	Pmt Type	
5383		**LUCAS/AUDREY**						
			0717	**001**	**110485**		**Check**	
			E 04 005 508 321 305 000			MOX Fitness Session 17 5/20/24-7/11/24	$887.25	
	PO#: 59908	**Voucher #:**	**130318**	Invoice	**Invoice No:** MOXX Session 17	**7/26/2024**	**Paid Amt:**	**$887.25**
							Check Amount:	**$887.25**
							Vendor Total:	**$887.25**
1919		**MASA**						
			0717	**001**	**110510**		**Check**	
			E 01 005 020 000 820 000			MASA Active	$860.00	
			E 01 005 020 000 820 000			AASA Administrator	$485.00	
	PO#: 59711	**Voucher #:**	**130352**	Invoice	**Invoice No:** 21-49112	**7/29/2024**	**Paid Amt:**	**$1,345.00**
							Check Amount:	**$1,345.00**
							Vendor Total:	**$1,345.00**
23240		**MASBO**						
			0717	**001**	**110443**		**Check**	
			E 01 005 110 000 820 000			FY25 Membership Fee N. Knapp	$110.00	
	PO#: 59716	**Voucher #:**	**130210**	Invoice	**Invoice No:** 300008271	**7/11/2024**	**Paid Amt:**	**$110.00**
			E 01 005 110 000 820 000			FY25 Membership A. Hafemann	$110.00	
	PO#: 59704	**Voucher #:**	**130211**	Invoice	**Invoice No:** 300008191	**7/11/2024**	**Paid Amt:**	**$110.00**
							Check Amount:	**$220.00**
							Vendor Total:	**$220.00**
3643		**MASE**						
			0717	**001**	**110467**		**Check**	
			E 01 005 420 419 820 640			MASE Membership C. Williams	$480.00	
			E 01 005 420 419 820 640			CEC/CASE Membership C. Williams	$124.00	
	PO#: 59850	**Voucher #:**	**130296**	Invoice	**Invoice No:** 21-51725	**7/24/2024**	**Paid Amt:**	**$604.00**
							Check Amount:	**$604.00**
							Vendor Total:	**$604.00**
25631		**MASSP**						
			0717	**001**	**110444**		**Check**	
			E 01 300 050 000 820 000			MASSP Active Dues	$615.00	
			E 01 300 050 000 820 000			NASSP Individual Dues	$250.00	
			E 01 300 050 000 820 000			MASSP Division Dues	$20.00	
	PO#: 59710	**Voucher #:**	**130212**	Invoice	**Invoice No:** 2520	**7/11/2024**	**Paid Amt:**	**$885.00**
							Check Amount:	**$885.00**

Code	Rcd	Vendor	Co	Bank	Check No							Pmt/Void Date		Pmt Type		
25631		**MASSP**														
			0717	**001**	**110468**									**Check**		
				E	01	128	050	000	820	000		MASSP renewal for 2024-25 - Ben Bakeberg - A	$885.00			
	PO#: 59833		**Voucher #:**	**130297**	Invoice			**Invoice No:** 3362				**7/24/2024**		**Paid Amt:**	**$885.00**	
														Check Amount:		**$885.00**
														Vendor Total:		**$1,770.00**
1030		**MASTERCARD - HARRIS BANK**														
			0717	**001**										**Wire**		
				E	01	300	291	000	820	384		NHS Membership fees for July 1, 2024 to Julne	$385.00			
	PO#: 59623		**Voucher #:**	**130085**	Invoice			**Invoice No:** HS FY25				**7/9/2024**		**Paid Amt:**	**$385.00**	
														Check Amount:		**$385.00**
			0717	**001**										**Wire**		
				E	01	005	203	161	369	013		Bus	$12.00			
				E	01	005	203	161	369	013		Students Prek-5	$400.00			
				E	01	005	203	161	369	013		Students 6-12th	$225.00			
	PO#:		**Voucher #:**	**130136**	Invoice			**Invoice No:** Nicky				**7/11/2024**		**Paid Amt:**	**$637.00**	
				E	01	005	630	000	405	000		Adobe E. Pickle 6/21/24-7/20/24	$59.99			
	PO#:		**Voucher #:**	**130137**	Invoice			**Invoice No:** Nicky				**7/11/2024**		**Paid Amt:**	**$59.99**	
				E	01	005	630	000	405	000		Adobe E. Pickle 6/21/24-7/20/24	$37.92			
	PO#:		**Voucher #:**	**130138**	Invoice			**Invoice No:** Nicky				**7/11/2024**		**Paid Amt:**	**$37.92**	
				E	01	100	203	000	560	000		ES	$368.97			
				E	01	128	211	000	560	000		MS	$368.97			
				E	01	300	211	000	560	000		HS	$368.97			
	PO#: 59582		**Voucher #:**	**130120**	Invoice			**Invoice No:** Nicky				**7/11/2024**		**Paid Amt:**	**$1,106.91**	
				E	02	005	770	701	366	000		2024 Annual Conference K. Raser-Aug 4-7, 202	$240.00			
	PO#: 59628		**Voucher #:**	**130135**	Invoice			**Invoice No:** Nicky				**7/11/2024**		**Paid Amt:**	**$240.00**	
														Check Amount:		**$2,081.82**
														Vendor Total:		**$2,466.82**
28708		**MAVO SYSTEMS**														
			0717	**001**	**110454**									**Check**		
				E	06	100	870	024	305	000		Application #1	$14,915.00			
	PO#:		**Voucher #:**	**130222**	Invoice			**Invoice No:** 17112				**7/11/2024**		**Paid Amt:**	**$14,915.00**	
				E	06	100	870	024	305	000		Application #2	$785.00			
	PO#:		**Voucher #:**	**130223**	Invoice			**Invoice No:** R17113				**7/11/2024**		**Paid Amt:**	**$785.00**	
														Check Amount:		**$15,700.00**
														Vendor Total:		**$15,700.00**

Code	Rcd	Vendor	Co	Bank	Check No								Pmt/Void Date		Pmt Type	
28878		**MEDICARE BLUE RX**														
			0717	**001**	**110445**										**Check**	
				B	01	215	024					July 2024 D. Swenson		$187.50		
	PO#:		**Voucher #:**	**130208**	Invoice				**Invoice No:** 000999005				**7/11/2024**		**Paid Amt:**	**$187.50**
															Check Amount:	**$187.50**
															Vendor Total:	**$187.50**
10827		**MESPA**														
			0717	**001**	**110446**										**Check**	
				E	01	100	050	000	820	000		Membership renewal-M Barnett		$972.00		
	PO#: 59674		**Voucher #:**	**130209**	Invoice				**Invoice No:** 17645				**7/11/2024**		**Paid Amt:**	**$972.00**
															Check Amount:	**$972.00**
															Vendor Total:	**$972.00**
5867		**METRONET**														
			0717	**001**	**110447**										**Check**	
				E	04	005	582	344	320	000		ES School Readiness		$25.79		
				E	04	005	570	321	320	000		ES Kids Co		$7.37		
				E	02	005	770	701	320	000		ES Food Service		$3.68		
				E	01	100	203	000	320	000		ES		$331.59		
				E	04	005	505	321	320	550		CERC		$17.26		
				E	02	005	770	701	320	000		MS Food Service		$4.31		
				E	01	128	211	000	320	000		MS		$409.90		
				E	02	005	770	701	320	000		HS Food Service		$9.14		
				E	01	300	211	000	320	000		HS		$448.08		
	PO#:		**Voucher #:**	**130213**	Invoice				**Invoice No:** July 2024				**7/11/2024**		**Paid Amt:**	**$1,257.12**
															Check Amount:	**$1,257.12**
															Vendor Total:	**$1,257.12**
4016		**MN HORSE AND HUNT CLUB**														
			0717	**001**	**110422**										**Check**	
				E	04	005	505	321	401	514		JHS Trap Team May 2 2024		$262.50		
	PO#: 59619		**Voucher #:**	**130164**	Invoice				**Invoice No:** 027742				**7/11/2024**		**Paid Amt:**	**$262.50**
															Check Amount:	**$262.50**
															Vendor Total:	**$262.50**
10879		**MN UI FUND**														
			0717	**001**	**110486**										**Check**	
				E	01	005	770	000	281	000		Food Service		$6,428.41		
				E	01	005	400	000	281	000		Para		$25,050.94		

Code	Rcd	Vendor	Co	Bank	Check No							Pmt/Void Date		Pmt Type	
10879		**MN UI FUND**													
			0717	**001**	**110486**									**Check**	
				E	01	300	292	000	280	000	Coaches		$96.24		
	PO#: 59907	**Voucher #:**		**130321**	Invoice		**Invoice No:** 7/9/24					**7/26/2024**		**Paid Amt:**	**$31,575.59**
														Check Amount:	**$31,575.59**
														Vendor Total:	**$31,575.59**
3967		**MN VALLEY ELECTRIC COOPERATIVE**													
			0717	**001**	**110487**									**Check**	
				E	01	005	810	000	330	201	Ballfield Lights		$16.26		
	PO#:	**Voucher #:**		**130319**	Invoice		**Invoice No:** 7/8/24					**7/26/2024**		**Paid Amt:**	**$16.26**
														Check Amount:	**$16.26**
														Vendor Total:	**$16.26**
5066		**MONTGOMERY SPORTMEN'S CLUB**													
			0717	**001**	**110423**									**Check**	
				E	04	005	505	321	305	514	Youth Trap Rounds 5/5/24-6/23/24		$3,465.00		
	PO#: 59729	**Voucher #:**		**130165**	Invoice		**Invoice No:** 6/24/24					**7/11/2024**		**Paid Amt:**	**$3,465.00**
														Check Amount:	**$3,465.00**
														Vendor Total:	**$3,465.00**
3315		**MRI INTERMEDIATE HOLDINGS, LLC**													
			0717	**001**	**110424**									**Check**	
				E	04	005	505	321	305	000	CE June 2024		$22.00		
	PO#: 59805	**Voucher #:**		**130166**	Invoice		**Invoice No:** MRIUS2025830					**7/11/2024**		**Paid Amt:**	**$22.00**
														Check Amount:	**$22.00**
														Vendor Total:	**$22.00**
3256		**NEW PRAGUE AREA SCHOOLS**													
			0717	**001**	**110488**									**Check**	
				E	01	300	292	000	391	000	Adaptive Hockey-D. Carroll		$1,027.94		
				E	01	300	292	000	391	000	Adaptive Softball-D. Carroll		$775.45		
	PO#: 59863	**Voucher #:**		**130322**	Invoice		**Invoice No:** 7/8/24					**7/26/2024**		**Paid Amt:**	**$1,803.39**
														Check Amount:	**$1,803.39**
														Vendor Total:	**$1,803.39**
5626		**NOVAK, HEATHER**													
			0717	**001**	**110425**									**Check**	
				E	04	005	505	321	305	503	Target		$15.99		
				E	04	005	505	321	305	503	Aldi		$254.53		
				E	04	005	505	321	305	503	Amazon		$4.99		
				E	04	005	505	321	305	503	Amazon		$40.05		

Code	Rcd	Vendor	Co	Bank	Check No								Pmt/Void Date		Pmt Type	
5626		NOVAK, HEATHER														
			0717	001	110425										Check	
					E	04	005	505	321	305	503	Class		$1,011.10		
	PO#: 59728		Voucher #:	130167	Invoice				Invoice No: June 17-18,2024				7/11/2024		Paid Amt:	$1,326.66
															Check Amount:	$1,326.66
															Vendor Total:	$1,326.66
6286		OLSTAD, ALLISON														
			0717	001	110426										Check	
					E	04	005	505	321	305	503	Chalk Camp 6/20/24 & 6/26/24		$460.65		
	PO#: 59696		Voucher #:	130168	Invoice				Invoice No: Chalk Camp				7/11/2024		Paid Amt:	$460.65
															Check Amount:	$460.65
															Vendor Total:	$460.65
6185		ONEILL, SEAN														
			0717	001	110448										Check	
					E	04	005	505	321	305	315	Legion Baseball Ump 7/2/24		$110.00		
	PO#: 59801		Voucher #:	130215	Invoice				Invoice No: 7/2/24				7/11/2024		Paid Amt:	$110.00
															Check Amount:	$110.00
															Vendor Total:	$110.00
1397		PAN O GOLD BAKING CO.														
			0717	001	110489										Check	
					E	02	128	770	701	490	000	Inv#10000524162002		$58.38		
					E	02	128	770	701	490	000	Inv#10000524169005		$66.72		
	PO#:		Voucher #:	130323	Invoice				Invoice No: MS Food Service				7/26/2024		Paid Amt:	$125.10
															Check Amount:	$125.10
															Vendor Total:	$125.10
25600		POSTMASTER														
			0717	001	110456										Check	
					E	01	128	211	000	401	215	MS		$78.91		
					E	01	300	211	000	401	217	HS		$78.91		
	PO#:		Voucher #:	130285	Invoice				Invoice No: MS/HS Open House				7/18/2024		Paid Amt:	$157.82
															Check Amount:	$157.82
			0717	001	110473										Check	
					E	01	005	110	000	329	000	District		$387.83		
					E	04	005	505	321	329	000	CE		$387.83		
	PO#:		Voucher #:	130304	Invoice				Invoice No: Fall 2024 Brochure				7/24/2024		Paid Amt:	$775.66
															Check Amount:	$775.66
															Vendor Total:	$933.48

Code	Rcd	Vendor	Co	Bank	Check No							Pmt/Void Date		Pmt Type	
5071		**QUADIENT FINANCE USA, INC**													
			0717	**001**	**110490**									**Check**	
				E	01	300	211	000	329	000	FY24 HS Postage Meter Fill 6/25/24		$10.00		
	PO#: 59919	**Voucher #:**		**130324**	Invoice			**Invoice No:**	7/16/24			**7/26/2024**		**Paid Amt:**	**$10.00**
														Check Amount:	**$10.00**
														Vendor Total:	**$10.00**
11072		**RADERMACHER FOODS INC.**													
			0717	**001**	**110427**									**Check**	
				E	01	300	292	000	302	000	Booster Club		$63.49		
				E	01	005	020	000	401	000	Summer Admin Retreat		$76.54		
				E	01	100	810	000	401	000	ES Maintenance		$8.94		
				E	01	128	407	740	433	250	SPED MS		$10.49		
				E	02	005	770	707	490	000	Food Service Catering		$20.28		
	PO#:	**Voucher #:**		**130170**	Invoice			**Invoice No:**	Acct#26200			**7/11/2024**		**Paid Amt:**	**$179.74**
				E	04	005	570	321	401	000	Kids Co		$80.21		
	PO#:	**Voucher #:**		**130169**	Invoice			**Invoice No:**	Acct#26211			**7/11/2024**		**Paid Amt:**	**$80.21**
														Check Amount:	**$259.95**
														Vendor Total:	**$259.95**
6215		**ROBINSON, NOAH**													
			0717	**001**	**110428**									**Check**	
				E	04	005	505	321	305	515	Hubman Youth BB Camp 6/17/24-6/21/24		$300.00		
	PO#: 59719	**Voucher #:**		**130171**	Invoice			**Invoice No:**	Hubman BB Camp			**7/11/2024**		**Paid Amt:**	**$300.00**
														Check Amount:	**$300.00**
														Vendor Total:	**$300.00**
27704		**ROCKFORD HIGH SCHOOL**													
			0717	**001**	**110491**									**Check**	
				E	01	128	292	000	369	320	Boys team-MS track meet - 04/12/24		$100.00		
				E	01	128	292	000	369	320	Girls team-MS track meet - 04/12/24		$100.00		
	PO#: 59811	**Voucher #:**		**130325**	Invoice			**Invoice No:**	MS Track Meet			**7/26/2024**		**Paid Amt:**	**$200.00**
														Check Amount:	**$200.00**
														Vendor Total:	**$200.00**
6468		**RTL CONSTRUCTION, INC**													
			0717	**001**	**110502**									**Check**	
				E	06	100	870	024	520	000	Application #2		$47,500.00		
	PO#:	**Voucher #:**		**130344**	Invoice			**Invoice No:**	24-103.2			**7/26/2024**		**Paid Amt:**	**$47,500.00**
														Check Amount:	**$47,500.00**
														Vendor Total:	**$47,500.00**

Code	Rcd	Vendor	Co	Bank	Check No								Pmt/Void Date		Pmt Type	
3354		**S.M. HENTGES & SONS INC**														
			0717	**001**	**110503**										**Check**	
					E	06	100	870	024	510	000	Application #2		$50,477.35		
	PO#:		**Voucher #:**	**130345**	Invoice				**Invoice No:** 2				**7/26/2024**		**Paid Amt:**	**$50,477.35**
															Check Amount:	**$50,477.35**
															Vendor Total:	**$50,477.35**
29095		**SCHOOL NUTRITION DIRECTORS OF MN**														
			0717	**001**	**110449**										**Check**	
					E	02	005	770	701	820	000	FY25 Membership K. Raser		$100.00		
	PO#: 59797		**Voucher #:**	**130217**	Invoice				**Invoice No:** 2024-2025				**7/11/2024**		**Paid Amt:**	**$100.00**
															Check Amount:	**$100.00**
															Vendor Total:	**$100.00**
27516		**SCHOOLS FOR EQUITY IN EDUCATION**														
			0717	**001**	**110469**										**Check**	
					E	01	005	010	000	820	000	FY25 Membership Fee		$3,000.00		
	PO#:		**Voucher #:**	**130298**	Invoice				**Invoice No:** 2024-25				**7/24/2024**		**Paid Amt:**	**$3,000.00**
															Check Amount:	**$3,000.00**
															Vendor Total:	**$3,000.00**
6361		**SCHROEDER, REID**														
			0717	**001**	**110470**										**Check**	
					E	04	005	505	321	305	515	Pee Wee Ump 7/11/24&7/18/24		$210.00		
	PO#:		**Voucher #:**	**130299**	Invoice				**Invoice No:** Pee Wee Ump				**7/24/2024**		**Paid Amt:**	**$210.00**
															Check Amount:	**$210.00**
															Vendor Total:	**$210.00**
5209		**SCOTT COUNTY FAIR**														
			0717	**001**	**110471**										**Check**	
					E	04	005	570	321	369	000	Carousel Ride		$97.50		
	PO#:		**Voucher #:**	**130300**	Invoice				**Invoice No:** 7/25/24				**7/24/2024**		**Paid Amt:**	**$97.50**
															Check Amount:	**$97.50**
															Vendor Total:	**$97.50**
21913		**SIWEK LUMBER & MILLWORK INC**														
			0717	**001**	**110492**										**Check**	
					E	01	005	810	000	350	274	Shelf bracket		$103.84		
					E	01	005	810	000	350	274	Hitching ring		$25.96		
					E	01	005	810	000	350	274	Clay quad sealant		$9.99		
					E	01	005	810	000	350	274	Lumber		$10.00		
	PO#: 59778		**Voucher #:**	**130326**	Invoice				**Invoice No:** 90218				**7/26/2024**		**Paid Amt:**	**$149.79**
															Check Amount:	**$149.79**
															Vendor Total:	**$149.79**

Code	Rcd	Vendor	Co	Bank	Check No								Pmt/Void Date		Pmt Type		
6546		**SONUS INTERIORS**															
			0717	**001**	**110504**										**Check**		
					E	06	100	870	024	520	000	Application #1		$5,415.00			
	PO#:		**Voucher #:**		**130346**	Invoice			**Invoice No:** 410154				**7/26/2024**		**Paid Amt:**	**$5,415.00**	
															Check Amount:		**$5,415.00**
															Vendor Total:		**$5,415.00**
16835		**SOUTH CENTRAL SERVICE COOP.**															
			0717	**001**	**110493**										**Check**		
					E	01	100	865	358	305	000	JES Asbestos Removal		$7,689.50			
					E	01	005	865	358	305	000	H&S Mang. Fee		$51.41			
					E	01	005	865	352	305	000	H&S Mang. Fee		$77.11			
	PO#: 59872		**Voucher #:**		**130320**	Invoice			**Invoice No:** 22840				**7/26/2024**		**Paid Amt:**	**$7,818.02**	
															Check Amount:		**$7,818.02**
															Vendor Total:		**$7,818.02**
10214		**SOUTHWEST METRO INTERMEDIATE DISTRICT**															
			0717	**001**	**110429**										**Check**		
					E	01	005	216	406	303	000	FY24 Title 1 Part D Fund		$22,950.97			
					E	01	005	216	406	303	011	FY24 Title 1 Part D Fund		$2,049.03			
					E	01	005	216	406	304	000	FY24 Title 1 Part D Fund		$29,807.07			
	PO#: 59807		**Voucher #:**		**130172**	Invoice			**Invoice No:** 0002400967				**7/11/2024**		**Paid Amt:**	**$54,807.07**	
					E	01	998	720	374	316	000	FY24 SSP Aide-2nd Payment		$9,473.19			
	PO#: 59804		**Voucher #:**		**130173**	Invoice			**Invoice No:** 0002400986				**7/11/2024**		**Paid Amt:**	**$9,473.19**	
					E	01	998	405	740	396	000	DHH		$5,210.23			
					E	01	998	405	740	397	000	DHH		$1,676.21			
					E	01	998	405	740	820	000	DHH		$344.32			
					E	01	998	406	740	396	000	BVI		$1,996.82			
					E	01	998	406	740	397	000	BVI		$612.71			
					E	01	998	406	740	820	000	BVI		$130.47			
					E	01	998	420	740	396	000	SPED Aggregate		$3,187.91			
					E	01	998	420	740	397	000	SPED Aggregate		$870.72			
					E	01	998	420	740	820	000	SPED Aggregate		$168.89			
	PO#: 59803		**Voucher #:**		**130174**	Invoice			**Invoice No:** 0002400974				**7/11/2024**		**Paid Amt:**	**$14,198.28**	
															Check Amount:		**$78,478.54**
			0717	**001**	**110494**										**Check**		
					E	01	998	211	000	390	000	FY24 Final Carver Cty Jail Tuition		$882.44			
	PO#: 59842		**Voucher #:**		**130329**	Invoice			**Invoice No:** 0002401002				**7/26/2024**		**Paid Amt:**	**$882.44**	
					E	01	998	203	000	390	000	Reflections FY24 4th Quarter Tuition		$6,414.74			
					E	01	998	211	000	390	000	Reflections FY24 4th Quarter Tuition		$12,829.48			
	PO#: 59840		**Voucher #:**		**130327**	Invoice			**Invoice No:** 0002400930				**7/26/2024**		**Paid Amt:**	**$19,244.22**	

Code	Rcd	Vendor	Co	Bank	Check No								Pmt/Void Date		Pmt Type	
10214		**SOUTHWEST METRO INTERMEDIATE DISTRICT**														
			0717	**001**	**110494**										**Check**	
					E	01	998	211	000	390	000	FY24 4th Quarter Elevate Tuition		$43,316.43	
	PO#: 59841	**Voucher #:**	**130328**	Invoice	**Invoice No:** 0002400909								**7/26/2024**		**Paid Amt:**	**$43,316.43**
															Check Amount:	**$63,443.09**
															Vendor Total:	**$141,921.63**
4180		**SOUTHWEST WEST CENTRAL SERVICE COOP**														
			0717	**001**	**110495**										**Check**	
					E	01	005	760	733	350	000	Shane Peters		$12.00		
	PO#: 59783	**Voucher #:**	**130330**	Invoice	**Invoice No:** 76257								**7/26/2024**		**Paid Amt:**	**$12.00**
															Check Amount:	**$12.00**
															Vendor Total:	**$12.00**
6499		**STEENBERG-WATRUD CONSTRUCTION**														
			0717	**001**	**110505**										**Check**	
					E	06	100	870	024	520	000	Application #2		$271,149.95		
	PO#:	**Voucher #:**	**130347**	Invoice	**Invoice No:** Application #2								**7/26/2024**		**Paid Amt:**	**$271,149.95**
															Check Amount:	**$271,149.95**
															Vendor Total:	**$271,149.95**
6547		**STEVENS INDUSTRIES, INC**														
			0717	**001**	**110506**										**Check**	
					E	06	100	870	024	520	000	Application #1		$7,908.75		
	PO#:	**Voucher #:**	**130348**	Invoice	**Invoice No:** Application #1								**7/26/2024**		**Paid Amt:**	**$7,908.75**
															Check Amount:	**$7,908.75**
															Vendor Total:	**$7,908.75**
2172		**SUMMIT FIRE PROTECTION**														
			0717	**001**	**110507**										**Check**	
					E	06	100	870	024	520	000	Application #A10300106200003		$15,824.15		
	PO#:	**Voucher #:**	**130349**	Invoice	**Invoice No:** A10300106200003								**7/26/2024**		**Paid Amt:**	**$15,824.15**
															Check Amount:	**$15,824.15**
															Vendor Total:	**$15,824.15**
6532		**THACH, TADE**														
			0717	**001**	**110430**										**Check**	
					E	04	005	505	321	305	515	Hubman Youth BB Camp 6/17/24-6/21/24		$75.00		
	PO#: 59720	**Voucher #:**	**130175**	Invoice	**Invoice No:** Hubman BB Camp								**7/11/2024**		**Paid Amt:**	**$75.00**
															Check Amount:	**$75.00**
															Vendor Total:	**$75.00**

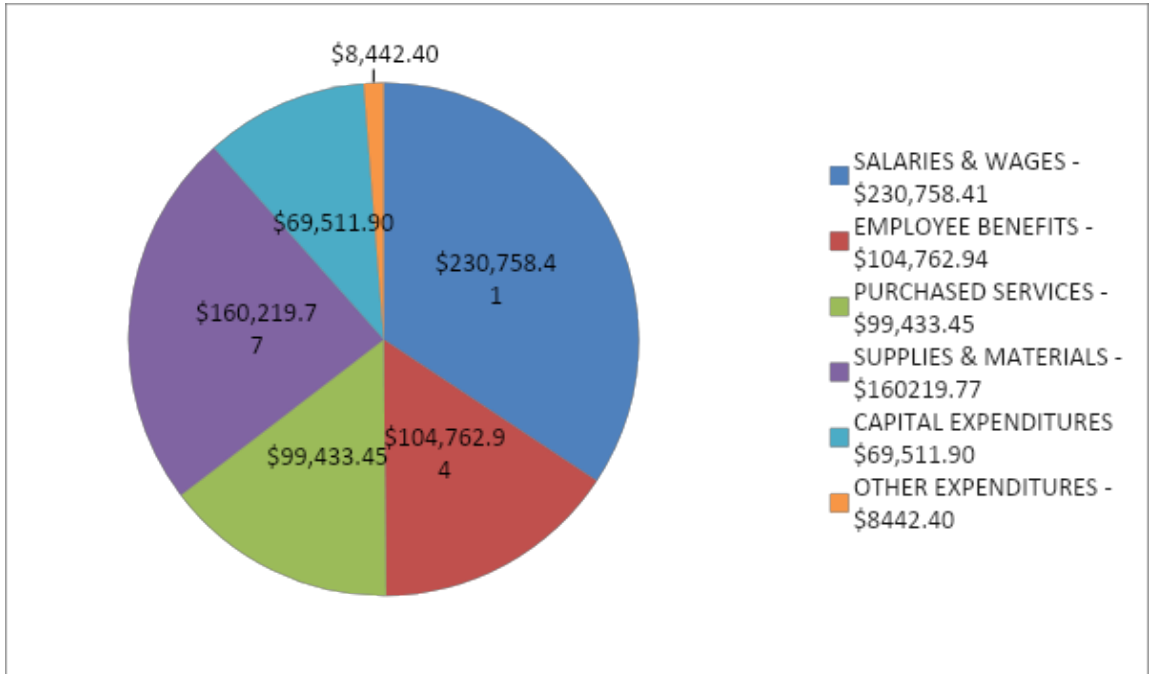
Code	Rcd	Vendor	Co	Bank	Check No			Pmt/Void Date		Pmt Type	
26451		THE MUSIC MART									
			0717	001	110431					Check	
				R 01 300 000 000 619 923		Invoice#1674360			$6.00		
PO#: 59698		Voucher #:		130180 Invoice		Invoice No: 1674360		7/11/2024		Paid Amt:	$6.00
				R 01 300 000 000 619 923		Invoice#1673915			$22.80		
PO#: 59698		Voucher #:		130181 Invoice		Invoice No: 1673915		7/11/2024		Paid Amt:	$22.80
				E 01 300 258 000 350 000		Invoice#1683304			$70.50		
PO#: 59701		Voucher #:		130189 Invoice		Invoice No: 1683304		7/11/2024		Paid Amt:	$70.50
				E 01 300 258 000 430 000		Invoice#1624869			$68.00		
PO#: 59700		Voucher #:		130188 Invoice		Invoice No: 1624869		7/11/2024		Paid Amt:	$68.00
				R 01 300 000 000 619 923		Invoice#1640272			$18.95		
PO#: 59698		Voucher #:		130185 Invoice		Invoice No: 1640272		7/11/2024		Paid Amt:	$18.95
				E 01 300 258 000 350 000		Invoice#1645211			$80.45		
PO#: 59701		Voucher #:		130192 Invoice		Invoice No: 1645211		7/11/2024		Paid Amt:	$80.45
				R 01 300 000 000 619 923		Invoice#1682645			$19.19		
PO#: 59698		Voucher #:		130178 Invoice		Invoice No: 1682645		7/11/2024		Paid Amt:	$19.19
				R 01 300 000 000 619 923		Invoice#1622543			$81.97		
PO#: 59698		Voucher #:		130186 Invoice		Invoice No: 1622543		7/11/2024		Paid Amt:	$81.97
				R 01 300 000 000 619 923		Invoice#1587882			$51.99		
PO#: 59698		Voucher #:		130183 Invoice		Invoice No: 1587882		7/11/2024		Paid Amt:	$51.99
				E 01 300 258 000 430 000		Invoice#1601170			$150.00		
PO#: 59700		Voucher #:		130187 Invoice		Invoice No: 1601170		7/11/2024		Paid Amt:	$150.00
				E 01 300 258 000 350 000		Invoice#1674469			$77.45		
PO#: 59701		Voucher #:		130191 Invoice		Invoice No: 1674469		7/11/2024		Paid Amt:	$77.45
				E 01 300 258 000 350 000		Invoice#1624313			$80.50		
PO#: 59701		Voucher #:		130195 Invoice		Invoice No: 1624313		7/11/2024		Paid Amt:	$80.50
				R 01 300 000 000 619 923		Invoice#1674494			$19.95		
PO#: 59698		Voucher #:		130179 Invoice		Invoice No: 1674494		7/11/2024		Paid Amt:	$19.95
				E 01 300 258 000 350 000		Invoice#1629067			$65.00		
PO#: 59701		Voucher #:		130193 Invoice		Invoice No: 1629067		7/11/2024		Paid Amt:	$65.00
				R 01 300 000 000 619 923		Invoice#1672736			$18.00		
PO#: 59698		Voucher #:		130182 Invoice		Invoice No: 1672736		7/11/2024		Paid Amt:	$18.00
				E 01 300 258 000 350 000		Invoice#1624325			$100.00		
PO#: 59701		Voucher #:		130194 Invoice		Invoice No: 1624325		7/11/2024		Paid Amt:	$100.00
				E 01 300 258 000 350 000		Invoice#1679343			$81.36		
PO#: 59701		Voucher #:		130190 Invoice		Invoice No: 1679343		7/11/2024		Paid Amt:	$81.36
				E 01 300 258 000 401 000		Invoice31622079			$271.95		
PO#: 59699		Voucher #:		130176 Invoice		Invoice No: 1622079		7/11/2024		Paid Amt:	$271.95
				R 01 300 000 000 619 923		Invoice#1654158			$11.99		
PO#: 59698		Voucher #:		130184 Invoice		Invoice No: 1654158		7/11/2024		Paid Amt:	$11.99

Code	Rcd	Vendor	Co	Bank	Check No								Pmt/Void Date		Pmt Type		
26451		**THE MUSIC MART**															
			0717	**001**	**110431**										**Check**		
				E	01	300	292	000	430	300	Shoes			$2,925.00			
	PO#: 59697	**Voucher #:**		**130177**	Invoice			**Invoice No:**	1670064				**7/11/2024**		**Paid Amt:**	**$2,925.00**	
															Check Amount:		**$4,221.05**
			0717	**001**	**110496**										**Check**		
				E	01	128	258	000	350	000	Inv#1690854			$173.95			
	PO#: 59845	**Voucher #:**		**130335**	Invoice			**Invoice No:**	1690854				**7/26/2024**		**Paid Amt:**	**$173.95**	
				E	01	128	258	000	350	000	Inv#1646640			$5.99			
	PO#: 59845	**Voucher #:**		**130338**	Invoice			**Invoice No:**	1646640				**7/26/2024**		**Paid Amt:**	**$5.99**	
				R	01	128	000	000	619	923	Inv#1693008 Clarinet Swab			$10.02			
	PO#: 59844	**Voucher #:**		**130334**	Invoice			**Invoice No:**	1693008				**7/26/2024**		**Paid Amt:**	**$10.02**	
				E	01	128	258	000	350	000	Inv#1657069 Flute			$84.50			
	PO#: 59843	**Voucher #:**		**130331**	Invoice			**Invoice No:**	1657069				**7/26/2024**		**Paid Amt:**	**$84.50**	
				E	01	128	258	000	350	000	Inv#1672145 Floor Peg Screw/Nut			$14.00			
	PO#: 59843	**Voucher #:**		**130332**	Invoice			**Invoice No:**	1672145				**7/26/2024**		**Paid Amt:**	**$14.00**	
				E	01	128	258	000	350	000	Inv#1600628			$41.09			
	PO#: 59845	**Voucher #:**		**130336**	Invoice			**Invoice No:**	1600628				**7/26/2024**		**Paid Amt:**	**$41.09**	
				R	01	128	000	000	619	923	Inv#0570440			$532.99			
	PO#: 59844	**Voucher #:**		**130333**	Invoice			**Invoice No:**	1570440				**7/26/2024**		**Paid Amt:**	**$532.99**	
				E	01	128	258	000	350	000	Inv#1621569			$111.80			
	PO#: 59845	**Voucher #:**		**130337**	Invoice			**Invoice No:**	1621569				**7/26/2024**		**Paid Amt:**	**$111.80**	
															Check Amount:		**$974.34**
															Vendor Total:		**$5,195.39**
6447		**TREVETHAN, TRACY**															
			0717	**001**	**110472**										**Check**		
				E	04	005	507	321	305	000	Sewing Fun Kids Camp July 8-11, 2024			$636.00			
	PO#: 59903	**Voucher #:**		**130301**	Invoice			**Invoice No:**	102				**7/24/2024**		**Paid Amt:**	**$636.00**	
															Check Amount:		**$636.00**
															Vendor Total:		**$636.00**
6548		**VOS CONSTRUCTION**															
			0717	**001**	**110508**										**Check**		
				E	06	100	870	024	520	000	Application #1			$100,225.00			
	PO#:	**Voucher #:**		**130350**	Invoice			**Invoice No:**	Application #1				**7/26/2024**		**Paid Amt:**	**$100,225.00**	
															Check Amount:		**$100,225.00**
															Vendor Total:		**$100,225.00**

Code	Rcd	Vendor	Co	Bank	Check No								Pmt/Void Date		Pmt Type	
3410		WELLS CONCRETE														
			0717	001	110509										Check	
				E	06	100	870	024	520	000	Application #4			$305,066.60		
	PO#:		Voucher #:	130351	Invoice		Invoice No: 050016-4						7/26/2024		Paid Amt:	$305,066.60
															Check Amount:	$305,066.60
															Vendor Total:	$305,066.60
6536		WESTRUM, JOHN														
			0717	001	110450										Check	
				E	04	005	505	321	305	315	Jr Legion Baseball Ump 7/2/24			$220.00		
	PO#: 59802		Voucher #:	130214	Invoice		Invoice No: 7/2/24						7/11/2024		Paid Amt:	$220.00
															Check Amount:	$220.00
															Vendor Total:	$220.00
3108		WORM, MARK														
			0717	001	110497										Check	
				E	01	300	294	000	305	315	4/25/24			$110.00		
				E	01	300	294	000	305	315	5/11/24			$110.00		
	PO#:		Voucher #:	130339	Invoice		Invoice No: Baseball Official						7/26/2024		Paid Amt:	$220.00
															Check Amount:	$220.00
															Vendor Total:	$220.00
															Report Total:	$2,468,353.31

FUND 01 - EXP GUIDELINE BY OBJECT

AUGUST, 2024



TOTAL EXPENDITURES – FUND 01 - THROUGH JULY, 2024 - $673,128.87

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**
Mighycause	JES Backpack Program	$45.00
Jordan Pride Booster Club	Subsidizing various activity expenses	$25,000

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 DISTRICT SCHOOLS
POLICY

Adopted: September. 12, 2007

Revised: August 12th, 2024

102 EQUAL EDUCATIONAL OPPORTUNITY

I. PURPOSE

The purpose of this policy is to ensure that equal educational opportunity is provided for all students of the school district.

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to provide equal educational opportunity for all students. The school district does not discriminate on the basis of one or more of the following: race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, including gender identity and expression, or age. The school district also makes reasonable accommodations for students with disabilities.

B. The school district prohibits harassment and discrimination of any individual based on any of the protected classifications listed above. For information about the types of conduct that constitute violation of the school district's policy on harassment and violence and the school district's procedures for addressing such complaints, refer to the school district's policy on harassment and violence (Policy 413).

C. The school district prohibits discrimination of students with a disability, within the intent of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), who need services, accommodations, or programs in order to receive a free appropriate public education. For information as to protections that may apply pursuant to Section 504 and the school district's corresponding procedures for addressing disability discrimination complaints, refer to the school district's policy on student disability nondiscrimination (Policy 521).

D. The school district prohibits sexual harassment discrimination of any individual on the basis of sex in its education programs or activities. For information as to the protections that apply pursuant to Title IX and school district's corresponding procedures and processes for addressing sexual harassment and discrimination, refer to the school district's policy on Title IX sex nondiscrimination (Policy 522).

E. The school district shall provide equal opportunity for members of each sex and

to members of all races and ethnicities to participate in its athletic program. In determining whether equal opportunity to participate in athletic programs is available for the purposes of this law, at least the following factors shall be considered to the extent that they are applicable to a given situation: whether the opportunity for males and females to participate in the athletic program reflects the demonstrated interest in athletics of the males and females in the student body of the educational institution; whether the opportunity for members of all races and ethnicities to participate in the athletic program reflects the demonstrated interest in athletics of members of all races and ethnicities in the student body of the educational institution; whether the variety and selection of sports and levels of competition effectively accommodate the demonstrated interests of members of each sex; whether the variety and selection of sports and levels of competition effectively accommodate the demonstrated interests of members of all races and ethnicities; the provision of equipment and supplies; scheduling of games and practice times; assignment of coaches; provision of locker rooms; practice and competitive facilities; and the provision of necessary funds for teams of one sex.

F. This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges of enrollment.

G. Every school district employee shall be responsible for complying with this policy.

H. Any student, parent, or guardian having a question regarding this policy should discuss it with the appropriate school district official as provided by policy. In the absence of a specific designee, an inquiry or a complaint should be referred to the superintendent.

Legal References:
Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1681 *et seq.* (Title IX of the Education Amendments of 1972)
42 U.S.C. § 2000d *et seq*. (Title VI of the Civil Rights Act of 1964)
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

Cross References:
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process)

JORDAN DISTRICT SCHOOLS
POLICY

Adopted: September. 12, 2007

Revised: July 10th, 2023

104 SCHOOL DISTRICT MISSION STATEMENT

MISSION STATEMENT

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

Legal References: Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readinessthe World's Best Workforce)

Cross References: None

104-1

JORDAN DISTRICT SCHOOLS
POLICY

Adopted: Sept. 12, 2007

Revised: August 12th, 2024

204 SCHOOL BOARD MEETING MINUTES

I. PURPOSE

The purpose of this policy is to establish procedures relating to the maintenance of records of the school board and the publication of its official proceedings.

II. GENERAL STATEMENT OF POLICY

It is the policy of the school district to maintain its records so that they will be available for inspection by members of the general public and to provide for the publication of its official proceedings in compliance with law.

III. MAINTENANCE OF MINUTES AND RECORDS

A. The clerk shall keep and maintain permanent records of the school board, including records of the minutes of school board meetings and other required records of the school board. All votes taken at meetings required to be open to the public pursuant to the Minnesota Open Meeting Law shall be recorded in a journal kept for that purpose. Public records maintained by the school district shall be available for inspection by members of the public during the regular business hours of the school district. Minutes of meetings shall be available for inspection at the administrative offices of the school district after they have been prepared. Minutes of a school board meeting shall be approved or modified by the school board at a subsequent meeting, which action shall be reflected in the official proceedings of that subsequent meeting.

B. <u>Recordings of Closed Meetings</u>

1. All closed meetings, except those closed as permitted by the attorney-client privilege, must be electronically recorded at the expense of the school district. Recordings of closed meetings shall be made separately from the recordings of an open meeting, to the extent such meetings are recorded. If a meeting is closed to discuss more than one (1) matter, each matter shall be separately recorded.

2. Recordings of closed meetings shall be preserved by the school district for the following time periods:

a. Meetings closed to discuss labor negotiations strategy shall be preserved for two (2) years after the contract is signed.

b. Meetings closed to discuss security matters shall be preserved for at least four (4) years.

c. Meetings closed to discuss the purchase or sale of property shall be preserved for at least eight (8) years after the date of the meeting.

d. All other closed meetings shall be preserved by the school district for at least three (3) years after the date of the meeting.

e. Following the expiration of the above time periods, recordings of closed meetings shall be maintained as set forth in the school district's Records Retention Schedule.

3. Recordings of closed meetings shall be classified by the school district as protected non-public data that is not accessible by the public or any subject of the data, with the following exceptions:

a. Recordings of labor negotiations strategy meetings shall be classified as public data and made available to the public after all labor contracts are signed by the school district for the current budget period.

b. Recordings of meetings related to the purchase or sale of property shall be classified as public data and made available to the public after all real or personal property discussed at the meeting has been purchased or sold or the school district has abandoned the purchase or sale.

c. Recordings of any other closed meetings shall be classified and/or released as required by court order.

4. Recordings of closed meetings shall be maintained separately from recordings of open meetings, to the extent recordings of open meetings are maintained by the school district, with the exception of recordings that have been classified as public data as set forth in Section III.B.3. above. Recordings of closed meetings classified as non-public data also shall be maintained in a secure location, separate from recordings classified as public data.

5. Recordings of closed meetings shall be maintained in a manner to easily identify the data classification of the recording. The recordings shall be identified with at least the following information:

a. The date of the closed meeting;

b. The basis upon which the meeting was closed (i.e.: labor negotiations strategy, purchase or sale of real property, educational data, etc.); and

c. The classification of the data.

6. Recordings of closed meetings related to labor negotiations strategy and the purchase or sale of property shall be maintained and monitored in a manner that reclassifies the recording as public upon the occurrence of an event reclassifying that data as set forth in Section III.B.3. above.

IV. PUBLICATION OF OFFICIAL PROCEEDINGS

A. The school board shall cause its official proceedings to be published once in the official newspaper of the school district within thirty (30) days of the meeting at which the proceedings occurred; however, if the school board conducts regular meetings not more than once every thirty (30) days, the school board need not publish the minutes until ten (10) days after they have been approved by the school board.

(a) Notwithstanding any law to the contrary, when a qualified newspaper designated by a school district ceases to exist for any reason except consolidation with another newspaper, the school district may publish its proceedings on the school district's website instead of publishing the proceedings in a newspaper. The school district must also request that the same information be posted at each public library located within the school district for the notice's publication period. This section expires August 1, 2026.

(b) If, before August 1, 2026, there is a newspaper located within a school district's boundaries that is qualified to be designated as the school district's official newspaper pursuant to Minnesota Statutes, section 331A.04, then the exemption provided in this section shall not apply, provided that the qualified newspaper's legal rate is not more than ten percent above the rate charged by the school district's previous official newspaper and the qualified newspaper provides some coverage of the activities of the school district that is publishing the notice.

B. The proceedings to be published shall be sufficiently full to fairly set forth the proceedings. They must include the substance of all official actions taken by the school board at any regular or special meeting, and at minimum must include the subject matter of a motion, the persons making and seconding the motion, a listing of how each member present voted on the motion, the character of resolutions offered including a brief description of their subject matter and whether adopted or defeated. The minutes and permanent records of the school

board may include more detail than is required to be published with the official proceedings. If the proceedings have not yet been approved by the school board, the proceedings to be published may reflect that fact.

C. The proceedings to be published may be a summary of the essential elements of the proceedings, and/or of resolutions and other official actions of the school board. Such a summary shall be written in a clear and coherent manner and shall, to the extent possible, avoid the use of technical or legal terms not generally familiar to the public. When a summary is published, the publication shall clearly indicate that the published material is only a summary and that the full text is available for public inspection at the administrative offices of the school district and that a copy of the proceedings, other than attachments to the minutes, is available without cost at the offices of the school district or by means of standard or electronic mail.

Legal References:
Minn. Stat. § 13D.01, Subds. 4-6 (Meetings Must be Open to the Public; Exceptions)
Minn. Stat. § 123B.09, Subd. 10 (Boards of Independent School Districts)
Minn. Stat. § 123B.14, Subd. 7 (Officers of Independent School Districts)
Minn. Stat. § 331A.01 (Definition)
Minn. Stat. § 331A.05, Subd. 8 (Form of Public Notices)
Minn. Stat. § 331A.08, Subd. 3 (Computation of Time)
Op. Atty. Gen. 161-a-20, December 17, 1970
Ketterer v. Independent School District No. 1, 248 Minn. 212, 79 N.W.2d 428 (1956)

Cross References:
MSBA/MASA Model Policy 205 (Open Meetings and Closed Meetings)
MSBA Service Manual, Chapter 1, School District Governance, Powers and Duties

JORDAN DISTRICT SCHOOLS
POLICY

Adopted: Sept. 12, 2007

Revised: August 12th, 2024

207 PUBLIC HEARINGS

I. PURPOSE

The school board recognizes the importance of obtaining public input on matters properly before the school board during a public hearing. The purpose of this policy is to establish procedures to efficiently receive public input.

II. GENERAL STATEMENT OF POLICY

For the school board to efficiently receive public input on matters properly before the school board, the school board establishes the procedures set forth in this policy are established.

III. PROCEDURES

A. Public Hearings

Public hearings are required by law concerning certain issues, including but not limited to, school closings (Minnesota Statutes section 123B.51), education district establishment (Minnesota Statutes section 123A.15), and agreements for secondary education (Minnesota Statutes section 123A.30). Additionally, other public hearings may be held by the school board on school district matters at the school board's discretion.

B. Notice of Public Hearings

Public notice of a public hearing required by law shall be given as provided by the enabling legislation. Public notice of other hearings shall be given in the manner required for a regular meeting if held in conjunction with a regular meeting, in the manner required for a special meeting if held in conjunction with a special meeting, or as otherwise determined by the school board.

C. Public Participation

The school board retains the right to require that those in attendance at a public hearing indicate their desire to address the school board and complete and file with the clerk of the school board an appropriate request card prior to commencement of the hearing if the school board utilizes this procedure. In that

case, any request to address the school board after the commencement of the hearing will be granted only at the school board's discretion.

1. Format of Request: If required by the school board, a written request of an individual or a group to address the school board shall contain the name of the person or group seeking to address the school board. It shall also contain the name of the group represented, if any, and a brief statement of the subject to be covered or the issue to be addressed.

2. Time Limitation: The school board retains the discretion to limit the time for each presentation as needs dictate.

3. Groups: The school board retains the discretion to require that any group of persons who desire to address the school board designate one representative or spokesperson. If the school board requires designation of a representative or spokesperson, no other person in the group will be recognized to address the school board, except as the school board otherwise determines.

4. Privilege to Speak: A school board member should direct remarks or questions through the chair. Only those speakers recognized by the chair will be allowed to speak. Comments by others are out of order. Individuals who interfere with or interrupt speakers, the school board, or the proceedings may be directed to leave.

5. Personal Attacks: Personal attacks by anyone addressing the school board are unacceptable. Persistence in such remarks by an individual shall terminate that person's privilege to address the school board.

6. Limitations on Participation: Depending upon the number of persons in attendance seeking to be heard, the school board reserves the right to impose such other limitations and restrictions as necessary to provide an orderly, efficient, and fair opportunity to be heard.

Legal References: Minn. Stat. § 123A.15 (Establishing Education Districts)
Minn. Stat. § 123A.30 (Agreements for Secondary Education)
Minn. Stat. § 123B.51 (Schoolhouses and Sites; Uses for School and Nonschool Purposes; Closings)

Cross References: MSBA/MASA Model Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)

JORDAN PUBLIC SCHOOLS
POLICY

Adopted: October 8, 2012

Revised: August 12th, 2024

413 HARASSMENT AND VIOLENCE

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation or disability (Protected Class).

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to maintain a learning and working environment free from harassment and violence on the basis of Protected Class. The school district prohibits any form of harassment or violence on the basis of Protected Class.

B. A violation of this policy occurs when any student, teacher, administrator, or other school district personnel harasses a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel through conduct or communication based on a person's Protected Class, as defined by this policy. (For purposes of this policy, school district personnel include school board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the district.)

C. A violation of this policy occurs when any student, teacher, administrator, or other school district personnel inflicts, threatens to inflict, or attempts to inflict violence upon any student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel based on a person's Protected Class.

D. The school district will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person's Protected Class, and to discipline or take appropriate action against any student, teacher, administrator, or other school district personnel found to have violated this policy.

III. DEFINITIONS

A. "Assault" is:

1. an act done with intent to cause fear in another of immediate bodily harm or death;

2. the intentional infliction of or attempt to inflict bodily harm upon another; or

3. the threat to do bodily harm to another with present ability to carry out the threat.

B. "Harassment" prohibited by this policy consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual's or group of individuals' race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability, when the conduct:

1. has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;

2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or

3. otherwise adversely affects an individual's employment or academic opportunities.

C. "Immediately" means as soon as possible but in no event longer than 24 hours.

D. Protected Classifications; Definitions

1. "Disability" means, with respect to an individual who:

a. a physical, sensory, or mental impairment that materially limits one or more major life activities of such individual;

b. has a record of such an impairment; or

c. is regarded as having such an impairment.

2. "Familial status" means the condition of one or more minors having legal status or custody with:

a. the minor's parent or parents or the minor's legal guardian; or guardians; or

b. the designee of the parent or parents or guardian or guardians with the written permission of the parent or parents or guardian or guardians. Familial status also means residing with and caring for one or more individuals who lack the ability to meet essential requirements for physical health, safety, or self-care because the individual or individuals are unable to receive and evaluate information or make or communicate decisions. The protections afforded against harassment or discrimination on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.

3. "Marital status" means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment or discrimination on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.

4. "National origin" means the place of birth of an individual or of any of the individual's lineal ancestors.

5. "Sex" includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.

6. "Sexual orientation" means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment, or having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness. "Sexual orientation" does not include a physical or sexual attachment to children by an adult.

7. "Status with regard to public assistance" means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.

E. "Remedial response" means a measure to stop and correct acts of harassment or violence, prevent acts of harassment or violence from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of acts of harassment or violence.

F. Sexual Harassment; Definition

1. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or

physical conduct or communication of a sexual nature when:

a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment or an education; or

b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or

c. that conduct or communication has the purpose or effect of substantially interfering with an individual's employment or education, or creating an intimidating, hostile, or offensive employment or educational environment.

2. Sexual harassment may include, but is not limited to:

a. unwelcome verbal harassment or abuse;

b. unwelcome pressure for sexual activity;

c. unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact, other than necessary restraint of student(s) by teachers, administrators, or other school district personnel to avoid physical harm to persons or property;

d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;

e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or

f. unwelcome behavior or words directed at an individual because of sexual orientation, including gender identity or expression,.

G. Sexual Violence; Definition

1. Sexual violence is a physical act of aggression or force or the threat thereof that involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minnesota Statutes section 609.341, includes the primary genital area, groin, inner thigh, buttocks, or breast, as well as the clothing covering these areas.

2. Sexual violence may include, but is not limited to:

a. touching, patting, grabbing, or pinching another person's intimate parts

b. coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts;

c. coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another; or

d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

H. Violence; Definition

Violence prohibited by this policy is a physical act of aggression or assault upon another or group of individuals because of, or in a manner reasonably related to an individual's Protected Class.

IV. REPORTING PROCEDURES

A. Any person who believes he or she has been the target or victim of harassment or violence on the basis of Protected Class by a student, teacher, administrator, or other school district personnel, or any person with knowledge or belief of conduct which may constitute harassment or violence prohibited by this policy toward a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel should report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report conduct that may constitute harassment or violence anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.

C. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

D. In Each School Building. The building principal, the principal's designee, or the

building supervisor (hereinafter the "building report taker") is the person responsible for receiving oral or written reports of harassment or violence prohibited by this policy at the building level. Any adult school district personnel who receives a report of harassment or violence prohibited by this policy shall inform the building report taker immediately. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant. The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.

E. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include acts of harassment or violence. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute harassment or violence shall make reasonable efforts to address and resolve the harassment or violence and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute harassment or violence or who fail to make reasonable efforts to address and resolve the harassment or violence in a timely manner may be subject to disciplinary action.

F. Upon receipt of a report, the building report taker must notify the school district human rights officer immediately, without screening or investigating the report. The building report taker may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the building report taker to the human rights officer. If the report was given verbally, the building report taker shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein may result in disciplinary action against the building report taker.

G. In the District. The school board hereby designates the Payroll and Benefits Specialist as the school district human rights officer(s) to receive reports or complaints of harassment or violence prohibited by this policy. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.[1]

H. The school district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.

I. Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the complainant or reporter's future

[1] In some school districts the superintendent may be the human rights officer. If so, an alternative individual should be designated by the school board.

employment, grades, work assignments, or educational or work environment.

J. Use of formal reporting forms is not mandatory.

K. Reports of harassment or violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.

L. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

M. Retaliation against a victim, good faith reporter, or a witness of violence or harassment is prohibited.

N. False accusations or reports of violence or harassment against another person are prohibited.

O. A person who engages in an act of violence or harassment, reprisal, retaliation, or false reporting of violence or harassment, or permits, condones, or tolerates violence or harassment shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, or are a party to, prohibited acts of violence or harassment or who engage in reprisal or intentional false reporting may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

Consequences for employees who permit, condone, or tolerate violence or harassment or engage in an act of reprisal or intentional false reporting of violence or harassment may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of violence or harassment may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

V. INVESTIGATION

A. By authority of the school district, the human rights officer, within three (3) days of the receipt of a report or complaint alleging harassment or violence prohibited by this policy, shall undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.

B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.

C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.

D. In addition, the school district may take immediate steps, at its discretion, to protect the target or victim, the complainant, and students, teachers, administrators, or other school district personnel pending completion of an investigation of alleged harassment or violence prohibited by this policy.

E. The alleged perpetrator of the act(s) of harassment or violence shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

F. The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

VI. SCHOOL DISTRICT ACTION

A. Upon completion of an investigation that determines a violation of this policy has occurred, 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 try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and applicable school district policies and regulations.

B. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the targets or victims and alleged perpetrators of harassment or violence, the parent(s) or guardian(s) of targets or victims of harassment or violence and the parent(s) or guardian(s) of alleged

perpetrators of harassment or violence who have been involved in a reported and confirmed harassment or violence incident of the remedial or disciplinary action taken, to the extent permitted by law.

C. In order to prevent or respond to acts of harassment or violence committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in acts of harassment or violence.

VII. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, or other school district personnel who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged harassment or violence prohibited by this policy, who testifies, assists, or participates in an investigation of retaliation or alleged harassment or violence, or who testifies, assists, or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the harassment or violence. Remedial responses to the harassment or violence shall be tailored to the particular incident and nature of the conduct.

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights or another state or federal agency, initiating civil action, or seeking redress under state criminal statutes and/or federal law.

IX. HARASSMENT OR VIOLENCE AS ABUSE

A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minnesota Statutes chapter 260E may be applicable.

B. Nothing in this policy will prohibit the school district from taking immediate action to protect victims of alleged harassment, violence, or abuse.

X. DISSEMINATION OF POLICY AND TRAINING

A. This policy shall be conspicuously posted throughout each school building in areas accessible to students and staff members.

B. This policy shall be given to each school district employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.

C. This policy shall appear in the student handbook.

D. The school district will develop a method of discussing this policy with students and employees.

E. The school district may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, resourcefulness, and/or sexual abuse prevention.

F. This policy shall be reviewed at least annually for compliance with state and federal law.

Legal References:
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
Minn. Stat. § 609.341 (Definitions)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)
29 U.S.C. § 794 (Section 504 of the Rehabilitation Act of 1973)
42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)
42 U.S.C. § 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)
42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

Cross References:
MSBA/MASA Model Policy 102 (Equal Educational Opportunity)
MSBA/MASA Model Policy 401 (Equal Employment Opportunity)
MSBA/MASA Model Policy 402 (Disability Nondiscrimination Policy)
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 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)

MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination, Grievance Procedures and Process)
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 528 (Student Parental, Family, and Marital Status Nondiscrimination)

JORDAN DISTRICT SCHOOLS
POLICY

Adopted: September 12th, 2007

Revised: August 12th, 2024

416 DRUG, ALCOHOL AND CANNABIS TESTING

I. PURPOSE

A. The school board recognizes the significant problems created by drug and alcohol use in society in general, and the public schools in particular. The school board further recognizes the important contribution that the public schools have in shaping the youth of today into the adults of tomorrow.

B. The school board believes that a work environment free of drug and alcohol use will be not only safer, healthier, and more productive but also more conducive to effective learning. To provide such an environment, the purpose of this policy is to provide authority so that the school board may require all employees and/or job applicants to submit to drug and alcohol testing in accordance with the provisions of this policy and as provided in federal law and Minnesota Statutes, sections 181.950-181.957.

II. GENERAL STATEMENT OF POLICY

A. All school district employees and job applicants whose positions require a commercial driver's license will be required to undergo drug and alcohol testing in accordance with federal law and the applicable provisions of this policy. The school district also may request or require that drivers submit to drug and alcohol testing in accordance with the provisions of this policy and as provided in Minnesota Statutes, sections 181.950-181.957.

B. The school district may request or require that any school district employee or job applicant, other than an employee or applicant whose position requires a commercial driver's license, submit to drug and alcohol testing in accordance with the provisions of this policy and as provided in Minnesota Statutes, sections 181.950- 181.957.

C. The use, possession, sale, purchase, transfer, or dispensing of any drugs not medically prescribed, including medical cannabis, whether or not it has been prescribed for the employee, is prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of drugs that are not medically prescribed, including medical cannabis, whether or not it has been prescribed for the employee, is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees under the influence of drugs that are not medically prescribed are prohibited from entering or remaining on school district property.

D. The use, possession, sale, purchase, transfer, or dispensing of alcohol is prohibited on school

district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of alcohol is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees under the influence of alcohol are prohibited from entering or remaining on school district property.

E. Any employee who violates this section shall be subject to discipline that includes, but is not limited to, immediate suspension without pay and immediate discharge.

F. The school district may discipline, discharge, or take other adverse personnel action against an employee for cannabis flower, cannabis product, lower-potency hemp edible, or hemp-derived consumer product use, possession, impairment, sale, or transfer while an employee is working, on school district premises, or operating a school district vehicle, machinery, or equipment as follows:

1. if, as the result of consuming cannabis flower, a cannabis product, a lower-potency hemp edible, or a hemp-derived consumer product, the employee does not possess that clearness of intellect and control of self that the employee otherwise would have;

2. if cannabis testing verifies the presence of cannabis flower, a cannabis product, a lower-potency hemp edible, or a hemp-derived consumer product following a confirmatory test;

3. as provided in the school district's written work rules for cannabis flower, cannabis products, lower-potency hemp edibles, or hemp-derived consumer products and cannabis testing, provided that the rules are in writing and in a written policy that contains the minimum information required by Minnesota Statutes, section 181.952; or

4. as otherwise authorized or required under state or federal law or regulations, or if a failure to do so would cause the school district to lose a monetary or licensing-related benefit under federal law or regulations.

III. FEDERALLY MANDATED DRUG AND ALCOHOL TESTING FOR SCHOOL BUS DRIVERS

A. General Statement of Policy

All persons subject to commercial driver's license requirements shall be tested for alcohol, marijuana (including medical cannabis), cocaine, amphetamines, opiates (including heroin), and phencyclidine (PCP), pursuant to federal law. Drivers who test positive for alcohol or drugs shall be subject to disciplinary action, which may include termination of employment.

B. Definitions

1. "Actual Knowledge" means actual knowledge by the school district that a driver has used alcohol or controlled substances based on: (a) direct

observation of the employee's use (not observation of behavior sufficient to warrant reasonable suspicion testing); (b) information provided by a previous employer; (c) a traffic citation; or (d) an employee's admission, except when made in connection with a qualified employee self-admission program.

2. "Alcohol Screening Device" (ASD) means a breath or saliva device, other than an Evidential Breath Testing Device (EBT), that is approved by the National Highway Traffic Safety Administration and placed on its Conforming Products List for such devices.

3. "Breath Alcohol Technician" (BAT) means an individual who instructs and assists individuals in the alcohol testing process and who operates the EBT.

4. "Commercial Motor Vehicle" (CMV) includes a vehicle that is designed to transport 16 or more passengers, including the driver.

5. "Designated Employer Representative" (DER) means an employee authorized by the school district to take immediate action to remove employees from safety-sensitive duties, or cause employees to be removed from these covered duties, and to make required decisions in the testing and evaluation process. The DER receives test results and other communications for the school district.

6. "Department of Transportation" (DOT) means United States Department of Transportation.

7. "Direct Observation" means observation of alcohol or controlled substances use and does not include observation of employee behavior or physical characteristics sufficient to warrant reasonable suspicion testing.

8. "Driver" is any person who operates a CMV, including full-time, regularly employed drivers, casual, intermittent or occasional drivers, leased drivers, and independent owner-operator contractors.

9. "Evidential Breath Testing Device" (EBT) means a device approved by the National Highway Traffic Safety Administration for the evidentiary testing of breath for alcohol concentration and placed on its Conforming Products List for such devices.

10. "Licensed Medical Practitioner" means a person who is licensed, certified, and/or registered, in accordance with applicable Federal, State, local, or foreign laws and regulations, to prescribe controlled substances and other drugs.

11. "Medical Review Officer" (MRO) means a licensed physician responsible for receiving and reviewing laboratory results generated by the school district's drug testing program and for evaluating medical explanations for certain drug

tests.

12. "Refusal to Submit" (to an alcohol or controlled substances test) means that a driver: (a) fails to appear for any test within a reasonable time, as determined by the school district, consistent with applicable DOT regulations, after being directed to do so; (b) fails to remain at the testing site until the testing process is complete; (c) fails to provide a urine specimen or an adequate amount of saliva or breath for any DOT drug or alcohol test; (d) fails to permit the observation or monitoring of the driver's provision of a specimen in the case of a directly observed or monitored collection in a drug test; (e) fails to provide a sufficient breath specimen or sufficient amount of urine when directed and a determination has been made that no adequate medical explanation for the failure exists;
(f) fails or declines to take an additional test as directed by the school district or collector; (g) fails to undergo a medical examination or evaluation, as directed by the MRO or the DER; (h) fails to cooperate with any part of the testing process (e.g., refuses to empty pockets when so directed by the collector, behaves in a confrontational way that disrupts the collection process, fails to wash hands after being directed to do so by the collector, fails to sign the certification on the forms); (i) fails to follow the observer's instructions, in an observed collection, to raise the driver's clothing above the waist, lower clothing and underpants, and to turn around to permit the observer to determine if the driver has any type of prosthetic or other device that could be used to interfere with the collection process; (j) possesses or wears a prosthetic or other device that could be used to interfere with the collection process; (k) admits to the collector or MRO that the driver adulterated or substituted the specimen; or (l) is reported by the MRO as having a verified adulterated or substituted test result. An applicant who fails to appear for a pre-employment test, who leaves the testing site before the pre-employment testing process commences, or who does not provide a urine specimen because he or she has left before it commences is not deemed to have refused to submit to testing.

13. "Safety-Sensitive Functions" are on-duty functions from the time the driver begins work or is required to be in readiness to work until relieved from work and all responsibility for performing work, and include such functions as driving, loading and unloading vehicles, or supervising or assisting in the loading or unloading of vehicles, servicing, repairing, obtaining assistance to repair, or remaining in attendance during the repair of a disabled vehicle.

14. "Screening Test Technician" (STT) means anyone who instructs and assists individuals in the alcohol testing process and operates an ASD.

15. "Stand Down" means the practice of temporarily removing an employee from performing safety-sensitive functions based only upon a laboratory report to the MRO of a confirmed positive test for a drug or drug metabolite, an adulterated test, or a substituted test before the MRO completes the verification process.

16. "Substance Abuse Professional" (SAP) means a qualified person who evaluates employees who have violated a DOT drug and alcohol regulation and makes recommendations concerning education, treatment, follow-up testing, and aftercare.

C. Policy and Educational Materials

1. The school district shall provide a copy of this policy and procedures to each driver prior to the start of its alcohol and drug testing program and to each driver subsequently hired or transferred into a position requiring driving of a CMV. The school district shall provide to each driver information concerning the effects of alcohol and controlled substances use on an individual's health, work, and personal life; signs and symptoms of an alcohol or drug problem; and available methods of intervening when an alcohol or drug problem is suspected, including confrontation, referral to an employee assistance program, and/or referral to management.

2. The school district shall provide to each driver information required under Title 49 of the Code of Federal Regulations, including information concerning the effects of alcohol and controlled substances use on an individual's health, work, and personal life; signs and symptoms of an alcohol or controlled substance problem (the driver's or a coworker's); and available methods of intervening when an alcohol or controlled substance problem is suspected, including confrontation, referral to an employee assistance program, and/or referral to management.

3. The school district shall require each driver to sign a statement certifying that he or she has received a copy of the policy and materials. This statement should be in the form of Attachment A to this policy. The school district will maintain the original signed certificate and will provide a copy to the driver if the driver so requests.

4. The school district shall require each driver to sign a statement certifying that the driver received a copy of the policy and materials. This statement should be in the form of Attachment A to this policy. The school district will maintain the original signed certificate and will provide a copy to the driver if the driver so requests.

D. Alcohol and Controlled Substances Testing Program Manager

1. The program manager will coordinate the implementation, direction, and administration of the alcohol and controlled substances testing policy for bus drivers. The program manager is the principal contact for the collection site, the testing laboratory, the MRO, the BAT, the SAP, and the person submitting to the test. Employee questions concerning this policy shall be directed to the program manager.

2. The school district shall designate a program manager and provide written notice of the designation to each driver along with this policy.

E. Specific Prohibitions for Drivers

1. Alcohol Concentration. No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater. Drivers who test greater than 0.04 will be taken out of service and will be subject to evaluation by a professional and retesting at the driver's expense.

2. Alcohol Possession. No driver shall be on duty or operate a CMV while the driver possesses alcohol.

3. On-Duty Use. No driver shall use alcohol while performing safety- sensitive functions.

4. Pre-Duty Use. No driver shall perform safety-sensitive functions within four (4) hours after using alcohol.

5. Use Following an Accident. No driver required to take a post-accident test shall use alcohol for eight (8) hours following the accident, or until the driver undergoes a post-accident alcohol test, whichever occurs first.

6. Refusal to Submit to a Required Test. No driver shall refuse to submit to an alcohol or controlled substances test required by post-accident, random, reasonable suspicion, return-to-duty, or follow-up testing requirements. A verified adulterated or substituted drug test shall be considered a refusal to test.

7. Use of Controlled Substances. No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions when the driver uses any controlled substance, except when the use is pursuant to instructions (which have been presented to the school district) from a licensed medical practitioner who is familiar with the driver's medical history and has advised the driver that the substance does not adversely affect the driver's ability to safely operate a CMV. Controlled substance includes medical cannabis, regardless of whether the driver is enrolled in the state registry program.

8. Positive, Adulterated, or Substituted Test for Controlled Substance. No driver shall report for duty, remain on duty, or perform a safety-sensitive function if the driver tests positive for controlled substances, including medical cannabis, or has adulterated or substituted a test specimen for controlled substances.

9. General Prohibition. Drivers are also subject to the general policies and procedures of the school district that prohibit possession, transfer, sale, exchange, reporting to work under the influence of drugs or alcohol, and consumption of drugs or alcohol while at work or while on school district premises or operating any school district vehicle, machinery, or equipment.

F. Other Alcohol-Related Conduct

No driver found to have an alcohol concentration of 0.02 or greater but less than 0.04 shall perform safety-sensitive functions for at least twenty-four (24) hours following administration of the test. The school district will not take any action under this policy other than removal from safety-sensitive functions based solely on test results showing an alcohol concentration of less than 0.04 but may take action otherwise consistent with law and the policies of the school district.

G. Prescription Drugs/ Cannabinoid Products

A driver shall inform the driver's supervisor if at any time the driver is using a controlled substance pursuant to a physician's prescription. The physician's instructions shall be presented to the school district upon request. Use of a prescription drug shall be allowed if the physician has advised the driver that the prescribed drug will not adversely affect the driver's ability to safely operate a CMV. Use of medical cannabis is prohibited notwithstanding the driver's enrollment in the patient registry. Use of nonintoxicating cannabinoids or edible cannabinoid products is not a legitimate medical explanation for a confirmed positive test result for marijuana. MROs will verify a drug test confirmed as positive, even if a driver claims to have only used nonintoxicating cannabinoids or edible cannabinoid product.

H. Testing Requirements

1. Pre-Employment Testing

a. A driver applicant shall undergo testing for [alcohol and] controlled substances, including medical cannabis, before the first time the driver performs safety-sensitive functions for the school district.

b. Tests shall be conducted only after the applicant has received a conditional offer of employment.

c. To be hired, the applicant must test negative and must sign an agreement in the form of Attachment B to this policy, authorizing former employers to release to the school district all information on the applicant's alcohol tests with results of blood alcohol concentration of 0.04 or higher, or verified positive results for controlled substances, including medical cannabis, or refusals to be tested (including verified adulterated or substituted drug test results), or any other violations of DOT agency drug and alcohol testing regulations, or, if the applicant violated the testing regulations, documentation of the applicant's successful completion of DOT return-to-duty requirements (including follow-up tests), within the preceding two (2) years.

d. The applicant also must be asked whether he or she has tested positive, or refused to test, on any pre-employment drug or alcohol test administered by an employer to which the employee, during the last two (2) years, applied for, but did not obtain, safety- sensitive transportation work covered by DOT testing rules.

e. Before employing a driver subject to controlled substances and alcohol testing, the school district must conduct a full pre-employment query of the federal Commercial Driver's License (CDL) Drug and Alcohol Clearinghouse ("Clearinghouse") to obtain information about whether the driver (1) has a verified positive, adulterated, or substituted controlled substances test result; (2) has an alcohol confirmation test with a concentration of 0.04 or higher; (3) has refused to submit to a test in violation of federal law; or (4) that an employer has reported actual knowledge that the driver used alcohol on duty, before duty, or following an accident in violation of federal law or used a controlled substance in violation of federal law. The applicant must give specific written or electronic consent for the school district to conduct the Clearinghouse full query. The school district shall retain the consent for three (3) years from the date of the query.

2. Post-Accident Testing

a. As soon as practicable following an accident involving a CMV, the school district shall test the driver for alcohol and controlled substances, including medical cannabis, if the accident involved the loss of human life or if the driver receives a citation for a moving traffic violation arising from an accident which results in bodily injury or disabling damage to a motor vehicle.

b. Drivers should be tested for alcohol use within two (2) hours and no later than eight (8) hours after the accident.

c. Drivers should be tested for controlled substances, including medical cannabis, no later than thirty-two (32) hours after the accident.

d. A driver subject to post-accident testing must remain available for testing, or shall be considered to have refused to submit to the test.

e. If a post-accident alcohol test is not administered within two (2) hours following the accident, the school district shall prepare and maintain on file a record stating the reasons the test was not promptly administered and continue to attempt to administer the alcohol test within eight (8) hours.

f. If a post-accident alcohol test is not administered within eight (8) hours following the accident or a post-accident controlled substances test is not administered within thirty-two (32) hours following the accident, the school district shall cease attempts to administer the test, and prepare and maintain on file a record stating the reasons for not administering the test.

g. The school district shall report drug and alcohol program violations to the Clearinghouse as required under federal law.

3. Random Testing

a. The school district shall conduct tests on a random basis at unannounced times throughout the year, as required by the federal regulations.

b. The school district shall test for alcohol at a minimum annual percentage rate of 10% of the average number of driver positions, and for controlled substances, including medical cannabis, at a minimum annual percentage of 50%.

c. The school district shall adopt a scientifically valid method for selecting drivers for testing, such as random number table or a computer-based random number generator that is matched with identifying numbers of the drivers. Each driver shall have an equal chance of being tested each time selections are made. Each driver selected for testing shall be tested during the selection period.

d. Random tests shall be unannounced. Dates for administering random tests shall be spread reasonably throughout the calendar year.

e. Drivers shall proceed immediately to the collection site upon notification of selection; provided, however, that if the driver is performing a safety-sensitive function, other than driving, at the time of notification, the driver shall cease to perform the function and proceed to the collection site as soon as possible.

4. Reasonable Suspicion Testing

a. The school district shall require a driver to submit to an alcohol test and/or controlled substances, including medical cannabis, test when a supervisor or school district official, who has been trained in accordance with the regulations, has reasonable suspicion to believe that the driver has used alcohol and/or controlled substances, including medical cannabis, on duty, within four (4) hours before coming on duty, or just after the period of the work day. The test shall be done as soon as practicable following the observation of the behavior indicative of the use of controlled substances or alcohol.

b. The reasonable suspicion determination must be based on specific, contemporaneous, articulable observations concerning the driver's appearance, behavior, speech, or body odors. The required observations for reasonable suspicion of a controlled substances violation may include indications of the chronic and withdrawal effects of controlled substances.

c. Alcohol testing shall be administered within two (2) hours following a

determination of reasonable suspicion. If it is not done within two (2) hours, the school district shall prepare and maintain a record explaining why it was not promptly administered and continue to attempt to administer the alcohol test within eight (8) hours. If an alcohol test is not administered within eight (8) hours following the determination of reasonable suspicion, the school district shall cease attempts to administer the test and state in the record the reasons for not administering the test.

d. The supervisor or school district official who makes observations leading to a controlled substances reasonable suspicion test shall make and sign a written record of the observations within twenty- four (24) hours of the observed behavior or before the results of the drug test are released, whichever is earlier.

5. Return-To-Duty Testing. A driver found to have violated this policy shall not return to work until an SAP has determined the employee has successfully complied with prescribed education and/or treatment and until undergoing return-to-duty tests indicating an alcohol concentration of less than 0.02 and a confirmed negative result for the use of controlled substances. The school district is not required to return a driver to safety-sensitive duties because the driver has met these conditions; this is a personnel decision subject to collective bargaining agreements or other legal requirements.

6. Follow-Up Testing. When an SAP has determined that a driver is in need of assistance in resolving problems with alcohol and/or controlled substances, the driver shall be subject to unannounced follow-up testing as directed by the SAP for up to sixty (60) months after completing a treatment program.

7. Refusal to Submit and Attendant Consequences

a. A driver or driver applicant may refuse to submit to drug and alcohol testing.

b. Refusal to submit to a required drug or alcohol test subjects the driver or driver applicant to the consequences specified in federal regulations as well as the civil and/or criminal penalty provisions of 49 United States Code section 521(b). In addition, a refusal to submit to testing establishes a presumption that the driver or driver applicant would test positive if a test were conducted and makes the driver or driver applicant subject to discipline or disqualification under this policy.

c. A driver applicant who refuses to submit to testing shall be disqualified from further consideration for the conditionally offered position.

d. An employee who refuses to submit to testing shall not be permitted to perform safety-sensitive functions and will be considered insubordinate and subject to disciplinary action, up to and including dismissal. If an

employee is offered an opportunity to return to a DOT safety-sensitive duty, the employee will be evaluated by an SAP and must submit to a return-to-duty test prior to being considered for reassignment to safety-sensitive functions.

e. Drivers or driver applicants who refuse to submit to required testing will be required to sign Attachment C to this policy.

I. Testing Procedures

1. Drug Testing

a. Drug testing is conducted by analyzing a donor's urine specimen. Split urine samples will be collected in accordance with federal regulations. The donor will provide a urine sample at a designated collection site. The collection site personnel will then pour the sample into two sample bottles, labeled "primary" and "split," seal the specimen bottles, complete the chain of custody form, and prepare the specimen bottles for shipment to the testing laboratory for analysis. The specimen preparation shall be conducted in sight of the donor.

b. If the donor is unable to provide the appropriate quantity of urine, the collection site person shall instruct the individual to drink up to forty (40) ounces of fluid distributed reasonably through a period of up to three (3) hours to attempt to provide a sample. If the individual is still unable to provide a complete sample, the test shall be discontinued and the school district notified. The DER shall refer the donor for a medical evaluation to determine if the donor's inability to provide a specimen is genuine or constitutes a refusal to test. For pre-employment testing, the school district may elect to not have a referral made, and revoke the employment offer.

c. Drug test results are reported directly to the MRO by the testing laboratory. The MRO reports the results to the DER. If the results are negative, the school district is informed and no further action is necessary. If the test result is confirmed positive, adulterated, substituted, or invalid, the MRO shall give the donor an opportunity to discuss the test result. The MRO will contact the donor directly, on a confidential basis, to determine whether the donor wishes to discuss the test result. The MRO shall notify each donor that the donor has seventy-two (72) hours from the time of notification in which to request a test of the split specimen at the donor's expense. No split specimen testing is done for an invalid result.

d. If the donor requests an analysis of the split specimen within seventy-two (72) hours of having been informed of a confirmed positive test, the MRO shall direct, in writing, the laboratory to provide the split specimen to another Department of Health and Human Services – SAMHSA certified laboratory for analysis. If the donor has

not contacted the MRO within seventy-two (72) hours, the donor may present the MRO information documenting that serious illness, injury, inability to contact the MRO, lack of actual notice of the confirmed positive test, or other circumstances unavoidably prevented the donor from timely making contact. If the MRO concludes that a legitimate explanation for the donor's failure to contact him/her within seventy-two (72) hours exists, the MRO shall direct the analysis of the split specimen. The MRO will review the confirmed positive test result to determine whether an acceptable medical reason for the positive result exists. The MRO shall confirm and report a positive test result to the DER and the employee when no legitimate medical reason for a positive test result as received from the testing laboratory exists.

e. If, after making reasonable efforts and documenting those efforts, the MRO is unable to reach the donor directly, the MRO must contact the DER who will direct the donor to contact the MRO. If the DER is unable to contact the donor, the donor will be suspended from performing safety-sensitive functions.

f. The MRO may confirm the test as a positive without having communicated directly with the donor about the test results under the following circumstances:

(1) The donor expressly declines the opportunity to discuss the test results;

(2) The donor has not contacted the MRO within seventy-two (72) hours of being instructed to do so by the DER; or

(3) The MRO and the DER, after making and documenting all reasonable efforts, have not been able to contact the donor within ten (10) days of the date the confirmed test result was received from the laboratory.

2. Alcohol Testing

a. The federal alcohol testing regulations require testing to be administered by a BAT using an EBT or an STT using an ASD. EBTs and ASDs can be used for screening tests but only EBTs can be used for confirmation tests.

b. Any test result less than 0.02 alcohol concentration is considered a "negative" test.

c. If the donor is unable to provide sufficient saliva for an ASD, the DER will immediately arrange to use an EBT. If the donor attempts and fails to provide an adequate amount of breath, the school district will direct the donor to obtain a written evaluation from a licensed physician to determine if the donor's inability to provide a breath

sample is genuine or constitutes a refusal to test.

d. If the screening test results show alcohol concentration of 0.02 or higher, a confirmatory test conducted on an EBT will be required to be performed between fifteen (15) and thirty (30) minutes after the completion of the screening test.

e. Alcohol tests are reported directly to the DER.

J. Driver/Driver Applicant Rights

1. All drivers and driver applicants subject to the controlled substances testing provisions of this policy who receive a confirmed positive test result for the use of controlled substances have the right to request, at the driver's or driver applicant's expense, a confirming retest of the split urine sample. If the confirming retest is negative, no adverse action will be taken against the driver, and a driver applicant will be considered for employment.

2. The school district will not discharge a driver who, for the first time, receives a confirmed positive drug or alcohol test UNLESS:

a. The school district has first given the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a drug or alcohol counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with the SAP; and

b. The employee refuses to participate in the recommended program, or fails to successfully complete the program as evidenced by withdrawal before its completion or by a positive test result on a confirmatory test after completion of the program.

c. This limitation on employee discharge does not bar discharge of an employee for reasons independent of the first confirmed positive test result.

K. Testing Laboratory

The testing laboratory for controlled substances will be Trust in Us. [393 Dunlap St. N. Suite 120 St. Paul, MN 55104, 651-646-9596], which is a laboratory certified by the Department of Health and Human Services – SAMHSA to perform controlled substances testing pursuant to federal regulations.

L. Confidentiality of Test Results

All alcohol and controlled substances test results and required records of the drug and alcohol testing program are considered confidential information under federal law and

private data on individuals as that phrase is defined in Minnesota Statutes Chapter 13. Any information concerning the individual's test results and records shall not be released without written permission of the individual, except as provided for by regulation or law.

M. Recordkeeping Requirements and Retention of Records

1. The school district shall keep and maintain records in accordance with the federal regulations in a secure location with controlled access.

2. The required records shall be retained for the following minimum periods:

Basic records	5 years

"Basic records" includes records of: (a) alcohol test results with concentration of 0.02 or greater; (b) verified positive drug test results; (c) refusals to submit to required tests (including substituted or adulterated drug test results); (d) SAP reports; (e) all follow-up tests and schedules for follow-up tests; (f) calibration documentation; (g) administration of the testing programs; and (h) each annual calendar year summary.

Information obtained from previous employers	3 years
Alcohol and controlled substance collection procedures	2 years
Negative and cancelled controlled substance tests	1 year
Alcohol tests with less than 0.02 concentration	1 year
Education and training records	indefinite

"Education and training records" must be maintained while the individuals perform the functions which require training and for the two (2) years after ceasing to perform those functions.

3. Personal Information

Personal information about all individuals who undergo any required testing under this policy will be shared with the U.S. DOT Drug & Alcohol Clearinghouse ("Clearinghouse) as required under federal law, including:

a. The name of the person tested;

b. Any verified positive, adulterated, or substituted drug test result;

c. Any alcohol confirmation test with a BAC concentration of 0.04 or higher;

d. Any refusal to submit to any test required hereunder;

e. Any report by a supervisor of actual knowledge of use as follows

i. Any on-duty alcohol use;
ii. Any pre-duty alcohol use;
iii. Any alcohol use following an accident; and
iv. Any controlled substance use.

f. Any report from a substance abuse professional certifying successful completion of the return-to-work process;

g. Any negative return-to-duty test; and

h. Any employer's report of completion of follow-up testing.

N. Training

The school district shall ensure all persons designated to supervise drivers receive training. The designated employees shall receive at least sixty (60) minutes of training on alcohol misuse and at least sixty (60) minutes of training on controlled substances use. The training shall include physical, behavioral, speech, and performance indicators of probable misuse of alcohol and use of controlled substances. The training will be used by the supervisors to make determinations of reasonable suspicion.

O. Consequences of Prohibited Conduct and Enforcement

1. Removal. The school district shall remove a driver who has engaged in prohibited conduct from safety-sensitive functions. A driver shall not be permitted to return to safety-sensitive functions until and unless the return-to-duty requirements of federal DOT regulations have been completed.

2. Referral, Evaluation, and Treatment

a. A driver or driver applicant who has engaged in prohibited conduct shall be provided a listing of SAPs readily available to the driver or applicant and acceptable to the school district.

b. If the school district offers a driver an opportunity to return to a DOT safety-sensitive duty following a violation, the driver must be evaluated by an SAP and the driver is required to successfully comply with the SAP's evaluation recommendations (education, treatment, follow-up evaluation(s), and/or ongoing services). The school district is not required to provide an SAP evaluation or any subsequent recommended education or treatment.

c. Drivers are responsible for payment for SAP evaluations and services unless a collective bargaining agreement or employee benefit plan provides otherwise.

d. Drivers who engage in prohibited conduct also are required to comply with follow-up testing requirements.

3. Disciplinary Action

a. Any driver who refuses to submit to post-accident, random, reasonable suspicion, or follow-up testing not only shall not perform or continue to perform safety-sensitive functions, but also may be subject to disciplinary action, which may include immediate suspension without pay and/or immediate discharge.

b. Drivers who test positive with verification of a confirmatory test or are otherwise found to be in violation of this policy or the federal regulations shall be subject to disciplinary action, which may include immediate suspension without pay and/or immediate discharge.

c. Nothing in this policy limits or restricts the right of the school district to discipline or discharge a driver for conduct which not only constitutes prohibited conduct under this policy but also violates the school district's other rules or policies.

P. Other Testing

The school district may request or require that drivers submit to drug and alcohol testing other than that required by federal law. For example, drivers may be requested or required to undergo drug and alcohol testing on an annual basis as part of a routine physical examination. Such additional testing of drivers will be conducted only in accordance with the provisions of this policy and as provided in Minnesota Statutes sections 181.950-181.957. For purposes of such additional, non-mandatory testing, drivers fall within the definition of "other employees" covered by Section IV. of this policy.

Q. Report to Clearinghouse

The school district shall promptly submit to the Clearinghouse any record generated of an individual who refuses to take an alcohol or controlled substance test required under Title 49, Code of Federal Regulations, tests positive for alcohol or a controlled substance in violation of federal regulations, or violates subpart B of Part 382 of Title 49, Code of Federal Regulations (or any subsequent corresponding regulations).

R. Annual Clearinghouse Query

1. The school district must conduct a query of the Clearinghouse record at least once per year for information for all employees subject to controlled substance and alcohol testing related to CMV operation to determine whether information exists in the Clearinghouse about those employees. In lieu of a full query, the school district may obtain the individual driver's consent to conduct a limited query to satisfy the annual query requirement. The limited query will tell

the employer whether there is information about the driver in the Clearinghouse but will not release that information to the employer. If the limited query shows that information exists in the Clearinghouse about the driver, the school district must conduct a full query within twenty-four (24) hours or must not allow the driver to continue to perform any safety-sensitive function until the employee conducts the full query and the results confirm the driver's Clearinghouse record contains no prohibitions showing the driver has a verified positive, adulterated or substitute controlled substance test, no alcohol confirmation test with a concentration of 0.04 or higher, refuses to submit to a test, or was reported to have used alcohol on duty, before duty, following an accident or otherwise used a controlled substance in violation of the regulations except where the driver completed the SAP evaluation, referral and education/treatment process as required by the regulations. The school district shall comply with the query requirements set forth in 49 Code of Federal Regulations§ 382.701.

2 The school district may not access an individual's Clearinghouse record unless the school district (1) obtains the individual's prior written or electronic consent for access to the record; and (2) submits proof of the individual's consent to the Clearinghouse. The school district must retain the consent for three (3) years from the date of the last query. The school district shall retain for three (3) years a record of each request for records from the Clearinghouse and the information received pursuant to the request.

3. The school district shall protect the individual's privacy and confidentiality of each Clearinghouse record it receives. The school district shall ensure that information contained in a Clearinghouse record is not divulged to a person or entity not directly involved in assessing and evaluating whether a prohibition applies with respect to the individual to operate a CMV for the school district.

4. The school district may use an individual's Clearinghouse record only to assess and evaluate whether a prohibition applies with respect to the individual to operate a CMV for the school district.

IV. CANNABIS TESTING OR DRUG AND ALCOHOL TESTING FOR OTHER EMPLOYEES

The school district may request or require drug and alcohol testing for other school district personnel, i.e., employees who are not school bus drivers, or job applicants for such positions. The school district does not have a legal duty to request or require any employee or job applicant to undergo drug and alcohol testing as authorized in this policy, except for school bus drivers and other drivers of CMVs who are subject to federally mandated testing. (See Section III. of this policy.) If a school bus driver is requested or required to submit to drug or alcohol testing beyond that mandated by federal law, the provisions of Section IV. of this policy will be applicable to such testing.

A. Definitions

1. “Cannabis testing” means the analysis of a body component sample according to the standards established under one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1, for the purpose of measuring the presence or absence of cannabis flower, as defined in Minnesota Statutes, section 342.01, subdivision 16, cannabis products, as defined in section 342.01, subdivision 20, lower-potency hemp edibles as defined in section 342.01, subdivision 50, hemp-derived consumer products as defined in section 342.01, subdivision 37, or cannabis metabolites in the sample tested. The definitions in this section apply to cannabis testing unless stated otherwise.

2. “Confirmatory test” and “confirmatory retest” mean a drug or alcohol test that uses a method of analysis allowed under one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1.

3. “Drug” means a controlled substance as defined in Minnesota Statutes, section 152.01, subdivision 4, but does not include marijuana, tetrahydrocannabinols, cannabis flower as defined in section 342.01, subdivision 16, cannabis products as defined in section 342.01, subdivision 20, lower-potency hemp edibles as defined in section 342.01, subdivision 50, and hemp-derived consumer products as defined in section 342.01, subdivision 37.

4. "Employee" means a person, independent contractor, or person working for an independent contractor who performs services for compensation, in whatever form, for an employer.

5. Treatment Program Testing

   The school district may request or require any employee to undergo drug and alcohol testing if the employee has been referred by the school district for chemical dependency treatment or evaluation or is participating in a chemical dependency treatment program under an employee benefit plan, in which case the employee may be requested or required to undergo drug and alcohol testing without prior notice during the evaluation or treatment period and for a period of up to two (2) years following completion of any prescribed chemical dependency treatment program.

6. "Initial screening test" means a drug or alcohol test or cannabis test which uses a method of analysis under one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1.

7. “Job Applicant” means a person, independent contractor, or person working for an independent contractor who applies to become an employee of the school district in a position that does not require a commercial driver’s license, and includes a person who has received a job offer made contingent on the person’s passing drug or alcohol testing. Job applicants for positions requiring a

commercial driver's license are governed by the provisions of the school district's drug and alcohol testing policy relating to school bus drivers (Section III).

8. "Oral fluid test" means analysis of a saliva sample for the purpose of measuring the presence of the same substances as drug and alcohol testing and cannabis testing that:

   a. can detect drugs, alcohol, cannabis, or their metabolites in levels at or above the threshold detection levels contained in the standards of one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1; and

   b. does not require the services of a testing laboratory under section 181.953, subdivision 1.

9. "Other Employees" means any persons, independent contractors, or persons working for an independent contractor who perform services for the school district for compensation, either full time or part time, in whatever form, except for persons whose positions require a commercial driver's license, and includes both professional and nonprofessional personnel. Persons whose positions require a commercial driver's license are primarily governed by the provisions of the district's drug and alcohol testing policy relating to school bus drivers (Section III.). To the extent that the drug and alcohol testing of persons whose positions require a commercial driver's license is not mandated by federal law and regulations, such testing shall be governed by Section IV. of this policy and the drivers shall fall within this definition of "other employees."

10. "Positive Test Result" means a finding of the presence of drugs, alcohol, or their metabolites in the sample tested in levels at or above the threshold detection levels contained in the standards of one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1.

11. "Random Selection Basis" means a mechanism for selection of employees that:

    a. results in an equal probability that any employee from a group of employees subject to the selection mechanism will be selected; and

    b. does not give the school district discretion to waive the selection of any employee selected under the mechanism.

12. "Reasonable Suspicion" means a basis for forming a belief based on specific facts and rational inferences drawn from those facts.

13. "Safety-Sensitive Position" means a job, including any supervisory or management position, in which an impairment caused by drug, alcohol, or cannabis usage would threaten the health or safety of any person.

B. Circumstances Under Which Cannabis Testing or Drug or Alcohol Testing May Be Requested

or Required; Exceptions

1. General Limitations

a. The school district may not request or require an employee or job applicant whose position does not require a commercial driver's license to undergo drug or alcohol testing or cannabis testing, unless the testing is done pursuant to this policy; and either (1) is conducted by a testing laboratory that meets one of the criteria listed in Minnesota Statutes, section 181.953, subdivision 1; or (2) complies with the oral fluid test procedures under section 181.953, subdivision 5a.

b. The school district will not request or require an employee or job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing or cannabis testing on an arbitrary and capricious basis.

2. Cannabis Testing Exceptions

For the following positions, cannabis and its metabolites are considered a drug and subject to the drug and alcohol testing provisions in Minnesota Statutes, sections 181.950 to 181.957:

a. a safety-sensitive position, as defined in Minnesota Statutes, section 181.950, subdivision 13;

b. a position requiring face-to-face care, training, education, supervision, counseling, consultation, or medical assistance to children;

c. a position requiring a commercial driver's license or requiring an employee to operate a motor vehicle for which state or federal law requires drug or alcohol testing of a job applicant or an employee;

d. a position of employment funded by a federal grant; or

e. any other position for which state or federal law requires testing of a job applicant or an employee for cannabis.

3. Job Applicant Testing

The school district may request or require any job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing, provided a job offer has been made to the applicant and the same test is requested or required of all job applicants conditionally offered employment for that position. If a job applicant has received a job offer that is contingent on the applicant's passing drug and alcohol testing, the school district may not withdraw the offer based on a positive test result from an initial screening test that has not been verified by a confirmatory test. In the event the job offer is subsequently withdrawn, the school district shall notify

the job applicant of the reason for its action.

a. The school district must not request or require a job applicant to undergo cannabis testing solely for the purpose of determining the presence or absence of cannabis as a condition of employment unless otherwise required by state or federal law.

b. Unless otherwise required by state or federal law, the school district must not refuse to hire a job applicant solely because the job applicant submits to a cannabis test or a drug and alcohol test authorized by Minnesota law and the results of the test indicate the presence of cannabis.

c. The school district must not request or require an employee or job applicant to undergo cannabis testing on an arbitrary or capricious basis.

d. Cannabis testing authorized under paragraph (d) must comply with the safeguards for testing employees provided in Minnesota Statutes, sections 181.953 and 181.954.

4 Oral fluid testing

a. When drug and alcohol testing or cannabis testing is otherwise authorized under Minnesota Statutes, section 181.951, the school district may request an employee or job applicant to undergo oral fluid testing according to the procedures under Minnesota Statutes, section 181.953, subdivision 5a as an alternative to using the services of a testing laboratory under Minnesota Statutes, section 181.953, subdivision 1.

b. The employee must be informed of the test result at the time of the oral fluid test. Within 48 hours of an oral fluid test that indicates a positive test result or that is inconclusive or invalid, the employee or job applicant may request drug or alcohol testing or cannabis testing at no cost to the employee or job applicant using the services of a testing laboratory under Minnesota Statutes, section 181.953, subdivision 1, and according to the existing laboratory testing standards in subdivisions 1 to 5. The rights, notice, and limitations in Minnesota Statutes, section 181.953, subdivision 6, paragraph (b), and subdivisions 7 to 8 and 10 to 11 apply to an employee or job applicant and a laboratory test conducted pursuant to this paragraph.

c. If the laboratory test under paragraph (b) above indicates a positive result, any subsequent confirmatory retest, if requested by the employee or job applicant, must be conducted following the retest procedures provided in Minnesota Statutes, section 181.953, subdivision 6, paragraph (c), and subdivision 9 at the employee's or job applicant's own expense.

d. Nothing in this subdivision is intended to modify the existing requirements

for drug and alcohol testing or cannabis testing in the workplace under Minnesota Statutes, sections 181.950 to 18.957, unless stated otherwise.

5. Random Testing

The school district may request or require "other employees" to undergo cannabis testing or drug and alcohol testing on a random selection basis only if they are employed in safety-sensitive positions.

6. Reasonable Suspicion Testing

The school district may request or require any employee to undergo cannabis testing or drug and alcohol testing if the school district has a reasonable suspicion that the employee:

a. is under the influence of cannabis, drugs, or alcohol;

b. has violated the school district's written work rules prohibiting the use, possession, sale, or transfer of drugs or alcohol, cannabis flower, cannabis products, lower-potency hemp edibles, or hemp-derived consumer products while the employee is working or while the employee is on the school district's premises or operating the school district's vehicles, machinery, or equipment;

c. has sustained a personal injury, as that term is defined in Minnesota Statutes, section 176.011, subdivision 16, or has caused another employee to sustain a personal injury; or

d. has caused a work-related accident or was operating or helping to operate machinery, equipment, or vehicles involved in a work-related accident.

7. Treatment Program Testing

The school district may request or require any employee to undergo cannabis testing and drug and alcohol testing if the employee has been referred by the school district for chemical dependency treatment or evaluation or is participating in a chemical dependency treatment program under an employee benefit plan, in which case the employee may be requested or required to undergo cannabis testing and drug and alcohol testing without prior notice during the evaluation or treatment period and for a period of up to two (2) years following completion of any prescribed chemical dependency treatment program.

8. Routine Physical Examination Testing

The school district may request or require any employee to undergo drug and alcohol testing as part of a routine physical examination provided the drug or alcohol test is requested or required no more than once annually and the employee has been given at least two weeks' written notice that a drug or alcohol test may be requested or required as part of the physical examination.

C. No Legal Duty Test

The school district does not have a legal duty to request or require any employee or job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing.

D. Right of Other Employee or Job Applicant to Refuse Drug and Alcohol Testing and Consequences of Such Refusal

1. Right of Other Employee or Job Applicant to Refuse Drug and Alcohol Testing

Any employee or job applicant whose position does not require a commercial driver's license has the right to refuse drug and alcohol testing subject to the provisions contained in Paragraphs 2. and 3. of Section IV.D.

2. Consequences of an Employee's Refusal to Undergo Drug and Alcohol Testing

Any employee in a position that does not require a commercial driver's license who refuses to undergo drug and alcohol testing in the circumstances set out in the Random Testing, Reasonable Suspicion Testing, and Treatment Program Testing provisions of this policy may be subject to disciplinary action, up to and including immediate discharge.

3. Consequences of a Job Applicant's Refusal to Undergo Drug and Alcohol Testingt

Any job applicant for a position which does not require a commercial driver's license who refuses to undergo drug and alcohol testing pursuant to the Job Applicant Testing provision of this policy shall not be employed.

E. Reliability and Fairness Safeguards

1. Pretest Notice

Before requesting an employee or job applicant whose position does not require a commercial driver's license to undergo drug or alcohol testing or requesting cannabis testing, the school district shall provide the employee or job applicant with a Pretest Notice in the form of Attachment D to this policy on which to

acknowledge that the employee or job applicant has received the school district's drug and alcohol testing or cannabis testing policy.

2. Notice of Test Results

Within three (3) working days after receipt of a test result report from the testing laboratory, the school district shall inform in writing an employee or job applicant who has undergone drug or alcohol testing or cannabis testing of a negative test result on an initial screening test or of a negative or positive test result on a confirmatory test.

3. Notice of and Right to Test Result Report

Within three (3) working days after receipt of a test result report from the testing laboratory, the school district shall inform in writing, an employee or job applicant who has undergone drug or alcohol testing of the employee or job applicant's right to request and receive from the school district a copy of the test result report on any drug or alcohol test or cannabis test.

4. Notice of and Right to Explain Positive Test Result

a. If an employee or job applicant has a positive test result on a confirmatory test, the school district shall provide the individual with notice of the test results and, at the same time, written notice of the right to explain the results and to submit additional information (see Attachment G to this policy).

b. The school district may request that the employee or job applicant indicate any over-the-counter or prescription medication that the individual is currently taking or has recently taken and any other information relevant to the reliability of, or explanation for, a positive test result.

c. The employee may present verification of enrollment in the medical cannabis patient registry or of enrollment in a Tribal medical cannabis program as part of the employee's explanation.

d. Use of nonintoxicating cannabinoids or edible cannabinoid products is not a legitimate medical explanation for a confirmed positive test result for cannabis. MROs will verify a drug test confirmed as positive, even if an employee claims to have only used nonintoxicating cannabinoids or edible cannabinoid product.

e. Within three (3) working days after notice of a positive test result on a

confirmatory test, an employee or job applicant may submit information (in addition to any information already submitted) to the school district to explain that result.

5. Notice of and Right to Request Confirmatory Retests

a. If an employee or job applicant has a positive test result on a confirmatory test, the school district shall provide the individual with notice of the test results and, at the same time, written notice of the right to request a confirmatory retest of the original sample at his or her expense.

b. An employee or job applicant may request a confirmatory retest of the original sample at his or her own expense after notice of a positive test result on a confirmatory test. Within five (5) working days after notice of the confirmatory test result, the employee or job applicant shall notify the school district in writing of his or her intention to obtain a confirmatory retest. Within three (3) working days after receipt of the notice, the school district shall notify the original testing laboratory that the employee or job applicant has requested the laboratory to conduct the confirmatory retest or to transfer the sample to another laboratory licensed under Minnesota Statutes, section 181.953, subdivision 1 to conduct the confirmatory retest. The original testing laboratory shall ensure that appropriate chain-of-custody procedures are followed during transfer of the sample to the other laboratory. The confirmatory retest must use the same drug, alcohol, or cannabis threshold detection levels as used in the original confirmatory test. If the confirmatory retest does not confirm the original positive test result, no adverse personnel action based on the original confirmatory test may be taken against the employee or job applicant.

6. If an employee or job applicant has a positive test result on a confirmatory test, the school district, at the time of providing notice of the test results, shall also provide written notice to inform the individual of other rights provided under Sections F. or G., below, whichever is applicable.

Attachments F and G to this policy provide the Notices described in Paragraphs 2. through 6. of this Section E.

F. Discharge and Discipline of Employees Whose Positions Do Not Require a Commercial Driver's License

1. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of a positive test result from an initial screening test that has not been verified by a confirmatory test.

2. In the case of a positive test result on a confirmatory test, the employee shall be subject to discipline which includes, but is not limited to, immediate suspension without pay and immediate discharge, pursuant to the provisions of this policy.

3. The school district may not discharge an employee for whom a positive test result on a confirmatory test was the first such result for the employee on a drug or alcohol test or cannabis test requested by the school district, unless the following conditions have been met:

a. The school district has first given the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a drug, alcohol, or cannabis counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with a certified chemical abuse counselor or a physician trained in the diagnosis and treatment of chemical dependency; and

b. The employee has either refused to participate in the counseling or rehabilitation program or has failed to successfully complete the program, as evidenced by withdrawal from the program before its completion or by a positive test result on a confirmatory test after completion of the program.

4. Notwithstanding Paragraph 1., the school district may temporarily suspend the tested employee or transfer that employee to another position at the same rate of pay pending the outcome of the confirmatory test and, if requested, the confirmatory retest, provided the school district believes that it is reasonably necessary to protect the health or safety of the employee, co-employees or the public. An employee who has been suspended without pay must be reinstated with back pay if the outcome of the confirmatory test or requested confirmatory retest is negative.

5. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of medical history information or the employee's status as a patient enrolled in the medical cannabis registry program revealed to the school district, unless the employee was under an affirmative duty to provide the information before, upon, or after hire, or failing to do so would violate federal law or regulations or cause the school district to lose money or licensing-related benefit under federal law or regulations.

6. The school district may not discriminate against any employee in termination, discharge, or any term of condition of employment or otherwise penalize an employee based upon an employee registered patient's positive drug test for cannabis components or metabolites, unless the employee used, possessed, or was impaired by medical cannabis on school district property during the hours of employment.

7. An employee must be given access to information in the individual's personnel file

relating to positive test result reports and other information acquired in the drug and alcohol testing process or cannabis testing process and conclusions drawn from and actions taken based on the reports or other acquired information.

G. Withdrawal of Job Offer for an Applicant for a Position That Does Not Require a Commercial Driver's License

If a job applicant has received a job offer made contingent on the applicant's passing drug and alcohol testing, the school district may not withdraw the offer based on a positive test result from an initial screening test that has not been verified by a confirmatory test. In the case of a positive test result on a confirmatory test, the school district may withdraw the job offer.

H. Chain-of-Custody Procedures

1. Privacy Limitations

A laboratory may only disclose to the school district test result data regarding the presence or absence of drugs, alcohol or their metabolites in a sample tested.

2. Confidentiality Limitations

With respect to employees and job applicants, test result reports and other information acquired in the drug or alcohol testing process are private data on individuals as that phrase is defined in Minnesota Statutes Chapter 13, and may not be disclosed by the school district or laboratory to another employer or to a third-party individual, governmental agency, or private organization without the written consent of the employee or job applicant tested.

3. Exceptions to Privacy and Confidentiality Disclosure Limitations

Notwithstanding Paragraphs 1. and 2., evidence of a positive test result on a confirmatory test may be: (1) used in an arbitration proceeding pursuant to a collective bargaining agreement, an administrative hearing under Minnesota Statute Chapter 43A or other applicable state or local law, or a judicial proceeding, provided that information is relevant to the hearing or proceeding; (2) disclosed to any federal agency or other unit of the United States government as required under federal law, regulation or order, or in accordance with compliance requirements of a federal government contract; and (3) disclosed to a substance abuse treatment facility for the purpose of evaluation or treatment of the employee.

4. Privilege

Positive test results from the school district drug or alcohol testing program may not be used as evidence in a criminal action against the employee or job applicant tested.

I. Notice of Testing Policy to Affected Employees

The school district shall provide written notice of this drug and alcohol testing policy to all affected employees upon adoption of the policy, to a previously non- affected employee upon transfer to an affected position under the policy, and to a job applicant upon hire and before any testing of the applicant if the job offer is made contingent on the applicant's passing drug and alcohol testing. Affected employees and applicants will acknowledge receipt of this written notice in the form of Attachment G to this policy.

V. POSTING

The school district shall post notice in an appropriate and conspicuous location on its premises that it has adopted a drug and alcohol testing policy and that copies of the policy are available for inspection during regular business hours by its employees or job applicants in its personnel office or other suitable locations.

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. Ch. 43A (State Personnel Management)
Minn. Stat. § 151.72 (Sale of Certain Cannabinoid Products)
Minn. Stat. § 152.01 (Definitions)
Minn. Stat. § 152.22 (Definitions; Medical Cannabis)
Minn. Stat. § 152.23 (Limitations; Medical Cannabis)
Minn. Stat. § 152.32 (Protections for Registry Program Participation)
Minn. Stat. § 176.011, subd. 16 (Definitions; Personal Injury)
Minn. Stat. §§ 181.950-181.957 (Drug and Alcohol Testing in the Workplace)
Minn. Stat. § 221.031 (Motor Carrier Rules)
49 U.S.C. § 31306 (Omnibus Transportation Employee Testing Act of 1991)
49 U.S.C. 31306a (National Clearinghouse for Controlled Substance and Alcohol Test Results of Commercial Motor Vehicle Operators)
49 U.S.C. § 521(b) (Civil and Criminal Penalties for Violations)
49 C.F.R. Parts 40 and 382 (Department of Transportation Rules Implementing Omnibus Transportation Employee Testing Act of 1991)

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 417 (Chemical Use and Abuse)
MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)

JORDAN DISTRICT SCHOOLS
POLICY

Adopted: September 12, 2007

Revised: August 14th, 2023

418 DRUG-FREE WORKPLACE/DRUG-FREE SCHOOL

I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment for employees and students by prohibiting the use of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, and controlled substances without a physician's prescription.

II. GENERAL STATEMENT OF POLICY

A. Use or possession of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, and controlled substances before, during, or after school hours, at school or in any other school location, is prohibited as general policy. Paraphernalia associated with controlled substances is prohibited.

B. A violation of this policy occurs when any student, teacher, administrator, other school district personnel, or member of the public uses or possesses alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, or controlled substances in any school location.

C. An individual may not use or possess cannabis flower, cannabis products, lower-potency hemp edibles, or hemp-derived consumer products in a public school, as defined in Minnesota Statutes, section 120A.05, subdivisions 9, 11, and 13, including all facilities, whether owned, rented, or leased, and all vehicles that the school district owns, leases, rents, contracts for, or controls.

D. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or member of the public who violates this policy.

III. DEFINITIONS

A. "Alcohol" includes any alcoholic beverage containing more than one-half of one percent alcohol by volume.

B. "Controlled substances" include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act,

21 United States Code section 812, including analogues and look-alike drugs.

C. "Edible cannabinoid product" means any product that is intended to be eaten or consumed as a beverage by humans, contains a cannabinoid in combination with food ingredients, and is not a drug.

D. "Nonintoxicating cannabinoid" means substances extracted from certified hemp plants that do not produce intoxicating effects when consumed by injection, inhalation, ingestion, or by any other immediate means.

E. "Medical cannabis" means any species of the genus cannabis plant, or any mixture or preparation of them, including whole plant extracts and resins, and is delivered in the form of: (1) liquid, including, but not limited to, oil; (2) pill; (3) vaporized delivery method with use of liquid or oil but which does not require the use of dried leaves or plant form; (4) combustion with use of dried raw cannabis; or (5) any other method approved by the commissioner.

F. "Possess" means to have on one's person, in one's effects, or in an area subject to one's control.

G. "School location" includes any school building or on any school premises; in any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district; or during any period of time such employee is supervising students on behalf of the school district or otherwise engaged in school district business.

H. "Sell" means to sell, give away, barter, deliver, exchange, distribute or dispose of to another, or to manufacture; or to offer or agree to perform such an act, or to possess with intent to perform such an act.

I. "Toxic substances" includes: (1) glue, cement, aerosol paint, containing toluene, benzene, xylene, amyl nitrate, butyl nitrate, nitrous oxide, or containing other aromatic hydrocarbon solvents, but does not include glue, cement, or paint contained in a packaged kit for the construction of a model automobile, airplane, or similar item; (2) butane or a butane lighter; or (3) any similar substance declared to be toxic to the central nervous system and to have a potential for abuse, by a rule adopted by the commissioner of health.

J. "Use" means to sell, buy, manufacture, distribute, dispense, be under the influence of, or consume in any manner, including, but not limited to, consumption by injection, inhalation, ingestion, or by any other immediate means.

IV. EXCEPTIONS

A. A violation of this policy does not occur when a person brings onto a school

location, for such person's own use, a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, which has a currently accepted medical use in treatment in the United States and the person has a physician's prescription for the substance. The person shall comply with the relevant procedures of this policy.

B. A violation of this policy does not occur when a person possesses an alcoholic beverage in a school location when the possession is within the exceptions of Minnesota Statutes section 624.701, subdivision 1a (experiments in laboratories; pursuant to a temporary license to sell liquor issued under Minnesota laws or possession after the purchase from such a temporary license holder).

C. A violation of this policy does not occur when a person uses or possesses a toxic substance unless they do so with the intent of inducing or intentionally aiding another in inducing intoxication, excitement, or stupefaction of the central nervous system, except under the direction and supervision of a medical doctor.

D. The school district may not refuse to enroll or otherwise penalize a patient or person enrolled in the Minnesota Patient Registry Program as a pupil solely because the patient or person is enrolled in the registry program, unless failing to do so would violate federal law or regulations or cause the school to lose a monetary or licensing-related benefit under federal law or regulations.

V. PROCEDURES

A. Students who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, must comply with the school district's student medication policy.

B. Employees who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, are permitted to possess such controlled substance and associated necessary paraphernalia, such as an inhaler or syringe. The employee must inform his or her supervisor. The employee may be required to provide a copy of the prescription.

C. Each employee shall be provided with written notice of this Drug-Free Workplace/Drug-Free School policy and shall be required to acknowledge that he or she has received the policy.

D. Employees are subject to the school district's drug and alcohol testing policies and procedures.

E. Members of the public are not permitted to possess controlled substances, nonintoxicating cannabinoids, or edible cannabinoid products, in a school location except with the express permission of the superintendent.

F. No person is permitted to possess or use medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products on a school bus or van; or on the grounds of any preschool or primary or secondary school; or on the grounds of any child care facility. This prohibition includes (1) vaporizing or combusting medical cannabis on any form of public transportation where the vapor or smoke could be inhaled by a minor child or in any public place, including indoor or outdoor areas used by or open to the general public or place of employment; and (2) operating, navigating, or being in actual physical control of any motor vehicle or working on transportation property, equipment or facilities while under the influence of medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products.

G. Possession of alcohol on school grounds pursuant to the exceptions of Minnesota Statutes section 624.701, subdivision 1a, shall be by permission of the school board only. The applicant shall apply for permission in writing and shall follow the school board procedures for placing an item on the agenda.

VI. SCHOOL PROGRAMS

A. Starting in the 2026-2027 school year, the school district must implement a comprehensive education program on cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, for students in middle school and high school. The program must include instruction on the topics listed in Minnesota Statutes, section 120B.215, subdivision 1 and must:

1. respect community values and encourage students to communicate with parents, guardians, and other trusted adults about cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl; and

2. refer students to local resources where students may obtain medically accurate information about cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, and treatment for a substance use disorder.

B. School district efforts to develop, implement, or improve instruction or curriculum as a result of the provisions of this section must be consistent with Minnesota Statutes, sections 120B.10 and 120B.11.

C. Notwithstanding any law to the contrary, the school district shall have a procedure for a parent, a guardian, or an adult student 18 years of age or older to review the content of the instructional materials to be provided to a minor child or to an adult student pursuant to this article. The district must allow a parent or adult student to opt out of instruction under this article with no academic or other penalty for the student and must inform parents and adult students of this right to opt out.

VII. ENFORCEMENT

A. Students

1. Students may be required to participate in programs and activities that provide education against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes, and nonintoxicating cannabinoids, edible cannabinoid products.

2. Students may be referred to drug or alcohol assistance or rehabilitation programs; school based mental health services, mentoring and counseling, including early identification of mental health symptoms, drug use and violence and appropriate referral to direct individual or group counseling service. which may be provide by school based mental health services providers; and/or referral to law enforcement officials when appropriate.

3. A student who violates the terms of this policy shall be subject to discipline in accordance with the school district's discipline policy. Such discipline may include suspension or expulsion from school.

B. Employees

1. As a condition of employment in any federal grant, each employee who is engaged either directly or indirectly in performance of a federal grant shall abide by the terms of this policy and shall notify his or her supervisor in writing of his or her conviction of any criminal drug statute for a violation occurring in any of the places listed above on which work on a school district federal grant is performed, no later than five (5) calendar days after such conviction. Conviction means a finding of guilt (including a plea of nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the federal or state criminal drug statutes.

2. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, termination, or discharge as deemed appropriate by the school board.

3. In addition, any employee who violates the terms of this policy may be required to satisfactorily participate in a drug and/or alcohol abuse assistance or rehabilitation program approved by the school district. Any employee who fails to satisfactorily participate in and complete such a program is subject to nonrenewal, suspension, or termination as deemed appropriate by the school board.

4. Sanctions against employees, including nonrenewal, suspension, termination, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies.

C. The Public

A member of the public who violates this policy shall be informed of the policy and asked to leave. If necessary, law enforcement officials will be notified and asked to provide an escort.

Legal References: Minn. Stat. § 120B.215 (Education on Cannabis Use and Substance Use)
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
Minn. Stat. § 121A.40-§ 121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 151.72 (Sale of Certain Cannabinoid Products)
Minn. Stat. § 152.01, Subd. 15a (Definitions)
Minn. Stat. § 152.0264 (Cannabis Sale Crimes)
Minn. Stat. § 152.22, subd. 6 (Definitions; Medical Cannabis)
Minn. Stat. § 152.23 (Limitations; Medical Cannabis)
Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)
Minn. Stat. § 340A.101 (Definitions; Alcoholic Beverage)
Minn. Stat. § 340A.403 (3.2 Percent Malt Liquor Licenses)
Minn. Stat. § 340A.404 (Intoxicating Liquor; On-Sale Licenses)
Minn. Stat. § 342.09 (Personal Adult Use of Cannabis)
Minn. Stat. § 342.56 (Limitations)
Minn. Stat. § 609.684 (Abuse of Toxic Substances)
Minn. Stat. § 624.701 (Alcohol in Certain Buildings or Grounds)
20 U.S.C. § 7101-7122 (Student Support and Academic Enrichment Grants)
21 U.S.C. § 812 (Schedules of Controlled Substances)
41 U.S.C. §§ 8101-8106 (Drug-Free Workplace Act)
21 C.F.R. §§ 1308.11-1308.15 (Controlled Substances)
34 C.F.R. Part 84 (Government-Wide Requirements for Drug-Free Workplace)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissalof School District Employees)
MSBA/MASA Model Policy 416 (Drug and Alcohol Testing)
MSBA/MASA Model Policy 417 (Chemical Use and Abuse)
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 506 (Student Discipline)
MSBA/MASA Model Policy 516 (Student Medication)

JORDAN PUBLIC SCHOOLS
POLICY

Adopted: March 8, 2010

Revised: August 14th, 2023

419 TOBACCO-FREE ENVIRONMENT; POSSESSION AND USE OF TOBACCO, TOBACCO-RELATED DEVICES, AND ELECTRONIC DELIVERY DEVICES; VAPING AWARENESS AND PREVENTION INSTRUCTION

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is tobacco free.

II. GENERAL STATEMENT OF POLICY

A. A violation of this policy occurs when any student, teacher, administrator, other school personnel of the school district, or person smokes or uses tobacco, tobacco-related devices, or carries or uses an activated electronic delivery device in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. In addition, this prohibition includes vehicles used, in whole or in part, for work purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.

B. A violation of this policy occurs when any elementary school, middle school, or secondary school student possesses any type of tobacco, tobacco-related devices, or electronic delivery devices in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls and includes vehicles used, in whole or in part, for school purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.

C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or person who is found to have violated this policy.

D. The school district will not solicit or accept any contributions or gifts of money, curricula, materials, or equipment from companies that directly manufacture and are identified with tobacco products, tobacco-related devices, or electronic delivery devices. The school district will not promote or allow promotion of tobacco products or electronic delivery devices on school property or at

school-sponsored events.

III. Definitions

A. "Electronic delivery device" means any product containing or delivering nicotine, lobelia, or any other substance, whether natural or synthetic, intended for human consumption through inhalation of aerosol or vapor from the product. Electronic delivery device includes any component part of a product. Electronic delivery devices include but is not limited to devices manufactured, marketed, or sold as electronic cigarettes, electronic cigars, electronic pipe, vape pens, modes, tank systems, or under any other product name or descriptor. Electronic delivery device includes any component part of a product, whether or not marketed or sold separately. Electronic delivery device excludes drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United Sates Food and Drug Administration.

B. "Heated tobacco product" means a tobacco product that produces aerosols containing nicotine and other chemicals which are inhaled by users through the mouth.

C. "Tobacco" means cigarettes and 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, including, but not limited to,~~:~~ cigars; cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff; snuff flour; cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco. Tobacco excludes any drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.

D. "Tobacco-related devices" means cigarette papers or pipes for smoking or other devices intentionally designed or intended to be used in a manner which enables the chewing, sniffing, smoking, or inhalation of aerosol or vapor of tobacco or tobacco products. Tobacco-related devices include components of tobacco-related devices which may be marketed or sold separately.

E. "Smoking" means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. Smoking includes carrying or using an activated electronic delivery device.

F. "Vaping" means using an activated electronic delivery device or heated tobacco product.

IV. EXCEPTIONS

A. A violation of this policy does not occur when an Indian adult lights tobacco on school district property as a part of a traditional Indian spiritual or cultural ceremony. An American Indian student may carry a medicine pouch containing loose tobacco intended as observance of traditional spiritual or cultural practices. An Indian is a person who is a member of an Indian tribe as defined under Minnesota law.

B. A violation of this policy does not occur when an adult nonstudent possesses a tobacco or nicotine product that has been approved by the United States Food and Drug Administration for sale as a tobacco cessation product, as a tobacco dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose. Nothing in this exception authorizes smoking or use of tobacco, tobacco-related devices, or electronic delivery devices on school property or at off-campus events sponsored by the school district.

C. An American Indian student or staff member may use tobacco, sage, sweetgrass, and cedar to conduct individual or group smudging in a public school. The process for conducting smudging is determined by the building or site administrator. Smudging must be conducted under the direct supervision of an appropriate staff member, as determined by the building or site administrator.

V. VAPING PREVENTION INSTRUCTION

A. The school district must provide vaping prevention instruction at least once to students in grades 6 through 8

B. The school district may use instructional materials based upon the Minnesota Department of Health's school e-cigarette toolkit or may use other smoking prevention instructional materials with a focus on vaping and the use of electronic delivery devices and heated tobacco products. The instruction may be provided as part of the school district's locally developed health standards.

IV. ENFORCEMENT

A. All individuals on school premises shall adhere to this policy.

B. Students who violate this tobacco-free policy shall be subject to school district discipline procedures.

C. School district administrators and other school personnel who violate this tobacco-free policy shall be subject to school district discipline procedures.

D. School district action taken for violation of this policy will be consistent with

requirements of applicable collective bargaining agreements, Minnesota or federal law, and school district policies.

E. Persons who violate this tobacco-free policy may be referred to the building administration or other school district supervisory personnel responsible for the area or program at which the violation occurred.

F. School administrators may call the local law enforcement agency to assist with enforcement of this policy. Smoking or use of any tobacco product in a public school is a violation of the Minnesota Clean Indoor Air Act and/or the Freedom to Breathe Act of 2007 and is a petty misdemeanor. A court injunction may be instituted against a repeated violator.

G. No persons shall be discharged, refused to be hired, penalized, discriminated against, or in any manner retaliated against for exercising any right to a smoke-free environment provided by the Freedom to Breathe Act of 2007 or other law.

VII. DISSEMINATION OF POLICY

A. This policy shall appear in the student handbook.

B. The school district will develop a method of discussing this policy with students and employees.

Legal References: Minn. Stat. § 120B.238 (Vaping Awareness and Prevention)
Minn. Stat. § 121A.08 (Smudging Permitted)
Minn. Stat. §§ 144.411-144.417 (Minnesota Clean Indoor Air Act)
Minn. Stat. § 609.685 (Sale of Tobacco to Persons Under Age 21)
2007 Minn. Laws Ch. 82 (Freedom to Breathe Act of 2007)

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

JORDAN DISTRICT SCHOOLS
POLICY

Adopted: September 12, 2007

Revised: August 12th, 2024

425 STAFF DEVELOPMENT

I. PURPOSE

The purpose of this policy is to establish a staff development program and structure to carry out planning and reporting on staff development that supports improved student learning.

II. ADVISORY STAFF DEVELOPMENT COMMITTEE AND SITE PROFESSIONAL DEVELOPMENT TEAMS

A. The school board will establish an Advisory Staff Development Committee to develop a Staff Development Plan, assist Site Professional Development Teams in developing a site plan consistent with the goals of the Staff Development Plan, and evaluate staff development efforts at the site level.

1. The majority of the membership of the Advisory Staff Development Committee shall consist of teachers representing various grade levels, subject areas, and special education. The Committee also will include nonteaching staff, parents, and administrators.

2. Members of the Advisory Staff Development Committee shall be appointed by the school board. Committee members shall serve a two-year term[1*] based upon nominations by board members, teachers, and paraprofessionals. The school board shall appoint replacement members of the Advisory Staff Development Committee as soon as possible following the resignation, death, serious illness, or removal of a member from the Committee.

B. The school board will establish the Site Professional Development Teams.

1. Members of the Site Professional Development Teams will be appointed by the school board. Team members shall serve a two-year term* based upon nominations by board members, teachers, and paraprofessionals. The school board shall appoint replacement members of the Site Professional

[1*] This time period may be changed to accommodate individual school district needs.

Development Teams as soon as possible following the resignation, death, serious illness, or removal of a member from the Team.

2. The majority of the Site Professional Development Teams shall be teachers representing various grade levels, subject areas, and special education.

III. DUTIES OF THE ADVISORY STAFF DEVELOPMENT COMMITTEE

A. The Advisory Staff Development Committee will develop a Staff Development Plan which will be reviewed and subject to approval by the school board twice a year.[2*]

B. The Staff Development Plan must contain the following elements:

1. Staff development outcomes which are consistent with the education outcomes as may be determined periodically by the school board;

2. The means to achieve the Staff Development outcomes;

3. The procedures for evaluating progress at each school site toward meeting educational outcomes consistent with relicensure requirements under Minn. Stat. § 122A.18, Subd. 4;

4. Ongoing staff development activities that contribute toward continuous improvement in achievement of the following goals:

a. Improve student achievement of state and local education standards in all areas of the curriculum, including areas of regular academic and applied and experiential learning, by using research-based best practices methods;

b. Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, English learners, and gifted children, within the regular classroom, applied and experiential learning settings, and other settings;

c. Provide an inclusive curriculum for a racially, ethnically, linguistically, and culturally diverse student population that is consistent with state education diversity rule and the district's education diversity plan;

d. Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;

[2*] This time period may be changed to accommodate individual school district needs.

e. Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution;

f. Effectively deliver digital and blended learning and curriculum and engage students with technology; and

g. Provide teachers and other members of site-based management teams with appropriate management and financial management skills.

5. The Staff Development Plan also must:

a. Support stable and productive professional communities achieved through ongoing and schoolwide progress and growth in teaching practice;

b. Emphasize coaching, professional learning communities, classroom action research, and other job-embedded models;

c. Maintain a strong subject matter focus premised on students' learning goals consistent with Minn. Stat. § 120B.125;

d. Ensure specialized preparation and learning about issues related to teaching English learners and students with special needs by focusing on long-term systemic efforts to improve educational services and opportunities and raise student achievement; and

e. Reinforce national and state standards of effective teaching practice.

6. Staff development activities must:

a. Focus on the school classroom and research-based strategies that improve student learning;

b. Provide opportunities for teachers to practice and improve their instructional skills over time;

c. Provide opportunities for teachers to use student data as part of their daily work to increase student achievement;

d. Enhance teacher content knowledge and instructional skills, including to accommodate the delivery of digital and blended learning and curriculum and engage students with technology;

e. Align with state and local academic standards;

f. Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring;

g. Align with the plan, if any, of the district or site for an alternative teacher professional pay system;

h. Provide teachers of English learners, including English as a second language, and content teachers with differentiated instructional strategies critical for ensuring students long-term academic success, the means to effectively use assessment data on the academic literacy, oral academic language, and English language development of English learners, and skills to support native and English language development across the curriculum; and

i. Provide opportunities for staff to learn about current workforce trends, the connections between workforce trends and postsecondary education, and training options, including career and technical education options.

7. Staff development activities may include curriculum development and curriculum training programs and activities that provide teachers and other members of site-based teams training to enhance team performance.

8. The school district may implement other staff development activities required by law and activities associated with professional teacher compensation models.

C. The Advisory Staff Development Committee will assist Site Professional Development Teams in developing a site plan consistent with the goals and outcomes of the Staff Development Plan.

D. The Advisory Staff Development Committee will evaluate staff development efforts at the site level and will report to the school board <u>on a quarterly basis</u>[3*] the extent to which staff at the site have met the outcomes of the Staff Development Plan.

E. In addition to developing a Staff Development Plan, the Staff Development Advisory Committee also must develop teacher mentoring programs for teachers new to the profession or school district, including teaching residents, teachers of color, teachers who are American Indian, teachers in license shortage areas,

[3*] This time period may be changed to accommodate individual school district needs.

teachers with special needs, or experienced teachers in need of peer coaching. Teacher mentoring programs must be included in or aligned with the school district's teacher evaluation and peer review processes under Minnesota Statutes, sections 122A.40, subdivision 8 or 122A.41, subdivision 5.

F. The Advisory Staff Development Committee shall assist the school district in preparing any reports required by the Minnesota Department of Education (MDE) relating to staff development including, but not limited to, the reports referenced in Section VII. below.

IV. DUTIES OF THE SITE PROFESSIONAL DEVELOPMENT TEAM

A. Each Site Professional Development Team shall develop a site plan, consistent with the goals of the Staff Development Plan. The school board will review the site plans for consistency with the Staff Development Plan twice a year.*

B. The Site Professional Development Team must demonstrate to the school board the extent to which staff at the site have met the outcomes of the Staff Development Plan. The actual reports to the school board can be made by the Advisory Staff Development Committee to avoid duplication of effort.

C. If the school board determines that staff development outcomes are not being met, it may withhold a portion of the initial allocation of revenue referenced in Section V. below.

V. STAFF DEVELOPMENT FUNDING

A. Unless the school district is in statutory operating debt or a majority of the school board and a majority of its licensed teachers annually vote to waive the requirement to reserve basic revenue for staff development, the school district will reserve an amount equal to at least two percent of its basic revenue for: in-service education for violence prevention programs to help students learn how to resolve conflicts within their families and communities in non-violent, effective ways; staff development plans; curriculum development and programs; other in-service education; teachers' workshops; teacher conferences; the cost of substitute teachers for staff development purposes; preservice and in-service education for special education professionals and paraprofessionals; and other related costs for staff development efforts. The school district also may use the revenue reserved for staff development for grants to the school district's teachers to pay for coursework and training leading to certification as either a college in the schools teacher or a concurrent enrollment teacher. In order to receive a grant, the teacher must be enrolled in a program that includes coursework and training focused on teaching a core subject.

B. The school district may, in its discretion, expend an additional amount of unreserved revenue for staff development based on its needs.

C. Release time provided for teachers to supervise students on field trips and school activities, or independent tasks not associated with enhancing the teacher's knowledge and instructional skills, such as preparing report cards, calculating grades, or organizing classroom materials, may not be counted as staff development time that is financed with staff development reserved revenue under Minn. Stat. § 122A.61.

VI. PROCEDURE FOR USE OF STAFF DEVELOPMENT FUNDS

A. On a yearly[4*] basis, the Advisory Staff Development Committee, with the assistance of the Site Professional Development Teams, shall prepare a projected budget setting forth proposals for allocating staff development funds reserved for each school site. Such budgets shall include, but not be limited to, projections as to the cost of building site training programs, costs of individual staff seminars, and cost of substitutes.

B. Upon approval of the budget by the school board, the Advisory Committee shall be responsible for monitoring the use of such funds in accordance with the Staff Development Plan and budget. The requested use of staff development funds must meet or make progress toward the goals and objectives of the Staff Development Plan. All costs/expenditures will be reviewed by the school board and/or superintendent for consistency with the Staff Development Plan on a quarterly basis.*

C. Individual requests from staff for leave to attend staff development activities shall be submitted and reviewed according to school district policy, staff procedures, contractual agreement, and the effect on school district operations. Failure to timely submit such requests may be cause for denial of the request.

VII. PARAPROFESSIONALS, TITLE I AIDES, AND OTHER INSTRUCTIONAL SUPPORT STAFF

A. The school district must provide a minimum of eight hours of paid orientation or professional development annually to all paraprofessionals, Title I aides, and other instructional support staff. Six of the eight hours must be completed before the first instructional day of the school year or within 30 days of hire. The school district must consult the exclusive representative for employees receiving this training before creating or planning the training required under this section.

B. The orientation or professional development must be relevant to the employee's occupation and may include collaboration time with classroom teachers and planning for the school year.

[4*] This time period may be changed to accommodate individual school district needs.

C. For paraprofessionals who provide direct support to students, at least 50 percent of the professional development or orientation must be dedicated to meeting the requirements of this section. Professional development for paraprofessionals may also address the requirements of Minnesota Statutes, section 120B.363, subdivision 3.

D. A school administrator must provide an annual certification of compliance with this requirement to the MDE Commissioner.

E. For the 2024-2025 school year only, a school may reduce the hours of training required in paragraphs (b) to (e) to a minimum of six hours and must pay for paraprofessional test materials and testing fees for any paraprofessional employed by the school district during the 2023-2024 school year who has not yet successfully completed the paraprofessional assessment or met the requirements of the paraprofessional competency grid.

VII. REPORTING

A. The school district and site staff development committee shall prepare a report of the previous fiscal year's staff development activities and expenditures as part of the school district's comprehensive achievement and civic readiness report.

1. The report must include assessment and evaluation data indicating progress toward district and site staff development goals based on teaching and learning outcomes, including the percentage of teachers and other staff involved in instruction who participate in effective staff development activities.

2. The report will provide a breakdown of expenditures for:

   a. Curriculum development and curriculum training programs;

   b. Staff development training models, workshops, and conferences; and

   c. The cost of releasing teachers or providing substitute teachers for staff development purposes.

   The report also must indicate whether the expenditures were incurred at the district level or the school site level and whether the school site expenditures were made possible by the grants to school sites that demonstrate exemplary use of allocated staff development revenue. These expenditures must be reported using the uniform financial and accounting and reporting standards (UFARS).

B. The report will be signed by the superintendent and staff development chair.

Legal References: Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)
Minn. Stat. § 120A.415 (Extended School Calendar)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.22, Subd. 2 (Violence Prevention Education)
Minn. Stat. § 121A.642 (Paraprofessional Training)
Minn. Stat. § 122A.18, Subd. 4 (Board to Issue Licenses; Expiration and Renewal)
Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination - Additional Staff Development and Salary)
Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions - Additional Staff Development and Salary)
Minn. Stat. § 122A.60 (Staff Development Program)
Minn. Stat. § 122A.61 (Reserved Revenue for Staff Development)
Minn. Stat. § 126C.10, Subds. 2 and 2b (General Education Revenue)
Minn. Stat. § 126C.13, Subd. 5 (General Education Levy and Aid)

Cross References: *None.*

JORDAN DISTRICT SCHOOLS
POLICY

Adopted: September 12, 2007

Revised: August 12th, 2024

503 STUDENT ATTENDANCE

I. PURPOSE

A. 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.

B. 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.

II. GENERAL STATEMENT OF POLICY

A. Responsibilities

1. 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.

2. 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.

3. 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.

4. Administrator's Responsibility

a. 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.

b. In accordance with the Minnesota Compulsory Instruction Law, Minnesota Statutes section 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.

B. Attendance Procedures

Attendance procedures shall be presented to the school board for review and approval. When approved by the school board, the attendance procedures will be included as an addendum to this policy.

1. Excused / Exempt Absences

a. 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.

b. 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.

c. 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.

d. 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.

2. Unexcused Absences

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

(1) Truancy. An absence by a student which was not approved by the parent and/or the school district.

(2) Any absence in which the student failed to comply with any reporting requirements of the school district's attendance procedures.

(3) Work at home.

(4) Work at a business, except under a school-sponsored work release program.

(5) Vacations with family, unless approved by the principal or designee.

(6) Personal trips to schools or colleges, unless approved by the principal or designee.

(7) For students at the elementary school, absences resulting from cumulated unexcused tardies (3 tardies equal one unexcused absence).

(8) Any other absence not included under the attendance procedures set out in this policy.

b. Consequences for Unexcused Absences in grades Kindergarten through four:

(1) Absences resulting from official suspension will be handled in accordance with the Pupil Fair Dismissal Act, Minnesota Statutes sections 121A.40-121A.56.

(2) Days during which a student is suspended from school shall not be counted in a student's total cumulated unexcused absences.

(3) 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.

c. Consequences for Unexcused Absences in grades five through twelve:

(1) Absences resulting from official suspension will be handled in accordance with the Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56.

(2) Days during which a student is suspended from school shall not be counted in a student's total cumulated unexcused absences.

(3) 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.

(4) Students in grades 5 through 12 with unexcused absences shall be subject to discipline in the following manner:

(a) Parents will be notified when students are absent from school without an excuse.

(b) Students will be expected to complete assignments but may receive reduced or no credit.

3. Excessive Absences:

a. Students may have a maximum of ten absences in a semester at the middle and high school level and twenty absences in a year at the elementary 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:

(1) Official school field trip or other school-sponsored outing.

(2) Removal of a student pursuant to a suspension.

(3) Suspensions are to be handled as excused absences and students will be permitted to complete make-up work.

(4) A death or funeral in the student's immediate family or of a close friend or relative.

(5) Family vacations with prior approval from the building principal.

(6) College visits with prior approval from the building principal.

b. Parents will be notified when students reach the seventh and eleventh total absence in a class at the middle school and high school and when students reach the twelfth and fifteenth total absence at the elementary school.

c. 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.

d. 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, Minnesota Statutes sections 121A.40-121A.56.

C. Tardiness

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

2. Procedures for Reporting Tardiness

a. Students tardy at the start of school must report to the school office for an admission slip.

b. Tardiness between periods will be handled by the teacher.

3. Excused Tardiness

Valid excuses for tardiness are:

a. Illness.

b. Serious illness in the student's immediate family.

c. A death or funeral in the student's immediate family or of a close friend or relative.

d. Medical, dental, orthodontic, or mental health treatment.

e. Court appearances occasioned by family or personal action.

f. Physical emergency conditions such as fire, flood, storm, etc.

g. Any tardiness for which the student has been excused in writing by an administrator or faculty member.

4. Unexcused Tardiness

a. An unexcused tardiness is failing to be in an assigned area at the designated time class period commences without a valid excuse.

b. At the Kindergarten through grade 4 level, three tardies equal one unexcused absence.

c. Consequences of tardiness in grades 5 through 12 may include detention.

D. Participation in and Attendance at Extracurricular Activities and School-Sponsored On-the-Job Training Programs

1. 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.

2. School-initiated absences will be accepted and participation permitted.

3. 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.

4. If a student is suspended from any class, he or she may not participate in any activity or program that day.

5. Students who arrive after 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 athletic director. Students who are absent unexcused will not be allowed to participate in that activity.

III. RELIGIOUS OBSERVANCE ACCOMMODATION

Reasonable efforts will be made by the school district to accommodate any student who wishes to be excused from a curricular activity for a religious observance. Requests for accommodation should be directed to the building principal.

IV. DISSEMINATION OF POLICY

A. Copies of this policy shall be made available to all students and parents at the commencement of each school year. This policy shall also be available upon request in each principal's office.

B. The school district will provide annual notice to parents of the school district's policy relating to a student's absence from school for religious observance.

IV. REQUIRED REPORTING

A. Continuing Truant

Minnesota Statutes section 260A.02 provides that a continuing truant is a student who is subject to the compulsory instruction requirements of Minnesota Statutes section 120A.22 and is absent from instruction in a school, as defined in Minnesota Statutes section 120A.05, without valid excuse within a single school year for:

1. Three days if the child is in elementary school; or

2. Three or more class periods on three days if the child is in middle school, junior high school, or high school.

B. Reporting Responsibility

When a student is initially classified as a continuing truant, Minnesota Statutes, section 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:

1. That the child is truant;

2. That the parent or guardian should notify the school if there is a valid excuse for the child's absences;

3. That the parent or guardian is obligated to compel the attendance of the child at school pursuant to Minnesota Statutes section 120A.22 and parents or guardians who fail to meet this obligation may be subject to prosecution under Minnesota Statutes section 120A.34;

4. That this notification serves as the notification required by Minnesota Statutes section 120A.34;

5. That alternative educational programs and services may be available in the child's enrolling or resident district;

6. That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the child's truancy;

7. That if the child continues to be truant, the parent and child may be subject to juvenile court proceedings under Minnesota Statutes, chapter 260C;

8. 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 Minnesota Statutes section 260C.201; and

9. That it is recommended that the parent or guardian accompany the child to school and attend classes with the child for one day.

C. Habitual Truant

1. A habitual truant is a child under the age of 17 years who is absent from attendance at school without lawful excuse for seven school days per school year if the child is in elementary school or for one or more class periods on seven school days per school year if the child is in middle school, junior high 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. Educational neglect is when students under the age of 12 accumulate more than 7 unexcused absences during a school year.

2. 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 Minnesota Statute chapter 260A.

Legal References: Minn. Stat. § 120A.05 (Definitions)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 120A.26 (Enforcement and Prosecution)
Minn. Stat. § 120A.34 (Violations; Penalties)
Minn. Stat. § 120A.35 (Absence from School for Religious Observance)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 260A.02 (Definitions)
Minn. Stat. § 260A.03 (Notice to Parent or Guardian When Child is a Continuing Truant)
Minn. Stat. § 260C.007, subd. 19 (Habitual Truant Defined)
Minn. Stat. § 260C.201 (Dispositions; Children in Need of Protection or Services or Neglected and in Foster Care)
Goss v. Lopez, 419 U.S. 565 (1975)

Slocum v. Holton Bd. of Educ., 429 N.W.2d 607 (Mich. App. Ct. 1988)
Campbell v. Bd. of Educ. of New Milford, 475 A.2d 289 (Conn. 1984)
Hamer v. Bd. of Educ. of Twp. High Sch. Dist. No. 113, 66 Ill. App.3d 7, 383 N.E.2d 231 (1978)
Gutierrez v. Sch. Dist. R-1, 585 P.2d 935 (Co. Ct. App. 1978)
Knight v. Bd. of Educ., 38 Ill. App. 3d 603, 348 N.E.2d 299 (1976)
Dorsey v. Bale, 521 S.W.2d 76 (Ky. 1975)

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

JORDAN PUBLIC SCHOOLS
POLICY

Adopted: July 9, 2012

Revised: August 12th, 2024

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 (6^{th}) consecutive day of suspension or the tenth (10^{th}) 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)

JORDAN DISTRICT SCHOOLS
POLICY

Adopted: September. 12, 2007

Revised: August 12th, 2024

507 CORPORAL PUNISHMENT AND PRONE RESTRAINT

I. PURPOSE

The purpose of this policy is to describe limitations on use of corporal punishment and prone restraint upon a student.

II. GENERAL STATEMENT OF POLICY

No employee or agent of the school district shall inflict corporal punishment or use prone restraint upon a student.

III. DEFINITIONS

1. “Corporal punishment" means conduct involving:

   a. hitting or spanking a person with or without an object; or

   b. unreasonable physical force that causes bodily harm or substantial emotional harm.

2. “Employee or agent of the district” does not include a school resource officer as defined in Minnesota Statutes, section 626.8482, subdivision 1, paragraph (c).

3. “Prone restraint” means placing a child in a face-down position

IV. PROHIBITIONS

1. An employee or agent of a district shall not inflict corporal punishment or cause corporal punishment to be inflicted upon a pupil to reform unacceptable conduct or as a penalty for unacceptable conduct.

2. An employee or agent of the school district shall not use prone restraint.

3. An employee or agent of a district shall not inflict any form of physical holding that restricts or impairs a pupil's ability to breathe; restricts or impairs a pupil's ability to communicate distress; places pressure or weight on a pupil's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in

straddling a pupil's torso.

4. Conduct that violates this Article is not a crime under Minnesota Statutes, section 645.241, but may be a crime under Minnesota Statutes, chapter 609 if the conduct violates a provision of Minnesota Statutes, chapter 609. Conduct that violates IV.1 above is not per se corporal punishment under the statute. Nothing in this Minnesota Statutes, section 121A.58 or 125A.0941 precludes the use of reasonable force under Minnesota Statutes, section 121A.582. The use of reasonable force as set forth in Section V does not authorize conduct prohibited pursuant to Minnesota Statutes, section 125A.0942.

V. REASONABLE FORCE

1. Reasonable force may be used upon or toward the person of another without the other's consent when the following circumstance exists or the actor reasonably believes it to exist:

a. when used by a teacher, school principal, school employee, school bus driver, or other agent of the school in the exercise of lawful authority, to restrain a child or pupil to prevent bodily harm or death to the child, pupil, or another.

2. Reasonable force may be used upon or toward the person of a child without the child's consent when the following circumstance exists or the actor reasonably believes it to exist:

a. when used by a teacher, school principal, school employee, school bus driver, other agent of the district, or other member of the instructional, support, or supervisory staff of a public school upon or toward a child or pupil when necessary to restrain the child or pupil to prevent bodily harm or death to the child, pupil. Nothing in Minnesota Statutes, section 609.379 limits any other authorization to use reasonable force including but not limited to authorizations under Minnesota Statutes, section 121A.582, subdivision 1, and section 609.06, subdivision 1.

3. A teacher, school principal, and other school staff may use reasonable force under the conditions set forth in Policy 506 (Student Discipline).

[NOTE: These revisions reflect 2024 legislative changes and are reformatted to enhance readability.]

VI. VIOLATION

Employees who violate the provisions of this policy shall be subject to disciplinary action as appropriate. Any such disciplinary action shall be made pursuant to and in accordance with applicable statutory authority, collective bargaining agreements and school district policies. Violation of this policy may also result in civil or criminal liability for the employee.

Legal References: Minn. Stat. § 121A.58 (Corporal Punishment)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 123B.25 (Legal Actions Against Districts and Teachers)
Minn. Stat. § 125A.0941 (Definitions)
Minn. Stat. § 125A.0942 (Standards for Restrictive Procedures)
Minn. Stat. § 609.06 (Authorized Use of Force)
Minn. Stat. § 609.379 (Permitted Actions)
Minn. Stat. § 626.8482 (School Resource Officers; Duties; Training; Model Policy)
Minn. Stat. § 645,241 (Punishment for Prohibited Acts)

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)
MSBA/MASA Model Policy 507.5 (School Resource Officers)

JORDAN DISTRICT SCHOOLS
POLICY

Adopted: September 12, 2007

Revised: August 12th, 2024

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; grade level; 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 only limit the enrollment of nonresident students to a number not less than the lesser of: (a) one 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 in accordance with 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 this section, the 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.

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 involving assaulting another and inflicting substantial bodily harm.

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. previous academic achievement of a student;

2. athletic or extracurricular ability of a student;

3. disabling conditions of a student;

4. a 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 student and 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 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 124D.151 or Laws 2017, First Special Session chapter 5, article 8, section 9, to follow the application procedures under this subdivision to enroll in kindergarten. A district must allow a nonresident student enrolled in a program under Minnesota Statutes, section 124D.151 or Laws 2017, First Special Session chapter 5, article 8, section 9, to remain enrolled in the district when the student enters kindergarten without submitting annual or periodic applications, unless the district terminates the student's enrollment under 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 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

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:

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

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

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

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

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, 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 under 17 years of age who is absent from attendance at school without lawful excuse for seven school days in a school year if the child is in elementary school or for one or more class periods on seven school days in a school year if the child is in middle school, junior high 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 in a school year and who has not lawfully withdrawn from school under Minnesota Statutes section 120A.22, Subd. 8. The school district may also terminate the enrollment of a nonresident student over 17 years of age if the student is absent without lawful excuse for one or more periods on 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 does not otherwise meet the residency requirements for enrollment may be terminated from enrollment and removed from school. Prior to removal from school, the school district will send to the student's parents a written notice of the school district's belief that the student is not a resident of the school district. The notice shall include the facts upon which the belief is based and notice to the parents of their opportunity to provide documentary evidence, in

person or in writing, of residency to the superintendent or the superintendent's designee. The superintendent or the superintendent's designee will make the 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. Ch. 260A (Truancy)
Minn. Stat. § 260C.007, Subd. 19 (Definitions)
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)

Adopted: September 12, 2007

Revised: August 12th, 2024

512 SCHOOL-SPONSORED STUDENT PUBLICATIONS AND ACTIVITIES

I. PURPOSE

The purpose of this policy is to protect students' rights to free speech in production of official school publications and activities while at the same time balancing the school district's role in supervising student publications and the operation of public schools.

II. GENERAL STATEMENT OF POLICY

A. The school district may exercise editorial control over the style and content of student expression in school-sponsored publications and activities.

B. Expressions and representations made by students in school-sponsored publications and activities are not expressions of official school district policy. Faculty advisors shall supervise student writers to ensure compliance with the law and school district policies.

C. Students who believe their right to free expression has been unreasonably restricted in a school-sponsored media or activity may seek review of the decision by the building principal. The principal shall issue a decision no later than three (3) school days after review is requested.

1. Students producing school-sponsored media and activities shall be under the supervision of a faculty advisor and the school principal. School-sponsored media and activities shall be subject to the guidelines set forth below.

2. School-sponsored media may be distributed at reasonable times and locations.

III. DEFINITIONS

A. "Distribution" means circulation or dissemination of material by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting or displaying material, or placing materials in internal staff or student mailboxes.

B. "Official school publications" means school newspapers, yearbooks, or material

produced in communications, journalism, or other writing classes as a part of the curriculum.

C. "Obscene to minors" means:

1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;

2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, or lewd exhibition of the genitals; and

3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.

D. "Minor" means any person under the age of eighteen (18).

E. "Material and substantial disruption" of a normal school activity means:

1. Where the normal school activity is an educational program of the school district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption which interferes with or impedes the implementation of that program.

2. Where the normal school activity is voluntary in nature (including, without limitation, school athletic events, school plays and concerts, and lunch periods) "material and substantial disruption" is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

In order for expression to be considered disruptive, there must exist specific facts upon which the likelihood of disruption can be forecast, including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.

F. "School activities" means any activity of students sponsored by the school including, but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays and other theatrical productions, and in-school lunch periods.

G. "School-sponsored media" means material that is:

1. prepared, wholly or substantially written, published, broadcast, or otherwise disseminated by a student journalist enrolled in the school district;
2. distributed or generally made available to students in the school; and
3. prepared by a student journalist under the supervision of a student media adviser.

School-sponsored media does not include material prepared solely for distribution or transmission in the classroom in which the material is produced, or a yearbook.

H. "Student journalist" means a school district student in grades 6 through 12 who gathers, compiles, writes, edits, photographs, records, or otherwise prepares information for dissemination in school-sponsored media.

I. "Student media adviser" means a qualified teacher, as defined in Minnesota Statutes, section 122A.16, that the school district employs, appoints, or designates to supervise student journalists or provide instruction relating to school-sponsored media.

IV. GUIDELINES

A. Expression in an official school publication or school-sponsored activity is prohibited when the material:

1. is obscene to minors;

2. Is defamatory;

3. advertises or promotes any product or service not permitted for minors by law;

4. encourages students to commit illegal acts or violate school regulations or substantially disrupts the orderly operation of school or school activities;

5. expresses or advocates sexual, racial, or religious harassment or violence or prejudice;

6. is distributed or displayed in violation of time, place, and manner regulations.

7. is profane, harassing, threatening, or intimidating;

8. constitutes an unwarranted invasion of privacy;

9. violates federal or state law;

10. causes a material and substantial disruption of school activities;

11. is directed to inciting or producing imminent lawless action on school premises or the violation of lawful school policies or rules, including a policy adopted in accordance with Minnesota Statutes, section 121A.03 or 121A.031;

B. These professional standards may include, but are not limited to, the following:

1. assuring that participants learn whatever lessons the activity is designed to teach;

2. assuring that readers or listeners are not exposed to material that may be inappropriate for their level of maturity;

3. assuring that the views of the individual speaker are not erroneously attributed to the school;

4. assuring that the school is not associated with any position other than neutrality on matters of political controversy;

5. assuring that the sponsored student speech cannot reasonably be perceived to advocate conduct otherwise inconsistent with the shared values of a civilized social order;

6. assuring that the school is not associated with expression that is, for example, ungrammatical, poorly written, inadequately researched, biased or prejudiced, vulgar or profane, or unsuitable for immature audiences.

C. Time, Place, and Manner of Distribution

Students shall be permitted to distribute written materials at school as follows:

1. Time

Distribution shall be limited to the hours before the school day begins, during lunch hour and after school is dismissed.

2. Place

Written materials may be distributed in locations so as not to interfere with the normal flow of traffic within the school hallways, walkways, entry ways, and parking lots. Distribution shall not impede entrance to or exit

from school premises in any way.

3. Manner

No one shall induce or coerce a student or staff member to accept a student publication.

D. The school district must not retaliate or take adverse employment action against a student media adviser for supporting a student journalist exercising rights or freedoms under paragraph A above or the First Amendment of the United States Constitution.

E. Notwithstanding the rights or freedoms of this Article or the First Amendment of the United States Constitution, nothing in this Article inhibits a student media adviser from teaching professional standards of English and journalism to student journalists.

V. POSTING

The school district must adopt a student journalist policy consistent with Minnesota Statutes, section 121A.80 and post it on the district website.

Legal References: U. S. Const., amend. I
Hazelwood School District v. Kuhlmeier, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed.2d 592 (1988)
Bystrom v. Fridley High School, I.S.D. No. 14, 822 F. 2d 747 (8th Cir. 1987)
Morse v. Frederick, 551 U.S. 393, 127 S.Ct. 2618, 168 L.Ed.2d 290 (2007)
Minn. Stat. § 121A.03 (Model Policy)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.80 (Student Journalism; Student Expression)

Cross References: 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 904 (Distribution of Materials on School District Property by Nonschool Persons)

JORDAN DISTRICT SCHOOLS
POLICY

Adopted: September 12, 2007

Revised: August 12th, 2024

513 STUDENT PROMOTION, RETENTION, AND PROGRAM DESIGN

I. PURPOSE

The purpose of this policy is to provide guidance to professional staff, parents, and students regarding student promotion, retention, and program design.

II. GENERAL STATEMENT OF POLICY

The school board expects all students to achieve at an acceptable level of proficiency. Parental 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.

A. 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.

B. Retention

Retention of a student may be considered when professional staff and parents feel that it is in the best interest of the student. Physical development, maturity, and emotional factors shall be considered, as well as scholastic achievement. The superintendent's decision shall be final.

C. Program Design

1. The superintendent, with participation of the professional staff and parents, shall develop and implement programs to challenge students that are consistent with the needs of students at every level. A process to assess and evaluate students for program assignment shall be developed in coordination with such programs. Opportunities for special programs and placement outside of the school district shall also be developed as additional options. All programs will be aligned with creating comprehensive achievement and civic readiness.

2. The school district may identify students, locally develop programs and services addressing instructional and affective needs, provide staff development, and evaluate programs to provide gifted and talented students with challenging and appropriate educational programs and services.

3. The school district must adopt guidelines for assessing and identifying students for participation in gifted and talented programs and services consistent with Minnesota Statutes, section 120B.11. The guidelines should include the use of:

   a. multiple objective criteria; and

   b. assessments and procedures that are valid and reliable, fair, and based on current theory and research. Assessments and procedures should be sensitive to under-represented groups, including, but not limited to, low-income, minority, twice-exceptional, and English learners.

4. The school district must adopt procedures for the academic acceleration of gifted and talented students. These procedures will include how the school district will:

   a. assess a student's readiness and motivation for acceleration; and

   b. match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for that student.

5. The school district must adopt procedures consistent with Minnesota Statutes, section 124D.02 for early admission to kindergarten or first grade of gifted or talented learners consistent with Minnesota Statutes, section 120B.11, subdivision 2, clause (2). The procedures must be sensitive to underrepresented groups.

Legal References: Minn. Stat. § 120B.15 (Gifted and Talented Program)
Minn. Stat. § 123B.143, Subd. 1 (Superintendents)

Cross References: MSBA/MASA Model Policy 613 (Graduation Requirements)
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 617 (School District Ensurance of Preparatory and High School Standards)

MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 620 (Credit for Learning)

JORDAN DISTRICT SCHOOLS
POLICY

Adopted: September. 12, 2007

Revised: August 12th, 2024

515 PROTECTION AND PRIVACY OF PUPIL RECORDS

I. PURPOSE

The school district recognizes its responsibility in regard to the collection, maintenance, and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes.

II. GENERAL STATEMENT OF POLICY

The following procedures and policies regarding the protection and privacy of parents and students are adopted by the school district, pursuant to the requirements of 20 United States Code, section 1232g, *et seq.*, (Family Educational Rights and Privacy Act (FERPA)) 34 Code of Federal Regulations part 99 and consistent with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes, chapter. 13, and Minnesota. Rules Parts 1205.0100-1205.2000.

III. DEFINITIONS

A. Authorized Representative

"Authorized representative" means any entity or individual designated by the school district, state, or an agency headed by an official of the Comptroller of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or state and local educational authorities to conduct, with respect to federal or state supported education programs, any audit or evaluation or any compliance or enforcement activity in connection with federal legal requirements that relate to these programs.

B. Biometric Record

"Biometric record," as referred to in "Personally Identifiable," means a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual (e.g., fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting).

C. Dates of Attendance

"Dates of attendance," as referred to in "Directory Information," means the period of time during which a student attends or attended a school or schools in the school district, including attendance in person or by paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunications technologies for students who are not in the classroom, and including the period during which a student is working under a work-study program. The term does not include specific daily records of a student's attendance at a school or schools in the school district.

D. Directory Information

1. Under federal law, "directory information,", means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes the student's name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; dates of attendance; grade level; enrollment status (i.e., full-time or part-time); participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors and awards received; and the most recent educational agency or institution attended. It also includes the name, address, and telephone number of the student's parent(s). Directory information does not include:

   a. a student's social security number;

   b. a student's identification number (ID), user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems if the identifier may be used to access education records without use of one or more factors that authenticate the student's identity such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user;

   c. a student ID or other unique personal identifier that is displayed on a student ID badge if the identifier can be used to gain access to educational records when used in conjunction with one or more factors that authenticate the student's identity, such as a PIN, password, or other factor known or possessed only by the student;

   d. personally identifiable data which references religion, race, color, social position, or nationality; or

   e. data collected from nonpublic school students, other than those who receive shared time educational services, unless written consent is given by the student's parent or guardian.

2. Under Minnesota law, a school district may not designate a student's home address, telephone number, email address, or other personal contact information as "directory information."

Minnesota law prohibits schools from designating student contact information as "directory information" despite the FERPA definition. Minnesota schools should comply with Minnesota law and should not include student contact information in their definition of "directory information."

This June 2024 revision to the "directory information" section seeks to clarify the law; no substantive change is presented in this revision.

E. Education Records

1. What constitutes "education records." Education records means those records that are: (1) directly related to a student; and (2) maintained by the school district or by a party acting for the school district.

2. What does not constitute education records. The term "education records" does not include:

a. Records of instructional personnel that are:
(1) kept in the sole possession of the maker of the record;

(2) used only as a personal memory aid;(3) not accessible or revealed to any other individual except a temporary substitute teacher; and
(4) destroyed at the end of the school year.

b. Records of a law enforcement unit of the school district, provided education records maintained by the school district are not disclosed to the unit, and the law enforcement records are:

(1) maintained separately from education records;

(2) maintained solely for law enforcement purposes; and

(3) disclosed only to law enforcement officials of the same jurisdiction.

c. Records relating to an individual, including a student, who is employed by the school district which:

(1) are made and maintained in the normal course of business;

(2) relate exclusively to the individual in that individual's capacity as an employee; and

(3) are not available for use for any other purpose.

However, records relating to an individual in attendance at the school district who is employed as a result of his or her status as a student are education records.

d. Records relating to an eligible student, or a student attending an institution of post-secondary education, that are:

(1) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional or paraprofessional capacity or assisting in that capacity;

(2) made, maintained, or used only in connection with the provision of treatment to the student; and

(3) disclosed only to individuals providing the treatment; provided that the records can be personally reviewed by a physician or other appropriate professional of the student's choice. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are a part of the program of instruction within the school district.

e. Records created or received by the school district after an individual is no longer a student at the school district and that are not directly related to the individual's attendance as a student.

f. Grades on peer-related papers before the papers are collected and recorded by a teacher.

F. Education Support Services Data

"Education support services data" means data on individuals collected, created, maintained, used or disseminated relating to programs administered by a government entity or entity under contract with a government entity designed to eliminate disparities and advance equities in educational achievement for youth by coordinating services available to participants, regardless of the youth's involvement with other government services. Education support services data does not include welfare data under Minnesota Statutes, section 13.45.

Unless otherwise provided by law, all education support services data are private

data on individuals and must not be disclosed except according to Minnesota Statutes, section 13.05 or a court order.

G. Eligible Student

"Eligible student" means a student who has attained eighteen (18) years of age or is attending an institution of post-secondary education.

H. Juvenile Justice System

"Juvenile justice system" includes criminal justice agencies and the judiciary when involved in juvenile justice activities.

I. Legitimate Educational Interest

"Legitimate educational interest" includes an interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, student health and welfare, and the ability to respond to a request for education data. It includes a person's need to know in order to:

1. Perform an administrative task required in the school or employee's contract or position description approved by the school board;

2. Perform a supervisory or instructional task directly related to the student's education;

3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement, or student financial aid;or

4. Perform a task directly related to responding to a request for data.

J. Parent

"Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent of the student in the absence of a parent or guardian. The school district may presume the parent has the authority to exercise the rights provided herein, unless it has been provided with evidence that there is a state law or court order governing such matters as marriage dissolution, separation or child custody, or a legally binding instrument which provides to the contrary.

K. Personally Identifiable

"Personally identifiable" means that the data or information includes, but is not limited to: (a) a student's name; (b) the name of the student's parent or other family member; (c) the address of the student or student's family; (d) a personal identifier such as the student's social security number or student number or

biometric record; (e) other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; (f) other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or (g) information requested by a person who the school district reasonably believes knows the identity of the student to whom the education record relates.

L. Record

"Record" means any information or data recorded in any way including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche.

M. Responsible Authority

"Responsible authority" means *[designate title and actual name of individual]*.

N. Student

"Student" includes any individual who is or has been in attendance, enrolled, or registered at the school district and regarding whom the school district maintains education records. Students also include applicants for enrollment or registration at the school district and individuals who receive shared time educational services from the school district.

O. School Official

"School official" includes: (a) a person duly elected to the school board; (b) a person employed by the school board in an administrative, supervisory, instructional, or other professional position; (c) a person employed by the school board as a temporary substitute in a professional position for the period of his or her performance as a substitute; and (d) a person employed by, or under contract to, the school board to perform a special task such as a secretary, a clerk, a public information officer or data practices compliance official, an attorney, or an auditor for the period of his or her performance as an employee or contractor.

P. Summary Data

"Summary data" means 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 the individual is ascertainable.

Q. Other Terms and Phrases

All other terms and phrases shall be defined in accordance with applicable state and federal law or ordinary customary usage.

IV. GENERAL CLASSIFICATION

State law provides that all data collected, created, received, or maintained by a school district are public unless classified by state or federal law as not public or private or confidential. State law classifies all data on individuals maintained by a school district which relates to a student as private data on individuals. This data may not be disclosed to parties other than the parent or eligible student without consent, except pursuant to a valid court order, certain state statutes authorizing access, and the provisions of FERPA and the regulations promulgated thereunder.

V. STATEMENT OF RIGHTS

A. Rights of Parents and Eligible Students

Parents and eligible students have the following rights under this policy:

1. The right to inspect and review the student's education records;

2. The right to request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that such consent is not required for disclosure pursuant to this policy, state or federal law, or the regulations promulgated thereunder;

4. The right to refuse release of names, addresses, and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions;

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the federal law and the regulations promulgated thereunder;

6. The right to be informed about rights under the federal law; and

7. The right to obtain a copy of this policy at the location set forth in Section XXI. of this policy.

B. Eligible Students

All rights and protections given to parents under this policy transfer to the student when he or she reaches eighteen (18) years of age or enrolls in an institution of post-secondary education. The student then becomes an "eligible student." However, the parents of an eligible student who is also a "dependent student" are entitled to gain access to the education records of such student without first obtaining the consent of the student. In addition, parents of an eligible student may be given access to education records in connection with a health or safety emergency if the disclosure meets the conditions of any provision set forth in 34 Code of Federal Regulations section 99.31(a).

C. Students with a Disability

The school district shall follow 34 Code of Federal Regulations sections 300.610-300.617 with regard to the privacy, notice, access, record keeping and accuracy of information related to students with a disability.

VI. DISCLOSURE OF EDUCATION RECORDS

A. Consent Required for Disclosure

1. The school district shall obtain a signed and dated written informed consent of the parent of a student or the eligible student before disclosing personally identifiable information from the education records of the student, except as provided herein.

2. The written consent required by this subdivision must be signed and dated by the parent of the student or the eligible student giving the consent and shall include:

   a. a specification of the records to be disclosed;

   b. the purpose or purposes of the disclosure;

   c. the party or class of parties to whom the disclosure may be made;

   d. the consequences of giving informed consent; and

   e. if appropriate, a termination date for the consent.

3. When a disclosure is made under this subdivision:

   a. if the parent or eligible student so requests, the school district shall provide him or her with a copy of the records disclosed; and

b. if the parent of a student who is not an eligible student so requests, the school district shall provide the student with a copy of the records disclosed.

4. A signed and dated written consent may include a record and signature in electronic form that:

a. identifies and authenticates a particular person as the source of the electronic consent; and

b. indicates such a person's approval of the information contained in the electronic consent.

5. If the responsible authority seeks an individual's informed consent to the release of private data to an insurer or the authorized representative of an insurer, informed consent shall not be deemed to have been given unless the statement is:

a. in plain language;

b. dated;

c. specific in designating the particular persons or agencies the data subject is authorizing to disclose information about the data subject;

d. specific as to the nature of the information the subject is authorizing to be disclosed;

e. specific as to the persons or agencies to whom the subject is authorizing information to be disclosed;

f. specific as to the purpose or purposes for which the information may be used by any of the parties named in Clause e. above, both at the time of the disclosure and at any time in the future; and

g. specific as to its expiration date which should be within a reasonable time, not to exceed one year except in the case of authorizations given in connection with applications for: (i) life insurance or non cancellable or guaranteed renewable health insurance and identified as such, two years after the date of the policy, or (ii) medical assistance under Minnesota Statutes chapter 256B or Minnesota Care under Minnesota Statutes chapter 256L, which shall be ongoing during all terms of eligibility, for individualized education program health-related services provided by a school district that are subject to third party reimbursement.

6. Eligible Student Consent

Whenever a student has attained eighteen (18) years of age or is attending an institution of post-secondary education, the rights accorded to and the consent required of the parent of the student shall thereafter only be accorded to and required of the eligible student, except as provided in Section V. of this policy.

B. Prior Consent for Disclosure Not Required

The school district may disclose personally identifiable information from the education records of a student without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. To other school officials, including teachers, within the school district whom the school district determines have a legitimate educational interest in such records;

2. To a contractor, consultant, volunteer, or other party to whom the school district has outsourced institutional services or functions provided that the outside party:

   a. performs an institutional service or function for which the school district would otherwise use employees;

   b. is under the direct control of the school district with respect to the use and maintenance of education records; and

   c. will not disclose the information to any other party without the prior consent of the parent or eligible student and uses the information only for the purposes for which the disclosure was made;

3. To officials of other schools, school districts, or post-secondary educational institutions in which the student seeks or intends to enroll, or is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer. The records shall include information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, and with proper annual notice (see Section XIX.), suspension and expulsion information pursuant to section 7917 of the federal Every Student Succeeds Act, 20 United States Code section 7917, and, if applicable, data regarding a student's

history of violent behavior. The records also shall include a copy of any probable cause notice or any disposition or court order under Minnesota. Statutes section 260B.171, unless the data are required to be destroyed under Minnesota Statutes section 120A.22, subdivision 7(c) or section 121A.75. On request, the school district will provide the parent or eligible student with a copy of the education records that have been transferred and provide an opportunity for a hearing to challenge the content of those records in accordance with Section XV. of this policy;

4. To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or the Commissioner of the State Department of Education or his or her representative, subject to the conditions relative to such disclosure provided under federal law;

5. In connection with financial aid for which a student has applied or has received, if the information is necessary for such purposes as to:

   a. determine eligibility for the aid;

   b. determine the amount of the aid;

   c. determine conditions for the aid; or

   d. enforce the terms and conditions of the aid.

   "Financial aid" for purposes of this provision means a payment of funds provided to an individual or a payment in kind of tangible or intangible property to the individual that is conditioned on the individual's attendance at an educational agency or institution;

6. To state and local officials or authorities to whom such information is specifically allowed to be reported or disclosed pursuant to state statute adopted:

   a. before November 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and such system's ability to effectively serve the student whose records are released; or

   b. after November 19, 1974, if the reporting or disclosure allowed by state statute concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records are released, provided the officials and authorities to whom the records are disclosed certify in writing to the school district that the data will not be disclosed to any other party, except as provided by state law, without the prior written consent of the parent of the student. At a minimum, the school district shall

disclose the following information to the juvenile justice system under this paragraph: a student's full name, home address, telephone number, and date of birth; a student's school schedule, attendance record, and photographs, if any; and parents' names, home addresses, and telephone numbers;

7. To organizations conducting studies for or on behalf of educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction; provided that the studies are conducted in a manner which does not permit the personal identification of parents or students by individuals other than representatives of the organization who have a legitimate interest in the information, the information is destroyed when no longer needed for the purposes for which the study was conducted, and the school district enters into a written agreement with the organization that: (a) specifies the purpose, scope, and duration of the study or studies and the information to be disclosed; (b) requires the organization to use personally identifiable information from education records only to meet the purpose or purposes of the study as stated in the written agreement; (c) requires the organization to conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the organization with legitimate interests; and (d) requires the organization to destroy all personally identifiable information when information is no longer needed for the purposes for which the study was conducted and specifies the time period in which the information must be destroyed. For purposes of this provision, the term, "organizations," includes, but is not limited to, federal, state, and local agencies and independent organizations. In the event the Department of Education determines that a third party outside of the school district to whom information is disclosed violates this provision, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years;

8. To accrediting organizations in order to carry out their accrediting functions;

9. To parents of a student eighteen (18) years of age or older if the student is a dependent of the parents for income tax purposes;

10. To comply with a judicial order or lawfully issued subpoena, provided, however, that the school district makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance therewith so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with a federal grand jury subpoena, or any other subpoena issued for law enforcement purposes, and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in

response to the subpoena not be disclosed, or the disclosure is in compliance with an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 United States Code section 2332b(g)(5)(B), an act of domestic or international terrorism as defined in 18 United States Code, section 2331, or a parent is a party to a court proceeding involving child abuse and neglect or dependency matters, and the order is issued in the context of the proceeding. If the school district initiates legal action against a parent or student, it may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the school district to proceed with the legal action as a plaintiff. Also, if a parent or eligible student initiates a legal action against the school district, the school district may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the school district to defend itself;

11. To appropriate parties, including parents of an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health, including the mental health, or safety of the student or other individuals. The decision is to be based upon information available at the time the threat occurs that indicates that there is an articulable and significant threat to the health or safety of a student or other individuals. In making a determination whether to disclose information under this section, the school district may take into account the totality of the circumstances pertaining to a threat and may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other students. A record of this disclosure must be maintained pursuant to Section XIII.E. of this policy. In addition, an educational agency or institution may include in the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community. This information may be disclosed to teachers and school officials within the school district and/or teachers and school officials in other schools who have legitimate educational interests in the behavior of the student;

12. To the juvenile justice system if information about the behavior of a student who poses a risk of harm is reasonably necessary to protect the health or safety of the student or other individuals;

13. Information the school district has designated as "directory information" pursuant to Section VII. of this policy;

14. To military recruiting officers and post-secondary educational institutions pursuant to Section XI. of this policy;

15. To the parent of a student who is not an eligible student or to the student himself or herself;

16. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiologic investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted;

17. To volunteers who are determined to have a legitimate educational interest in the data and who are conducting activities and events sponsored by or endorsed by the educational agency or institution for students or former students;

18. To the juvenile justice system, on written request that certifies that the information will not be disclosed to any other person except as authorized by law without the written consent of the parent of the student:

    a. the following information about a student must be disclosed: a student's full name, home address, telephone number, date of birth; a student's school schedule, daily attendance record, and photographs, if any; and any parents' names, home addresses, and telephone numbers;

    b. the existence of the following information about a student, not the actual data or other information contained in the student's education record, may be disclosed provided that a request for access must be submitted on the statutory form and it must contain an explanation of why access to the information is necessary to serve the student: (1) use of a controlled substance, alcohol, or tobacco; (2) assaultive or threatening conduct that could result in dismissal from school under the Pupil Fair Dismissal Act; (3) possession or use of weapons or look-alike weapons; (4) theft; or (5) vandalism or other damage to property. Prior to releasing this information, the principal or chief administrative officer of a school who receives such a request must, to the extent permitted by federal law, notify the student's parent or guardian by certified mail of the request to disclose information. If the student's parent or guardian notifies the school official of an objection to the disclosure within ten (10) days of receiving certified notice, the school official must not disclose the information and instead must inform the requesting member of the juvenile justice system of the objection. If no objection from the parent or guardian is received within fourteen (14) days, the school official must respond to the request for information.

The written requests of the juvenile justice system member(s), as well as a

record of any release, must be maintained in the student's file;

19. To the principal where the student attends and to any counselor directly supervising or reporting on the behavior or progress of the student if it is information from a disposition order received by a superintendent under Minnesota Statutes section 260B.171, subdivision 3. The principal must notify the counselor immediately and must place the disposition order in the student's permanent education record. The principal also must notify immediately any teacher or administrator who directly supervises or reports on the behavior or progress of the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other school district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student, outline the offense, and describe any conditions of probation about which the school must provide information if this information is provided in the disposition order. Disposition order information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information may not be further disseminated by the counselor, teacher, administrator, staff member, substitute, or volunteer except as necessary to serve the student, to protect students and staff, or as otherwise required by law, and only to the student or the student's parent or guardian;

20. To the principal where the student attends if it is information from a peace officer's record of children received by a superintendent under Minnesota Statutes section 260B.171, subdivision 5. The principal must place the information in the student's education record. The principal also must notify immediately any teacher, counselor, or administrator directly supervising the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student and describe the alleged offense if this information is provided in the peace officer's notice. Peace officer's record information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information must not be further disseminated by the counselor, teacher administrator, staff member,

substitute, or volunteer except to communicate with the student or the student's parent or guardian as necessary to serve the student, to protect students and staff, or as otherwise required by law.

The principal must delete the peace officer's record from the student's education record, destroy the data, and make reasonable efforts to notify any teacher, counselor, staff member, administrator, substitute, or volunteer who received information from the peace officer's record if the county attorney determines not to proceed with a petition or directs the student into a diversion or mediation program or if a juvenile court makes a decision on a petition and the county attorney or juvenile court notifies the superintendent of such action;

21. To the Secretary of Agriculture, or authorized representative from the Food and Nutrition Service or contractors acting on behalf of the Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations, and performance measurements of state and local educational and other agencies and institutions receiving funding or providing benefits of one or more programs authorized under the National School Lunch Act or the Child Nutrition Act of 1966 for which the results will be reported in an aggregate form that does not identify any individual, on the conditions that: (a) any data collected shall be protected in a manner that will not permit the personal identification of students and their parents by other than the authorized representatives of the Secretary; and (b) any personally identifiable data shall be destroyed when the data are no longer needed for program monitoring, evaluations, and performance measurements; or

22. To an agency caseworker or other representative of a State or local child welfare agency, or tribal organization (as defined in 25 United States Code section 5304), who has the right to access a student's case plan, as defined and determined by the State or tribal organization, when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records, of the student will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the student's education needs and authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the State or tribal laws applicable to protecting the confidentiality of a student's education records.

23. When requested, educational agencies or institutions may share personal student contact information and directory information for students served in special education with postsecondary transition planning and services under Minnesota Statutes, section 125A.08, paragraph (b), clause (1), whether public or private, with the Minnesota Department of Employment and Economic Development, as required for coordination of services to

students with disabilities under Minnesota Statutes, sections 125A.08, paragraph (b), clause (1); 125A.023; and 125A.027.

C. Nonpublic School Students

The school district may disclose personally identifiable information from the education records of a nonpublic school student, other than a student who receives shared time educational services, without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. Pursuant to a valid court order;

2. Pursuant to a statute specifically authorizing access to the private data; or

3. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiological investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted.

VII. RELEASE OF DIRECTORY INFORMATION

A. Educational Data

1. Educational data designated as directory information is public data on individuals to the extent required under federal law. Directory information must be designated pursuant to the provisions of:

   a. Minnesota Statutes, section 13.32, subdivision 5; and

   b. 20 United States Code, section 1232g, and Code of Federal Regulations,, section 99.37, which were in effect on January 3, 2012.

2. The school district may not designate a student's home address, telephone number, email address or other personal contact information as directory information under this section.

3. When requested, the school district must share personal contact information and directory information, whether public or private, with the Minnesota Department of Education, as required for federal reporting purposes.

B. Former Students

Unless a former student validly opted out of the release of directory information while the student was in attendance and has not rescinded the opt out request at

any time, the school district may disclose directory information from the education records generated by it regarding the former student without meeting the requirements of Paragraph C. of this section. In addition, under an explicit exclusion from the definition of an "education record," the school district may release records that only contain information about an individual obtained after he or she is no longer a student at the school district and that are not directly related to the individual's attendance as a student (e.g., a student's activities as an alumnus of the school district).

C. Present Students and Parents

The school district may disclose directory information from the education records of a student and information regarding parents without prior written consent of the parent of the student or eligible student, except as provided herein.

1. When conducting the directory information designation and notice process required by federal law, the school district shall give parents and students notice of the right to refuse to let the district designate specified data about the student as directory information.

2. The school district shall give annual notice by any means that are reasonably likely to inform the parents and eligible students of:

   a. the types of personally identifiable information regarding students and/or parents that the school district has designated as directory information;

   b. the parent's or eligible student's right to refuse to let the school district designate any or all of those types of information about the student and/or the parent as directory information; and

   c. the period of time in which a parent or eligible student has to notify the school district in writing that he or she does not want any or all of those types of information about the student and/or the parent designated as directory information.

3. Allow a reasonable period of time after such notice has been given for a parent or eligible student to inform the school district in writing that any or all of the information so designated should not be disclosed without the parent's or eligible student's prior written consent, except as provided in Section VI. of this policy.

4. A parent or eligible student may not opt out of the directory information disclosures to:

   a. prevent the school district from disclosing or requiring the student to disclose the student's name, ID, or school district e-mail address

in a class in which the student is enrolled; or

b. prevent the school district from requiring a student to wear, to display publicly, or to disclose a student ID card or badge that exhibits information that may be designated as directory information and that has been properly designated by the school district as directory information.

5. The school district shall not disclose or confirm directory information without meeting the written consent requirements contained in Section VI.A. of this policy if a student's social security number or other non-directory information is used alone or in combination with other data elements to identify or help identify the student or the student's records.

D. Procedure for Obtaining Nondisclosure of Directory Information

The parent's or eligible student's written notice shall be directed to the responsible authority and shall include the following:

1. Name of the student and/or parent, as appropriate;

2. Home address;

3. School presently attended by student;

4. Parent's legal relationship to student, if applicable; and

5. Specific categories of directory information to be made not public without the parent's or eligible student's prior written consent, which shall only be applicable for that school year.

E. Duration

The designation of any information as directory information about a student or parents will remain in effect for the remainder of the school year unless the parent or eligible student provides the written notifications provided herein.

VIII. DISCLOSURE OF PRIVATE RECORDS

A. Private Records

For the purposes herein, education records are records which are classified as private data on individuals by state law and which are accessible only to the student who is the subject of the data and the student's parent if the student is not an eligible student. The school district may not disclose private records or their contents except as summary data, or except as provided in Section VI. of this

policy, without the prior written consent of the parent or the eligible student. The school district will use reasonable methods to identify and authenticate the identity of parents, students, school officials, and any other party to whom personally identifiable information from education records is disclosed.

B. Private Records Not Accessible to Parent

In certain cases, state law intends, and clearly provides, that certain information contained in the education records of the school district pertaining to a student be accessible to the student alone, and to the parent only under special circumstances, if at all.

1. The responsible authority may deny access to private data by a parent when a minor student who is the subject of that data requests that the responsible authority deny such access. The minor student's request must be submitted in writing setting forth the reasons for denying access to the parent and must be signed by the minor. Upon receipt of such request the responsible authority shall determine if honoring the request to deny the parent access would be in the best interest of the minor data subject. In making this determination the responsible authority shall consider the following factors:

   a. whether the minor is of sufficient age and maturity to be able to explain the reasons for and understand the consequences of the request to deny access;

   b. whether the personal situation of the minor is such that denying parental access may protect the minor data subject from physical or emotional harm;

   c. whether there are grounds for believing that the minor data subject's reasons for precluding parental access are reasonably accurate;

   d. whether the data in question is of such a nature that disclosure of it to the parent may lead to physical or emotional harm to the minor data subject; and

   e. whether the data concerns medical, dental or other health services provided pursuant to Minnesota Statutes sections 144.341-144.347, in which case the data may be released only if the failure to inform the parent would seriously jeopardize the health of the minor.

C. Private Records Not Accessible to Student

Students shall not be entitled to access to private data concerning financial records and statements of the student's parent or any information contained therein.

D. Military-Connected Youth Identifier

When a school district updates its enrollment forms in the ordinary course of business, the school district must include a box on the enrollment form to allow students to self-identify as a military-connected youth. For purposes of this section, a "military-connected youth" means having an immediate family member, including a parent or sibling, who is currently in the armed forces either as a reservist or on active duty or has recently retired from the armed forces. Data collected under this provision is private data on individuals, but summary data may be published by the Department of Education. **IX. DISCLOSURE OF CONFIDENTIAL RECORDS**

A. Confidential Records

Confidential records are those records and data contained therein which are made not public by state or federal law, and which are inaccessible to the student and the student's parents or to an eligible student.

B. Reports Under the Maltreatment of Minors Reporting Act

Pursuant to Minnesota Statutes Chapter 260E , written copies of reports pertaining to a neglected and/or physically and/or sexually abused child shall be accessible only to the appropriate welfare and law enforcement agencies. In respect to other parties, such data shall be confidential and will not be made available to the parent or the subject individual by the school district. The subject individual, however, may obtain a copy of the report from either the local welfare agency, county sheriff, or the local police department subject to the provisions of Minnesota Statutes Chapter 260E .

Regardless of whether a written report is made under Minnesota Statutes Chapter 260E, 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 occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.

C. Investigative Data

Data collected by the school district as part of an active investigation undertaken for the purpose of the commencement or defense of pending civil legal action, or are retained in anticipation of a pending civil legal action are classified as protected nonpublic data in the case of data not on individuals, and confidential data in the case of data on individuals.

1. The school district may make any data classified as protected non-public or confidential pursuant to this subdivision accessible to any person,

agency, or the public if the school district determines that such access will aid the law enforcement process, promote public health or safety, or dispel widespread rumor or unrest.

2. A complainant has access to a statement he or she provided to the school district.

3. Parents or eligible students may have access to investigative data of which the student is the subject, but only to the extent the data is not inextricably intertwined with data about other school district students, school district employees, and/or attorney data as defined in Minnesota Statutes section 13.393.

4. Once a civil investigation becomes inactive, civil investigative data becomes public unless the release of the data would jeopardize another pending civil legal action, except for those portions of such data that are classified as not public data under state or federal law. Any civil investigative data presented as evidence in court or made part of a court record shall be public. For purposes of this provision, a civil investigation becomes inactive upon the occurrence of any of the following events:

   a. a decision by the school district, or by the chief attorney for the school district, not to pursue the civil legal action. However, such investigation may subsequently become active if the school district or its attorney decides to renew the civil legal action;

   b. the expiration of the time to file a complaint under the statute of limitations or agreement applicable to the civil legal action; or

   c. the exhaustion or expiration of rights of appeal by either party to the civil legal action.

5. A "pending civil legal action" for purposes of this subdivision is defined as including, but not limited to, judicial, administrative, or arbitration proceedings.

D. Chemical Abuse Records

To the extent the school district maintains records of the identity, diagnosis, prognosis, or treatment of any student which are maintained in connection with the performance of any drug abuse prevention function conducted, regulated, or directly or indirectly assisted by any department or agency of the United States, such records are classified as confidential and shall be disclosed only for the purposes and under the circumstances expressly authorized by law.

X. DISCLOSURE OF SCHOOL RECORDS PRIOR TO EXCLUSION OR EXPULSION HEARING

At a reasonable time prior to any exclusion or expulsion hearing, the student and the student's parent or guardian or representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the action proposed by the school district may be based, pursuant to the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes section 121A.40, *et seq*.

XI. DISCLOSURE OF DATA TO MILITARY RECRUITING OFFICERS AND POST-SECONDARY EDUCATIONAL INSTITUTIONS

A. The school district will release the names, addresses, electronic mail address (which shall be the electronic mail addresses provided by the school district, if available, that may be released to military recruiting officers only), and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions within sixty (60) days after the date of the request unless a parent or eligible student has refused in writing to release this data pursuant to Paragraph C. below.

B. Data released to military recruiting officers under this provision:

1. may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military;

2. cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces; and

3. copying fees shall not be imposed.

C. A parent or eligible student has the right to refuse the release of the name, address, electronic mail addresses (which shall be the electronic mail addresses provided by the school, if available, that may be released to military recruiting officers only) or home telephone number to military recruiting officers and post-secondary educational institutions. To refuse the release of the above information to military recruiting officers and post-secondary educational institutions, a parent or eligible student must notify the responsible authority *[designate title of individual, i.e., building principal]* in writing by *[date]* each year. The written request must include the following information:

1. Name of student and parent, as appropriate;

2. Home address;

3. Student's grade level;

4. School presently attended by student;

5. Parent's legal relationship to student, if applicable;

6. Specific category or categories of information which are not to be released to military recruiting officers and post-secondary educational institutions; and

7. Specific category or categories of information which are not to be released to the public, including military recruiting officers and post-secondary educational institutions.

D. Annually, the school district will provide public notice by any means that are reasonably likely to inform the parents and eligible students of their rights to refuse to release the names, addresses, and home phone numbers of students in grades 11 and 12 without prior consent.

E. A parent or eligible student's refusal to release the above information to military recruiting officers and post-secondary educational institutions does not affect the school district's release of directory information to the rest of the public, which includes military recruiting officers and post-secondary educational institutions. In order to make any directory information about a student private, the procedures contained in Section VII. of this policy also must be followed. Accordingly, to the extent the school district has designated the name, address, home phone number, and grade level of students as directory information, absent a request from a parent or eligible student not to release such data, this information will be public data and accessible to members of the public, including military recruiting officers and post-secondary educational institutions.

XII. LIMITS ON REDISCLOSURE

A. Redisclosure

Consistent with the requirements herein, the school district may only disclose personally identifiable information from the education records of a student on the condition that the party to whom the information is to be disclosed will not disclose the information to any other party without the prior written consent of the parent of the student or the eligible student, except that the officers, employees, and agents of any party receiving personally identifiable information under this section may use the information, but only for the purposes for which the disclosure was made.

B. Redisclosure Not Prohibited

1. Subdivision A. of this section does not prevent the school district from disclosing personally identifiable information under Section VI. of this policy with the understanding that the party receiving the information may make further disclosures of the information on behalf of the school district provided:

a. The disclosures meet the requirements of Section VI. of this policy; and

b. The school district has complied with the record-keeping requirements of Section XIII. of this policy.

2. Subdivision A. of this section does not apply to disclosures made pursuant to court orders or lawfully issued subpoenas or litigation, to disclosures of directory information, to disclosures to a parent or student or to parents of dependent students, or to disclosures concerning sex offenders and other individuals required to register under 42 United States Code section 14071. However, the school district must provide the notification required in Section XII.D. of this policy if a redisclosure is made based upon a court order or lawfully issued subpoena.

C. Classification of Disclosed Data

The information disclosed shall retain the same classification in the hands of the party receiving it as it had in the hands of the school district.

D. Notification

The school district shall inform the party to whom a disclosure is made of the requirements set forth in this section, except for disclosures made pursuant to court orders or lawfully issued subpoenas, disclosure of directory information under Section VII. of this policy, disclosures to a parent or student, or disclosures to parents of a dependent student. In the event that the Family Policy Compliance Office determines that a state or local education authority, a federal agency headed by an official listed in 34 Code of Federal Regulations section 99.31(a)(3), or an authorized representative of a state or local educational authority or a federal agency headed by an official listed in section 99.31(a)(3), or a third party outside of the school district improperly disclosing personally identifiable information from education records or fails to provide notification required under this section of this policy, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years.

XIII. RESPONSIBLE AUTHORITY; RECORD SECURITY; AND RECORD KEEPING

A. Responsible Authority

The responsible authority shall be responsible for the maintenance and security of student records.

B. Record Security

The principal of each school subject to the supervision and control of the responsible authority shall be the records manager of the school, and shall have the duty of maintaining and securing the privacy and/or confidentiality of student records.

C. Plan for Securing Student Records

The building principal shall submit to the responsible authority a written plan for securing students records by September 1 of each school year. The written plan shall contain the following information:

1. A description of records maintained;

2. Titles and addresses of person(s) responsible for the security of student records;

3. Location of student records, by category, in the buildings;

4. Means of securing student records; and

5. Procedures for access and disclosure.

D. Review of Written Plan for Securing Student Records

The responsible authority shall review the plans submitted pursuant to Paragraph C. of this section for compliance with the law, this policy and the various administrative policies of the school district. The responsible authority shall then promulgate a chart incorporating the provisions of Paragraph C. which shall be attached to and become a part of this policy.

E. Record Keeping

1. The principal shall, for each request for and each disclosure of personally identifiable information from the education records of a student, maintain a record, with the education records of the student, that indicates:

   a. the parties who have requested or received personally identifiable information from the education records of the student;

   b. the legitimate interests these parties had in requesting or obtaining the information; and

   c. the names of the state and local educational authorities and federal officials and agencies listed in Section VI.B.4. of this policy that may make further disclosures of personally identifiable

information from the student's education records without consent.

2. In the event the school district discloses personally identifiable information from an education record of a student pursuant to Section XII.B. of this policy, the record of disclosure required under this section shall also include:

   a. the names of the additional parties to which the receiving party may disclose the information on behalf of the school district;

   b. the legitimate interests under Section VI. of this policy which each of the additional parties has in requesting or obtaining the information; and

   c. a copy of the record of further disclosures maintained by a state or local educational authority or federal official or agency listed in Section VI.B.4. of this policy in accordance with 34 Code of Federal Regulations section 99.32 and to whom the school district disclosed information from an education record. The school district shall request a copy of the record of further disclosures from a state or local educational authority or federal official or agency to whom education records were disclosed upon a request from a parent or eligible student to review the record of requests for disclosure.

3. Section XIII.E.1. does not apply to requests by or disclosure to a parent of a student or an eligible student, disclosures pursuant to the written consent of a parent of a student or an eligible student, requests by or disclosures to other school officials under Section VI.B.1. of this policy, to requests for disclosures of directory information under Section VII. of this policy, or to a party seeking or receiving the records as directed by a federal grand jury or other law enforcement subpoena and the issuing court or agency has ordered that the existence or the contents of the subpoena or the information provided in response to the subpoena not be disclosed or as directed by an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18. United States Code section 2332b(g)(5)(B) or an act of domestic or international terrorism.

4. The record of requests of disclosures may be inspected by:

   a. the parent of the student or the eligible student;

   b. the school official or his or her assistants who are responsible for the custody of the records; and

c. the parties authorized by law to audit the record-keeping procedures of the school district.

5. The school district shall record the following information when it discloses personally identifiable information from education records under the health or safety emergency exception:

a. the articulable and significant threat to the health or safety of a student or other individual that formed the basis for the disclosure; and

b. the parties to whom the school district disclosed the information.

6. The record of requests and disclosures shall be maintained with the education records of the student as long as the school district maintains the student's education records.

XIV. RIGHT TO INSPECT AND REVIEW EDUCATION RECORDS

A. Parent of a Student, an Eligible Student or the Parent of an Eligible Student Who is Also a Dependent Student

The school district shall permit the parent of a student, an eligible student, or the parent of an eligible student who is also a dependent student who is or has been in attendance in the school district to inspect or review the education records of the student, except those records which are made confidential by state or federal law or as otherwise provided in Section VIII. of this policy.

B. Response to Request for Access

The school district shall respond to any request pursuant to Subdivision A. of this section immediately, if possible, or within ten (10) days of the date of the request, excluding Saturdays, Sundays, and legal holidays.

C. Right to Inspect and Review

The right to inspect and review education records under Subdivision A. of this section includes:

1. The right to a response from the school district to reasonable requests for explanations and interpretations of records; and

2. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the school district shall provide the parent or eligible student with a copy of the

records requested or make other arrangements for the parent or eligible student to inspect and review the requested records.

3. Nothing in this policy shall be construed as limiting the frequency of inspection of the education records of a student with a disability by the student's parent or guardian or by the student upon the student reaching the age of majority.

D. Form of Request

Parents or eligible students shall submit to the school district a written request to inspect education records which identify as precisely as possible the record or records he or she wishes to inspect.

E. Collection of Student Records

If a student's education records are maintained in more than one location, the responsible authority may collect copies of the records or the records themselves from the various locations so they may be inspected at one site. However, if the parent or eligible student wishes to inspect these records where they are maintained, the school district shall attempt to accommodate those wishes. The parent or eligible student shall be notified of the time and place where the records may be inspected.

F. Records Containing Information on More Than One Student

If the education records of a student contain information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information which pertains to that student.

G. Authority to Inspect or Review

The school district may presume that either parent of the student has authority to inspect or review the education records of a student unless the school district has been provided with evidence that there is a legally binding instrument or a state law or court order governing such matters as marriage dissolution, separation, or custody which provides to the contrary.

H. Fees for Copies of Records

1. The school district shall charge a reasonable fee for providing photocopies or printed copies of records unless printing a copy is the only method to provide for the inspection of data. In determining the amount of the reasonable fee, the school district shall consider the following:

   a. the cost of materials, including paper, used to provide the copies;

b. the cost of the labor required to prepare the copies;

c. any schedule of standard copying charges established by the school district in its normal course of operations;

d. any special costs necessary to produce such copies from machine based record-keeping systems, including but not limited to computers and microfilm systems; and

e. mailing costs.

2. If 100 or fewer pages of black and white, letter or legal size paper copies are requested, actual costs shall not be used, and, instead, the charge shall be no more than 25 cents for each page copied.

3. The cost of providing copies shall be borne by the parent or eligible student.

4. The responsible authority, however, may not impose a fee for a copy of an education record made for a parent or eligible student if doing so would effectively prevent or, in the case of a student with a disability, impair the parent or eligible student from exercising their right to inspect or review the student's education records.

XV. REQUEST TO AMEND RECORDS; PROCEDURES TO CHALLENGE DATA

A. Request to Amend Education Records

The parent of a student or an eligible student who believes that information contained in the education records of the student is inaccurate, misleading, or violates the privacy rights of the student may request that the school district amend those records.

1. The request shall be in writing, shall identify the item the requestor believes to be inaccurate, misleading, or in violation of the privacy or other rights of the student, shall state the reason for this belief, and shall specify the correction the requestor wishes the school district to make. The request shall be signed and dated by the requestor.

2. The school district shall decide whether to amend the education records of the student in accordance with the request within thirty (30) days after receiving the request.

3. If the school district decides to refuse to amend the education records of the student in accordance with the request, it shall inform the parent of the student or the eligible student of the refusal and advise the parent or

eligible student of the right to a hearing under Subdivision B. of this section.

B. Right to a Hearing

If the school district refuses to amend the education records of a student, the school district, on request, shall provide an opportunity for a hearing in order to challenge the content of the student's education records to ensure that information in the education records of the student is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. A hearing shall be conducted in accordance with Subdivision C. of this section.

1. If, as a result of the hearing, the school district decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall amend the education records of the student accordingly and so inform the parent of the student or the eligible student in writing.

2. If, as a result of the hearing, the school district decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school district, or both.

3. Any statement placed in the education records of the student under Subdivision B. of this section shall:

   a. be maintained by the school district as part of the education records of the student so long as the record or contested portion thereof is maintained by the school district; and

   b. if the education records of the student or the contested portion thereof is disclosed by the school district to any party, the explanation shall also be disclosed to that party.

C. Conduct of Hearing

1. The hearing shall be held within a reasonable period of time after the school district has received the request, and the parent of the student or the eligible student shall be given notice of the date, place, and time reasonably in advance of the hearing.

2. The hearing may be conducted by any individual, including an official of the school district who does not have a direct interest in the outcome of the hearing. The school board attorney shall be in attendance to present the school board's position and advise the designated hearing officer on legal

and evidentiary matters.

3. The parent of the student or eligible student shall be afforded a full and fair opportunity for hearing to present evidence relative to the issues raised under Subdivisions A. and B. of this section and may be assisted or represented by individuals of his or her choice at his or her own expense, including an attorney.

4. The school district shall make a decision in writing within a reasonable period of time after the conclusion of the hearing. The decision shall be based solely on evidence presented at the hearing and shall include a summary of evidence and reasons for the decision.

D. Appeal

The final decision of the designated hearing officer may be appealed in accordance with the applicable provisions of Minnesota Statutes Chapter 14 relating to contested cases.

XVI. PROBLEMS ACCESSING DATA

A. The data practices compliance official is the designated employee to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems.

B. Data practices compliance official means *[designate title and actual name of individual]*.

C. Any request by an individual with a disability for reasonable modifications of the school district's policies or procedures for purposes of accessing records shall be made to the data practices compliance official.

XVII. COMPLAINTS FOR NON COMPLIANCE WITH FERPA

A. Where to File Complaints

Complaints regarding alleged violations of rights accorded parents and eligible students by FERPA, and the rules promulgated thereunder, shall be submitted in writing to the U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Avenue S.W., Washington, D.C. 20202-8520.

B. Content of Complaint

A complaint filed pursuant to this section must contain specific allegations of fact giving reasonable cause to believe that a violation of FERPA and the rules promulgated thereunder has occurred.

XVIII. WAIVER

A parent or eligible student may waive any of his or her rights provided herein pursuant to FERPA. A waiver shall not be valid unless in writing and signed by the parent or eligible student. The school district may not require such a waiver.

XIX. ANNUAL NOTIFICATION OF RIGHTS

A. Contents of Notice

The school district shall give parents of students currently in attendance and eligible students currently in attendance annual notice by such means as are reasonably likely to inform the parents and eligible students of the following:

1. That the parent or eligible student has a right to inspect and review the student's education records and the procedure for inspecting and reviewing education records;

2. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights and the procedure for requesting amendment of records;

3. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosure without consent;

4. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of FERPA and the rules promulgated thereunder;

5. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest for purposes of disclosing education records to other school officials whom the school district has determined to have legitimate educational interests; and

6. That the school district forwards education records on request to a school in which a student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment or transfer and that such records may include suspension and expulsion records pursuant to the federal Every Student Succeeds Act and, if applicable, a student's history of violent behavior.

B. Notification to Parents of Students Having a Primary Home Language Other Than English

The school district shall provide for the need to effectively notify parents of students identified as having a primary or home language other than English.

C. Notification to Parents or Eligible Students Who are Disabled

The school district shall provide for the need to effectively notify parents or eligible students identified as disabled.

XX. DESTRUCTION AND RETENTION OF RECORDS

Destruction and retention of records by the school district shall be controlled by state and federal law.

XXI. COPIES OF POLICY

Copies of this policy may be obtained by parents and eligible students at the superintendent's office.

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.32, Subd. 5 (Directory Information)
Minn. Stat. § 13.393 (Attorneys)
Minn. Stat. Ch. 14 (Administrative Procedures Act)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 121A.40-121A.56 (The Pupil Fair Dismissal Act)
Minn. Stat. § 121A.75 (Receipt of Records; Sharing)
Minn. Stat. § 127A.852 (Military-Connected Youth Identifier)
Minn. Stat. § 144.341-144.347 (Consent of Minors for Health Services)
Minn. Stat. Ch. 256B (Medical Assistance for Needy Persons)
Minn. Stat. Ch. 256L (MinnesotaCare)
Minn. Stat. § 260B.171, subds. 3 and 5 (Disposition Order and Peace Officer Records of Children)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
Minn. Stat. § 363A.42 (Public Records; Accessibility)
Minn. Stat. § 480.40 (Personal Information, Dissemination)
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)
10 U.S.C. § 503(b) and (c) (Enlistments: Recruiting Campaigns; Compilation of Directory Information)
18 U.S.C. § 2331 (Definitions)
18 U.S.C. § 2332b (Acts of Terrorism Transcending National Boundaries)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
20 U.S.C. § 6301 *et seq.* (Every Student Succeeds Act)
20 U.S.C. § 7908 (Armed Forces Recruiting Information)

20 U.S.C. § 7917 (Transfer of School Disciplinary Records)
25 U.S.C. § 5304 (Definitions – Tribal Organization)
26 U.S.C. §§ 151 and 152 (Internal Revenue Code)
42 U.S.C. § 1711 *et seq.* (Child Nutrition Act)
42 U.S.C. § 1751 *et seq.* (Richard B. Russell National School Lunch Act)
34 C.F.R. §§ 99.1-99.67 (Family Educational Rights and Privacy)
34 C.F.R. § 300.610-300.627 (Confidentiality of Information)
42 C.F.R. § 2.1 *et seq.* (Confidentiality of Drug Abuse Patient Records)
Gonzaga University v. Doe, 536 U.S. 273 309 (2002)
Dept. of Admin. Advisory Op. No. 21-008 (December 8, 2021)

Cross References:

MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 417 (Chemical Use and Abuse)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)
MSBA/MASA Model Policy 520 (Student Surveys)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 722 (Public Data Requests)
MSBA/MASA Model Policy 906 (Community Notification of Predatory Offenders)
MSBA School Law Bulletin "I" (School Records – Privacy – Access to Data)

JORDAN PUBLIC SCHOOLS
POLICY

Adopted: September 12, 2007

Revised: August 12th, 2024

516 STUDENT MEDICATION AND TELEHEALTH

I. PURPOSE

The purpose of this policy is to set forth the provisions that must be followed when administering nonemergency prescription medication to students at school.

II. GENERAL STATEMENT OF POLICY

The school district acknowledges that some students may require prescribed drugs or medication or telehealth during the school day. The school district's licensed school nurse, trained health clerk, principal, or teacher will administer prescribed medications, except any form of medical cannabis, in accordance with law and school district procedures.

III. DRUG AND MEDICATION REQUIREMENTS

A. Administration of Drugs and Medicine

1. The administration of medication or drugs at school requires a completed signed request from the student's parent. An oral request must be reduced to writing within two school days, provided that the school district may rely on an oral request until a written request is received.

2. Drugs and medicine subject to Minnesota Statutes, 121A.22 must be administered, to the extent possible, according to school board procedures that must be developed in consultation with:

   a. with a licensed nurse, in a district that employs a licensed nurse under Minnesota Statutes, section 148.171;

   b. with a licensed school nurse, in a district that employs a licensed school nurse licensed under Minnesota Rules, part 8710.6100;

   c. with a public or private health-related organization, in a district that contracts with a public or private health or health-related organization, according to Minnesota Statutes, 121A.21; or

   d. with the appropriate party, in a district that has an arrangement approved

by the Commissioner of the Minnesota Department of Education, according to Minnesota Statutes, 121A.21.

3. Exclusions

The provisions on administration of drugs and medicine above do not apply to drugs or medicine that are:

a. purchased without a prescription;

b. used by a pupil who is 18 years old or older;

c. used in connection with services for which a minor may give effective consent;

d. used in situations in which, in the judgment of the school personnel, including a licensed nurse, who are present or available, the risk to the pupil's life or health is of such a nature that drugs or medicine should be given without delay;

e. used off the school grounds;

f. used in connection with athletics or extracurricular activities;

g. used in connection with activities that occur before or after the regular school day;

h. provided or administered by a public health agency to prevent or control an illness or a disease outbreak as provided under Minnesota law;

i. prescription asthma or reactive airway disease medications can be self-administered by a student with an asthma inhaler if:

    a. the school district has received a written authorization each school year from the pupil's parent permitting the student to self-administer the medication;

    b. the inhaler is properly labeled for that student; and

    c. the parent has not requested school personnel to administer the medication to the student.

In a school that does not have a school nurse or school nursing services, the student's parent or guardian must submit written verification from the prescribing professional which documents that an assessment of the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting has been

completed.

If the school district employs a school nurse or provides school nursing services under another arrangement, the school nurse or other appropriate party must assess the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting and enter into the student's school health record a plan to implement safe possession and use of asthma inhalers.

j. epinephrine auto-injectors, consistent with Minnesota Statutes, section 121A.2205, if the parent and prescribing medical professional annually inform the pupil's school in writing that

a. the pupil may possess the epinephrine or

b. the pupil is unable to possess the epinephrine and requires immediate access to epinephrine auto-injectors that the parent provides properly labeled to the school for the pupil as needed.

k. For the purposes of Minnesota Statutes, 121A.22, special health treatments and health functions, such as catheterization, tracheostomy suctioning, and gastrostomy feedings, do not constitute administration of drugs or medicine.

l. Emergency health procedures, including emergency administration of drugs and medicine are not subject to this policy.

B. Prescription Medication

1.. An "Administrating Prescription Medications" form must be completed annually (once per school year) and/or when a change in the prescription or requirements for administration occurs. Prescription medication as used in this policy does not include any form of medical cannabis as defined in Minnesota Statutes, section 152.22, subdivision 6.

2. Prescription medication must come to school in the original container labeled for the student by a pharmacist in accordance with law and must be administered in a manner consistent with the instructions on the label.

3. The school nurse may request to receive further information about the prescription, if needed, prior to administration of the substance.

4. Prescription medications are not to be carried by the student, but will be left with the appropriate school district personnel. Exceptions to this requirement are: prescription asthma medications self-administered with an inhaler (See Paragraph III.A.3(i) above), and medications administered as noted in a written agreement between the school district and the parent or as specified in an IEP (individualized

education program), Section 504 plan, or IHP (individual health plan).

5. The school must be notified immediately by the parent or student 18 years old or older in writing of any change in the student's prescription medication administration. A new medical authorization or container label with new pharmacy instructions shall be required immediately as well.

6. The school nurse, or other designated person, shall be responsible for the filing of the Administering Prescription Medications form in the health records section of the student file. The school nurse, or other designated person, shall be responsible for providing a copy of such form to the principal and to other personnel designated to administer the medication.

7. For drugs or medicine used by children with a disability, administration may be as provided in the IEP, Section 504 plan or IHP.

8. If the administration of a drug or medication described in this section requires the school district to store the drug or medication, the parent or legal guardian must inform the school if the drug or medication is a controlled substance. For a drug or medication that is not a controlled substance, the request must include a provision designating the school district as an authorized entity to transport the drug or medication for the purpose of destruction if any unused drug or medication remains in the possession of school personnel. For a drug or medication that is a controlled substance, the request must specify that the parent or legal guardian is required to retrieve the drug or controlled substance when requested by the school.

C. Nonprescription Medication

A secondary student may possess and use nonprescription pain relief in a manner consistent with the labeling, if the school district has received written authorization from the student's parent or guardian permitting the student to self-administer the medication. The parent or guardian must submit written authorization for the student to self-administer the medication each school year. The school district may revoke a student's privilege to possess and use nonprescription pain relievers if the school district determines that the student is abusing the privilege. This provision does not apply to the possession or use of any drug or product containing ephedrine or pseudoephedrine as its sole active ingredient or as one of its active ingredients. Except as stated in this paragraph, only prescription medications are governed by this policy.

D. The school nurse may request to receive further information about the prescription, if needed, prior to administration of the substance.

E. Prescription medications are not to be carried by the student, but will be left with

the appropriate school district personnel. Exceptions to this requirement are: prescription asthma medications self-administered with an inhaler (See Part J.5. below), and medications administered as noted in a written agreement between the school district and the parent or as specified in an IEP (individualized education program), Section 504 plan, or IHP (individual health plan).

F. The school must be notified immediately by the parent or student 18 years old or older in writing of any change in the student's prescription medication administration. A new medical authorization or container label with new pharmacy instructions shall be required immediately as well.

G. For drugs or medicine used by children with a disability, administration may be as provided in the IEP, Section 504 plan or IHP.

H. The school nurse, or other designated person, shall be responsible for the filing of the Administering Prescription Medications form in the health records section of the student file. The school nurse, or other designated person, shall be responsible for providing a copy of such form to the principal and to other personnel designated to administer the medication.

I. Procedures for administration of drugs and medicine at school and school activities shall be developed in consultation with a school nurse, a licensed school nurse, or a public or private health organization or other appropriate party (if appropriately contracted by the school district under Minnesota Statutes section 121A.21). The school district administration shall submit these procedures and any additional guidelines and procedures necessary to implement this policy to the school board for approval. Upon approval by the school board, such guidelines and procedures shall be an addendum to this policy.

J. If the administration of a drug or medication described in this section requires the school district to store the drug or medication, the parent or legal guardian must inform the school if the drug or medication is a controlled substance. For a drug or medication that is not a controlled substance, the request must include a provision designating the school district as an authorized entity to transport the drug or medication for the purpose of destruction if any unused drug or medication remains in the possession of school personnel. For a drug or medication that is a controlled substance, the request must specify that the parent or legal guardian is required to retrieve the drug or controlled substance when requested by the school.

K. Specific Exceptions:

1. Special health treatments and health functions such as catheterization, tracheostomy suctioning, and gastrostomy feedings do not constitute administration of drugs and medicine;

2. Emergency health procedures, including emergency administration of drugs and medicine are not subject to this policy;

3. Drugs or medicine provided or administered by a public health agency to prevent or control an illness or a disease outbreak are not governed by this policy;

4. Drugs or medicines used at school in connection with services for which a minor may give effective consent are not governed by this policy;

5. Drugs or medicines that are prescription asthma or reactive airway disease medications can be self-administered by a student with an asthma inhaler if:

   a. the school district has received a written authorization from the pupil's parent permitting the student to self-administer the medication;

   b. the inhaler is properly labeled for that student; and

   c. the parent has not requested school personnel to administer the medication to the student.

   The parent must submit written authorization for the student to self-administer the medication each school year. In a school that does not have a school nurse or school nursing services, the student's parent or guardian must submit written verification from the prescribing professional which documents that an assessment of the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting has been completed.

   If the school district employs a school nurse or provides school nursing services under another arrangement, the school nurse or other appropriate party must assess the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting and enter into the student's school health record a plan to implement safe possession and use of asthma inhalers;

6. Medications:

   a. that are used off school grounds;

   b. that are used in connection with athletics or extracurricular activities; or

   c. that are used in connection with activities that occur before or after

the regular school day are not governed by this policy.

7. Nonprescription Medication. A secondary student may possess and use nonprescription pain relief in a manner consistent with the labeling, if the school district has received written authorization from the student's parent or guardian permitting the student to self-administer the medication. The parent or guardian must submit written authorization for the student to self-administer the medication each school year. The school district may revoke a student's privilege to possess and use nonprescription pain relievers if the school district determines that the student is abusing the privilege. This provision does not apply to the possession or use of any drug or product containing ephedrine or pseudoephedrine as its sole active ingredient or as one of its active ingredients. Except as stated in this paragraph, only prescription medications are governed by this policy.

8. At the start of each school year or at the time a student enrolls in school, whichever is first, a student's parent, school staff, including those responsible for student health care, and the prescribing medical professional must develop and implement an individualized written health plan for a student who is prescribed epinephrine auto-injectors that enables the student to:

   a. possess epinephrine auto-injectors; or

   b. if the parent and prescribing medical professional determine the student is unable to possess the epinephrine, have immediate access to epinephrine auto-injectors in close proximity to the student at all times during the instructional day.

   The plan must designate the school staff responsible for implementing the student's health plan, including recognizing anaphylaxis and administering epinephrine auto-injectors when required, consistent with state law. This health plan may be included in a student's § 504 plan.

9. A student may possess and apply a topical sunscreen product during the school day while on school property or at a school-sponsored event without a prescription, physician's note, or other documentation from a licensed health care professional. School personnel are not required to provide sunscreen or assist students in applying sunscreen.

L. "Parent" for students 18 years old or older is the student.

M. Districts and schools may obtain and possess epinephrine auto-injectors to be maintained and administered by school personnel to a student or other individual

if, in good faith, it is determined that person is experiencing anaphylaxis regardless of whether the student or other individual has a prescription for an epinephrine auto-injector. The administration of an epinephrine auto-injector in accordance with this section is not the practice of medicine.

A district or school may enter into arrangements with manufacturers of epinephrine auto-injectors to obtain epinephrine auto-injectors at fair-market, free, or reduced prices. A third party, other than a manufacturer or supplier, may pay for a school's supply of epinephrine auto-injectors.

N. Procedure regarding Unclaimed drugs or medications.

1. The school district has adopted the following procedure for the collection and transport of any unclaimed or abandoned prescription drugs or medications remaining in the possession of school personnel in accordance with this policy. Before the transportation of any prescription drug or medication under this policy, the school district shall make a reasonable attempt to return the unused prescription drug or medication to the student's parent or legal guardian. Transportation of unclaimed or unused prescription drugs or medications will occur at least annually, but may occur more frequently at the discretion of the school district.

2. If the unclaimed or abandoned prescription drug is not a controlled substance as defined under Minnesota Statutes section 152.01, subdivision 4, or is an over-the-counter medication, the school district will either designate an individual who shall be responsible for transporting the drug or medication to a designated drop-off box or collection site or request that a law enforcement agency transport the drug or medication to a drop-off box or collection site on behalf of the school district.

3. If the unclaimed or abandoned prescription drug is a controlled substance as defined in Minnesota Statutes section 152.01, subdivision 4, the school district or school personnel is prohibited from transporting the prescription drug to a drop-off box or collection site for prescription drugs identified under this paragraph. The school district must request that a law enforcement agency transport the prescription drug or medication to a collection bin that complies with Drug Enforcement Agency regulations, or if a site is not available, under the agency's procedure for transporting drugs.

Legal References: Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.21 (Hiring of Health Personnel)
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)

Minn. Stat. § 121A.2205 (Possession and Use of Epinephrine Auto-Injectors; Model Policy)
Minn. Stat. § 121A.2207 (Life-Threatening Allergies in Schools; Stock Supply of Epinephrine Auto-Injectors)
Minn. Stat. § 121A.221 (Possession and Use of Asthma Inhalers by Asthmatic Students)
Minn. Stat. § 121A.222 (Possession and Use of Nonprescription Pain Relievers by Secondary Students)
Minn. Stat. § 121A,223 (Possession and use of Sunscreen)
Minn. Stat. § 151.212 (Label of Prescription Drug Containers)
Minn. Stat. § 152.01 (Definitions)
Minn. Stat. § 152.22 (Definitions)
Minn. Stat. § 152.23 (Limitations)
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Act)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)

Cross References: MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)

JORDAN PUBLIC SCHOOLS
POLICY

Adopted: September 12, 2007

Revised: August 12th, 2024

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.

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)
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)

JORDAN PUBLIC SCHOOLS
POLICY

Adopted: July 9, 2012

Revised: August 14th, 2023

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.

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)
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 806 (Crisis Management Policy)
MSBA/MASA Model Policy 904 (Distribution of Materials on School District Property by Non-school Persons)

JORDAN PUBLIC SCHOOLS
POLICY

Adopted: September 12, 2007

Revised: August 12, 2024

532 USE OF PEACE OFFICERS AND CRISIS TEAMS TO REMOVE STUDENTS WITH IEPs FROM SCHOOL GROUNDS

I. PURPOSE

The purpose of this policy is to describe the appropriate use of peace officers and crisis teams to remove, if necessary, a student with an individualized education program (IEP) from school grounds.

II. GENERAL STATEMENT OF POLICY

The school district is committed to promoting learning environments that are safe for all members of the school community. It further believes that students are the first priority and that they should be reasonably protected from physical or emotional harm at all school locations and during all school activities.

In general, all students, including those with IEPs, are subject to the terms of the school district's discipline policy. Building level administrators have the leadership responsibility to maintain a safe, secure, and orderly educational environment within which learning can occur. Corrective action to discipline a student and/or modify a student's behavior will be taken by staff when a student's behavior violates the school district's discipline policy.

If a student with an IEP engages in conduct which, in the judgment of school personnel, endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, that student may be removed from school grounds in accordance with this policy.

III. DEFINITIONS

For purposes of this policy, the following terms have the meaning given them in this section:

A. "Student with an IEP" or "the student" means a student who is eligible to receive special education and related services pursuant to the terms of an IEP or an individual interagency intervention plan (IIIP).

B. "Peace officer" means an employee or an elected or appointed official of a political subdivision or law enforcement agency who is licensed by the Board of Peace Officer Standards and Training, charged with the prevention and detection

of crime and the enforcement of general criminal laws of the state and who has the full power of arrest. The term "peace officer" includes a person who serves as a sheriff, a deputy sheriff, a police officer, or a state patrol trooper.

C. "Police liaison officer" is a peace officer who, pursuant to an agreement between the school district and a political subdivision or law enforcement agency, is assigned to a school building for all or a portion of the school day to provide law enforcement assistance and support to the building administration and to promote school safety, security, and positive relationships with students.

D. "Physical holding" means physical intervention intended to hold a child immobile or limit a child's movement, where body contact is the only source of physical restraint, and where immobilization is used to effectively gain control of a child in order to protect a child or other individual from physical injury.

E. The phrase "remove the student from school grounds" is the act of securing the person of a student with an IEP and escorting that student from the school building or school activity at which the student with an IEP is located.

F. "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.

G. "Student with an IEP" or "the student" means a student who is eligible to receive special education and related services pursuant to the terms of an IEP or an individual interagency intervention plan (IIIP).

H. All other terms and phrases used in this policy shall be defined in accordance with applicable state and federal law or ordinary and customary usage.

IV. REMOVAL OF STUDENTS WITH IEPs FROM SCHOOL GROUNDS

A. Removal By Crisis Team

If the behavior of a student with an IEP escalates to the point where the student's behavior endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building's crisis team may be summoned. The crisis team may attempt to de-escalate the student's behavior by means including, but not limited to, those described in the student's IEP and/or behavior intervention plan. When such measures fail, or when the crisis team determines that the student's behavior continues to endanger or may endanger the health, safety, or property of the student, other students, staff members, or school property, the crisis team may remove the student from school grounds.

If the student's behavior cannot be safely managed, school personnel may immediately request assistance from the school resource officer or a peace officer.

B. Removal By School Resource Officer or Peace Officer

If a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building's crisis team, building administrator, or the building administrator's designee, may request that the school resource officer or a peace officer remove the student from school grounds.

If a student with an IEP is restrained or removed from a classroom, school building, or school grounds by a peace officer at the request of a school administrator or school staff person during the school day twice in a 30-day period, the student's IEP team must meet to determine if the student's IEP is adequate or if additional evaluation is needed.

Whether or not a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, school district personnel may report a crime committed by a student with an IEP to appropriate authorities. If the school district reports a crime committed by a student with an IEP, school personnel shall transmit copies of the special education and disciplinary records of the student for consideration by appropriate authorities to whom it reports the crime, to the extent that the transmission is permitted by the Family Education Rights and Privacy Act (FERPA), the Minnesota Government Data Practices Act, and school district's policy, Protection and Privacy of Pupil Records.

The fact that a student with an IEP is covered by special education law does not prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student with an IEP.

C. Reasonable Force Permitted

1. In removing a student with an IEP from school grounds, a building administrator, other crisis team members, or the School resource officer or other agents of the school district, whether or not members of a crisis team, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

2. In removing a student with an IEP from school grounds, school resource officers and school district personnel are further prohibited from engaging in the following conduct:

   a. Corporal punishment prohibited by Minn. Stat. § 121A.58;

b. Requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain;

c. Totally or partially restricting a child's senses as punishment;

d. Denying or restricting a child's access to equipment and devices such as walkers, wheel chairs, hearing aids, and communication boards that facilitate the child's functioning except when temporarily removing the equipment or device is needed to prevent injury to the child or others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the child as soon as possible;

e. Interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under Minn. Stat. § 626.556;

f. Physical holding (as defined above and in Minnesota Statutes, section 125A.0941) that restricts or impairs a child's ability to breathe, restricts or impairs a child's ability to communicate distress, places pressure or weight on a child's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen, or results in straddling a child's torso;

g. Withholding regularly scheduled meals or water; and/or

h. Denying a child access to toilet facilities.

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.

D. Parental Notification

The building administrator or designee shall make reasonable efforts to notify the student's parent or guardian of the student's removal from school grounds as soon as possible following the removal.

E. Continued Removals; Review of IEP

Continued and repeated use of the removal process described herein must be reviewed in the development of the individual student's IEP or IIIP.

F. Effect of Policy in an Emergency; Use of Restrictive Procedures

A student with an IEP may be removed in accordance with this policy regardless of whether the student's conduct would create an emergency.

If the school district seeks to remove a student with an IEP from school grounds under this policy due to behaviors that constitute an emergency and the student's IEP, IIIP, or behavior intervention plan authorizes the use of one or more restrictive procedures, the crisis team may employ those restrictive procedures, in addition to any reasonable force that may be necessary, to facilitate the student's removal from school grounds, as long as the crisis team members who are implementing the restrictive procedures have received the training required by Minnesota Statutes, 125A.0942, subdivision 5, and otherwise comply with the requirements of section 125A.0942.

G. Reporting to the Minnesota Department of Education (MDE)

Annually, stakeholders may recommend, as necessary, to the Commissioner of MDE (Commissioner) specific and measurable implementation and outcome goals for reducing the use of restrictive procedures. The Commissioner must submit to the Legislature a report on districts' progress in reducing the use of restrictive procedures that recommends how to further reduce these procedures and eliminate the use of seclusion. By January 15, April 15, July 15, and October 15 of each year, districts must report, in a form and manner determined by the Commissioner, about individual students who have been secluded. By July 15 each year, districts must report summary data. The summary data must include information on the use of restrictive procedures for the prior school year, July 1 through June 30, including the use of reasonable force by school personnel that is consistent with the definition of physical holding or seclusion of a child with a disability.

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. §§ 121A.40-121A.56 (Minnesota Pupil Fair Dismissal Act)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
Minn. Stat. § 121A.67 (Removal by Police Officer)
Minn. Stat. §§ 125A.094-125A.0942 (Restrictive Procedures for Children with Disabilities)
Minn. Stat. § 609.06 (Authorized Use of Force)
Minn. Stat. § 609.379 (Permitted Actions)
Minn. Stat. § 626.8482 (School Resource Officers; Duties; Training; Model Policy)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy (FERPA))

20 U.S.C. § 1415(k)(6) (Individuals with Disabilities Education Act)
34 C.F.R. § 300.535 (Referral to and Action by Law Enforcement and Judicial Authorities)

Cross References: MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 507 (Corporal Punishment and Prone Restraint)
MSBA/MASA Model Policy 507.5 (School Resource Officers)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 806 (Crisis Management Policy)

JORDAN PUBLIC SCHOOLS
POLICY

Adopted: December 14th, 2020

Revised: August 12th, 2024

535 SERVICE ANIMALS IN SCHOOLS

I. PURPOSE

The purpose of this policy is to establish parameters for the use of service animals by students, employees, and visitors within school buildings and on school grounds.

II. GENERAL STATEMENT OF POLICY

Individuals with disabilities shall be permitted to bring their service animals into school buildings or on school grounds in accordance with, and subject to, this policy.

III. DEFINITIONS

A. Service Animal

A "service animal" is a dog (regardless of breed or size) or miniature horse that is individually trained to perform "work or tasks" for the benefit of an individual with a disability, including an individual with a physical, sensory, psychiatric, intellectual, or mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals. Service animals are working animals that perform valuable functions; they are not pets. The work or tasks performed by the service animal must be directly related to the individual's disability. An animal accompanying an individual for the sole purpose of providing emotional support, therapy, comfort, or companionship is not a service animal.

B. Handler

A "handler" is an individual with a disability who uses a service animal. In the case of an individual who is unable to care for and supervise the service animal for reasons such as age or disability, "handler" means the person who cares for and supervises the animal on that individual's behalf. School district personnel are not responsible for the care, supervision, or handling responsibilities of a service animal.

C. Work or Tasks

1. "Work or tasks" are those functions performed by a service animal.

2. Examples of "work or tasks" include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

3. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship are not "work or tasks" for the purposes of this policy.

D. Trainer

A "trainer" is a person who is training a service animal and is affiliated with a recognized training program for service animals.

IV. ACCESS TO PROGRAMS AND ACTIVITIES; PERMITTED INQUIRIES

A. In general, handlers (i.e., individuals with disabilities or trainers) are permitted to be accompanied by their service animals in all areas of school district properties where members of the public, students, and employees are allowed to go. A handler has the right to be accompanied by a service animal whenever and to the same extent that the handler has the right: (a) to be present on school district property or in school district facilities; (b) to attend or participate in a school-sponsored event, activity, or program; or (c) to be transported in a vehicle that is operated by or on behalf of the school district.

B. It is an unfair discriminatory practice to prohibit a person with a disability from taking a service animal into the public place or conveyance to aid persons with disabilities, and if the service animal is properly harnessed or leashed so that the person with a disability may maintain control of the service animal.

C. The school district shall not require a person with a disability to make an extra payment or pay an additional charge when taking a service animal into any school district building.

D. When an individual with a disability brings a service animal to a school district property, school district employees shall not ask about the nature or extent of a person's disability, but may make the following two inquiries to determine whether the animal qualifies as a service animal:

1. Is the service animal required because of a disability; and

2. What work or tasks is the service animal trained to perform.

E. School district employees shall not make these inquiries of an individual with a disability bringing a service animal to school district property when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability. However, school district employees may inquire whether the individual with a disability has completed and submitted the request form described in Part VI., below.

F. An individual with a disability may not be required to provide documentation such as proof that the animal has been certified, trained, or licensed as a service animal.

V. REQUIREMENTS FOR ALL SERVICE ANIMALS

A. The service animal must be required for the individual with a disability.

B. The service animal must be individually trained to do work or tasks for the benefit of the individual with a disability.

C. A service animal must have a harness, leash, or other tether, unless either the handler is unable, because of a disability, to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case, the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).

D. The service animal must be housebroken.

E. The service animal must be under the control of its handler at all times. The handler is responsible for the care and supervision of a service animal, including walking the service animal, feeding the service animal, grooming the service animal, providing veterinary care to the service animal, and responding to the service animal's need to relieve itself, including the proper disposal of the service animal's waste.

F. The school district is not responsible for providing a staff member to walk the service animal or to provide any other care or assistance to the animal.

G. In the case of a student who is unable to care for and/or supervise his or her service animal, the student's parent/guardian is responsible for arranging for such care and supervision. In the case of an employee or other individual who is unable to care for and/or supervise his or her service animal, the employee or other

individual's authorized representative is responsible for arranging for a service animal's care and supervision.

H. The service animal must be properly licensed and vaccinated in accordance with applicable state laws and local ordinances.

VI. REQUESTING THE USE OF A SERVICE ANIMAL AT SCHOOL

A. Students with a disability seeking to be accompanied by a service animal are requested to submit the Approval Request Form to the building principal of the school the student attends. The principal will notify the superintendent or the administrator designated with responsibility to address such requests. School district employees seeking to be accompanied by a service animal are requested to submit the Approval Request Form to the superintendent or the administrator designated with responsibility to address such requests.

B. Students or employees seeking to bring a service animal onto district premises are requested to identify whether the need for the service animal is required because of a disability and to describe the work or tasks that the service animal is trained to perform.

C. The owner of the service animal shall provide written evidence that the service animal has received all vaccinations required by state law or local ordinance.

VII. REMOVAL OR EXCLUSION OF A SERVICE ANIMAL

A. A school official may require a handler to remove a service animal from school district property, a school building, or a school-sponsored program or activity, if:

1. Any of the requirements described in Part V., above, are not met.

2. The service animal is out of control and/or the handler does not effectively control the animal's behavior;

3. The presence of the service animal would fundamentally alter the nature of a service, program or activity; or

4. The service animal behaves in a way that poses a direct threat to the health or safety of others, has a history of such behavior, or otherwise poses a significant health or safety risk to others that cannot be eliminated by reasonable accommodations.

B. If the service animal is properly excluded, the school district shall give the individual with a disability the opportunity to participate in the service, program, or activity without the service animal, unless such individual has violated a law or school rule or regulation that would warrant the removal of the individual.

VIII. ADDITIONAL LIMITATIONS FOR MINIATURE HORSES

In assessing whether a miniature horse may be permitted in a school building or on school grounds as a service animal, the following factors shall be considered:

A. The type, size, and weight of the miniature horse and whether the facility can accommodate these features;

B. Whether the handler has sufficient control of the miniature horse;

C. Whether the miniature horse is housebroken; and

D. Whether the miniature horse's presence in a specific building or on school grounds compromises legitimate health and safety requirements.

IX. ALLERGIES; FEAR OF ANIMALS

If a student or employee notifies the school district that he or she is allergic to a service animal, the school district will balance the rights of the individuals involved. In general, allergies that are not life threatening are not a valid reason for prohibiting the presence of a service animal. Fear of animals is generally not a valid reason for prohibiting the presence of a service animal.

X. NON-SERVICE ANIMALS FOR STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS (IEPS) OR SECTION 504 PLANS

If a special education student or a student with a Section 504 plan seeks to bring an animal onto school property that is not a service animal, the request shall be referred to the student's IEP team or Section 504 team, as appropriate, to determine whether the animal is necessary for the student to receive a free appropriate public education (FAPE) or, in the case of a Section 504 student, to reasonably accommodate the student's access to the school district's programs and activities.

XI. NON-SERVICE ANIMAL AS AN ACCOMMODATION FOR EMPLOYEES

If an employee seeks to bring an animal onto school property that is not a service animal, the request shall be referred to the superintendent or the administrator designated to handle such requests. A school district employee who is a qualified individual with a disability will be allowed to bring such animal onto school property when it is determined that such use is required to enable the employee to perform the essential functions of his or her position or to enjoy the benefits of employment in a manner comparable to those similarly situated non-disabled employees.

XII. LIABILITY

A. The owner of the service animal is responsible for any harm or injury to an individual and for any property damage caused by the service animal while on school district property.

B. An individual who, directly or indirectly through statements or conduct, intentionally misrepresents an animal in that person's possession as a service animal may be subject to criminal liability.

Legal References: Section 504 of the Rehabilitation Act of 1973
28 C.F.R. § 35.104, 28 C.F.R. § 35.130(b)(7), and 28 C.F.R. § 35.136 (ADA Regulations)
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Act)
Minn. Stat. § 256C.02 (Public Accommodations for Persons with Disabilities)
Minn. Stat. § 363A.19 (Discrimination Against Disabilities Prohibited)
Minn. Stat. § 609.226 (Harm Caused by Dog)
Minn. Stat. § 609.833 (Misrepresentation of Service Animal)

Cross References: MSBA/MASA Policy 402 (Disability Nondiscrimination Policy)
MSBA/MASA Policy 521 (Student Disability Nondiscrimination)

JORDAN PUBLIC SCHOOLS
POLICY

Adopted: September 12, 2007

Revised: August 12, 2024

601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Academic Standards and federal law and are aligned with comprehensive achievements and civic readiness.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to strive for comprehensive achievement and civic readiness in which all learning in the school district should be directed and for which all school district learners should be held accountable.

III. DEFINITIONS

A. "Academic standard" means a summary description of student learning in a required content area or elective content area.

B. "Antiracist" means actively working to identify and eliminate racism in all forms in order to change policies, behaviors, and beliefs that perpetuate racist ideas and actions.

C. "Benchmark" means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.

D. "Comprehensive Achievement and Civic Readiness" means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; have all students graduate from high school; and prepare students to be lifelong learners.

E. "Culturally sustaining" means integrating content and practices that infuse the culture and language of Black, Indigenous, and People of Color communities who have been and continue to be harmed and erased through the education system.

F. "Curriculum" means district or school adopted programs and written plans for

providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.

G. "Ethnic studies" as defined in Minnesota Statutes, section 120B.25, has the same meaning for purposes of this section. Ethnic studies curriculum may be integrated in existing curricular opportunities or provided through additional curricular offerings.

H. "Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.

I. "Institutional racism" means structures, policies, and practices within and across institutions that produce outcomes that disadvantage those who are Black, Indigenous, and People of Color.

J. "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements including applied and experiential learning.

K. "Performance measures" are measures to determine school district and school site progress in striving for comprehensive achievement and civic readiness and must include at least the following:

1. the size of the academic achievement gap and rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options, including concurrent enrollment, other rigorous courses of study or industry certification courses or programs, and enrichment experiences by student subgroup;

2. student performance on the Minnesota Comprehensive Assessments;

3. high school graduation rates; and

4. career and college readiness under Minnesota Statutes section 120B.30, subdivision 1.

IV. LONG-TERM STRATEGIC PLAN

A. The school board, at a public meeting, must adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with striving for comprehensive achievement and civic readiness and includes the following:

1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all student categories identified in Minnesota Statutes, section 120B.345, subdivision 3, paragraph (b)(2);

2. a process to assess and evaluate each student's progress toward meeting state and local academic standards, assess and identify students for participation in gifted and talented programs and services and accelerate their instruction, adopt early-admission procedures consistent with Minnesota Statutes, section 120B.15, and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading to the world's best workforce;

3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes section 123B.147, subdivision 3, students' access to effective teachers who are members of populations under-represented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minnesota Statutes section 120B.35, subdivision 3(b)(2), and teacher evaluations under Minnesota Statutes section 122A.40, Subd. 8, or 122A.41, subdivision 5;

4. strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;

5. a process to examine the equitable distribution of teachers and strategies to ensure children in low-income families, children in families of People of Color, and children in American Indian families are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;

6. education effectiveness practices that

    a. integrate high-quality instruction, technology, curriculum that is rigorous, accurate, antiracist, and culturally sustaining;

    b. ensure learning and work environments validate, affirm, embrace, and integrate cultural and community strengths for all students, families, and employees;

    c. provide a collaborative professional culture that seeks to retain qualified, racially and ethnically diverse staff effective at working

with diverse students while developing and supporting teacher quality, performance, and effectiveness; and

7. an annual budget for continuing to implement the school district plan.

8. identifying a list of suggested and required materials, resources, sample curricula, and pedagogical skills for use in kindergarten through grade 12 that accurately reflect the diversity of the state of Minnesota.

B. The school district is not required to include information regarding literacy in a plan or report required under this section, except with regard to the academic achievement of English learners.

C. Every child is reading at or above grade level every year, beginning in kindergarten, and multilingual learners and students receiving special education services are receiving support in achieving their individualized reading goals pursuant to Policy 612 (Literacy and the Read Act)

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.12 (Read Act Goal and Interventions)
Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
Minn. Stat. § 125A.56,Subd. 1 (Alternate Instruction Required before Assessment Referral)
20 U.S.C. § 5801, *et seq.* (National Education Goals)
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 613 (Graduation Requirements)
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: September 12, 2007

Revised: August 12th, 2024

603 CURRICULUM DEVELOPMENT

I. PURPOSE

The purpose of this policy is to provide direction for continuous review and improvement of the school curriculum.

II. GENERAL STATEMENT OF POLICY

Curriculum development shall be directed toward the fulfillment of the goals and objectives of the education program of the school district.

III. RESPONSIBILITY

The superintendent shall be responsible for curriculum development and for determining the most effective way of conducting research on the school district's curriculum needs and establishing a long range curriculum development program. Timelines shall be determined by the superintendent that will provide for periodic reviews of each curriculum area.

IV. DISTRICT ADVISORY COMMITTEE

A. The school board must establish an advisory committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.

B. The District Advisory Committee, to the extent possible, must reflect the diversity of the district and its school sites, include teachers, parents, support staff, students, and other community residents, and provide translation to the extent appropriate and practicable. Whenever possible, parents and other community residents must comprise at least two-thirds of committee members.

C. The District Advisory Committee must pursue community support to accelerate the academic and native literacy and achievement of English learners with varied needs, from young children to adults, consistent with Minnesota Statutes section 124D.59, subdivisions 2 and 2a.

D. The school district may establish site teams as subcommittees of the District Advisory Committee.

E. The District Advisory Committee must recommend to the school board

1. rigorous academic standards, student achievement goals and measures consistent with Minnesota Statutes, sections 120B.11, subdivision 1a, 120B.022, subdivisions 1a and 1b, and 120B.35;

2. district assessments;

3. means to improve students' equitable access to effective and more diverse teachers;

4. strategies to ensure the curriculum is rigorous, accurate, antiracist, culturally sustaining, and reflects the diversity of the student population;

5. strategies to ensure that curriculum and learning and work environments validate, affirm, embrace, and integrate the cultural and community strengths of all racial and ethnic groups; and

6. program evaluations.

F. School sites may expand upon district evaluations of instruction, curriculum, assessments, or programs.

V. SCHOOL SITE TEAM

Each school must establish a site team to develop and implement strategies and education effectiveness practices to improve instruction, curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. The site team must include an equal number of teachers and administrators and at least one parent. The site team advises the board and the advisory committee about developing the annual budget and creates an instruction and curriculum improvement plan to align curriculum, assessment of student progress, and growth in meeting state and district academic standards and instruction.

VI. CURRICULUM DEVELOPMENT PROCESS

A. Students who do not meet or exceed Minnesota academic standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of Minnesota Statutes section 120A.20, subdivision 1(c). A student's plan under this section shall continue while the student is enrolled.

B. The superintendent shall be responsible for keeping the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes, and for periodically presenting recommended modifications for school

board review and approval.

C. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

Legal References:
Minn. Stat. § 120A.20 (Admission to Public School)
Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.12 (Read and Act Goal and Interventions)
Minn. Stat. § 120B.125(f) (Planning for Student's Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 124D.59 (Definitions)
Minn. Rules Part 3500.0550 (Inclusive Educational Program)
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 Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1200-3501.1210 (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 604 (Instructional Curriculum)
MSBA/MASA Model Policy 605 (Alternative Programs)
MSBA/MASA Model Policy 613 (Graduation Requirements)
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)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 619 (Staff Development for Standards)
MSBA/MASA Model Policy 620 (Credit for Learning)
MSBA/MASA Model Policy 623 (Mandatory Summer School Instruction)

JORDAN PUBLIC SCHOOLS
POLICY

Adopted: September 12, 2007

Revised: August 12, 2024

604 INSTRUCTIONAL CURRICULUM

I. PURPOSE

The purpose of this policy is to provide for the development of course offerings for students.

II. GENERAL STATEMENT OF POLICY

A. Instruction must be provided in at least the following subject areas:

1. basic communication skills including reading and writing, literature, and fine arts;

2. mathematics and science;

3. social studies, including history, geography, economics, government, and citizenship;

4. health and physical education;

5. the arts;

6. career and technical education; and

7. world languages.

B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and courses required in all elective subject areas. The instructional approach will be nonsexist and multicultural.

C. The school district must establish and regularly review its own standards for career and technical education (CTE) programs. Standards must align with CTE frameworks developed by the Department of Education, standards developed by national CTE organizations, or recognized industry standards.

D. The school board, at its discretion, may offer additional courses in the

instructional program at any grade level.

E. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.

F. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.

G. The school district may not discriminate against or discipline a teacher or principal on the basis of incorporating into curriculum contributions of persons in a federally protected class or state protected class when the included contribution is in alignment with standards and benchmarks adopted under Minnesota Statutes, sections 120B.021 and 120B.023.

III. REQUIRED ACADEMIC STANDARDS

A. The following subject areas are required for statewide accountability:

1. language arts;

2. mathematics, encompassing algebra II, integrated mathematics III, or an equivalent in high school, and to be prepared for the three credits of mathematics in grades 9 through 12, the grade 8 standards include the completion of algebra;

3. science, including earth and space science, life science, and the physical sciences, including chemistry and physics;

4. social studies, including history, geography, economics, and government and citizenship that includes civics;

5. physical education;

6. health, for which locally developed academic standards apply; and

7. the arts.

B. Elementary and middle schools must offer at least three and require at least two of the following five arts areas: dance, media arts, music, theater, and visual art. High schools must offer at least three and require at least one of the following five arts areas: media arts, dance, music, theater, and visual arts.

IV. PARENTAL CURRICULUM REVIEW

The school district shall have a procedure for a parent, guardian, or an adult student, 18 years of age or older, to review the content of the instructional materials to be provided to a minor child or to an adult student and, if the parent, guardian, or adult student objects to the content, to make reasonable arrangements with school personnel for alternative instruction. Alternative instruction may be provided by the parent, guardian, or adult student if the alternative instruction, if any, offered by the school board does not meet the concerns of the parent, guardian, or adult student. The school board is not required to pay for the costs of alternative instruction provided by a parent, guardian, or adult student. School personnel may not impose an academic or other penalty upon a student merely for arranging alternative instruction under this section. School personnel may evaluate and assess the quality of the student's work.

V. CPR AND AED INSTRUCTION

The school district will provide onetime cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum.

A. In the school district's discretion, training and instruction may result in CPR certification.

B. CPR and AED instruction must include CPR and AED training that have been developed:

1. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or

2. using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction. "Psychomotor skills" means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction and training.

C. The school district may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the American Heart Association, or the American Red Cross, among others, to provide instruction and training.

D. A school administrator may waive this curriculum requirement for a high school transfer student regardless of whether or not the student previously received instruction under this section, an enrolled student absent on the day the instruction occurred under this section, or an eligible student who has a disability.

VI. COLLEGE AND CAREER PLANNING

A. The school district shall assist all students by no later than grade 9 to explore their educational college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or

employment. All students' plans must:

1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as team work, collaboration, creativity, communication, critical thinking, and good work habits;

2. emphasize academic rigor and high expectations and inform the student and the student's parent or guardian, if the student is a minor, of the student's achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;

3. help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices;

4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;

5. help students access education and career options;

6. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;

7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;

8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and

9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student on track for graduation, making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.

B. The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training.

C. Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college-ready.

D. When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, school districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities as the student grows, develops, and learns.

E. If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.

F. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of the compulsory attendance law. A student's plan under this provision shall continue while a student is enrolled.

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.101 (Curriculum)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.20 (Parental Curriculum Review)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)

Cross References: MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 605 (Alternative Programs)

JORDAN PUBLIC SCHOOLS
POLICY

Adopted: September 12, 2007

Revised: August 12th, 2024

606.5 LIBRARY MATERIALS

I. PURPOSE

The purpose of this policy is to provide direction and to delegate responsibility for selection and reconsideration of library materials..

II. GENERAL STATEMENT OF POLICY

The school board recognizes that library materials serve as a vital component of a student's education by enriching the breadth of the curriculum as a whole and meeting the needs and interests of individual students. The purpose of library materials is to meet the needs of all students. Therefore, questions regarding selection and reconsideration of library materials should be handled differently than those concerning textbooks and instructional materials.

To ensure that library materials fulfill this role, the school board delegates to the superintendent or the superintendent's designee responsibility for administering a process for selection of library materials. Responsibility for selection shall rest with professionally trained school district staff, with recognition that the school board has the final authority on selection of library materials. Parents and guardians have the right and the responsibility to determine their children's access to library materials.
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III. DEFINITIONS

A. "Library" is the school district resource that holds the library collection that serves the information and independent reading needs of students and supports the curriculum needs of teachers and staff. The term "library" includes a school library media center. The term also includes access to electronic materials.

For school districts with multiple school buildings, the term "library" refers to the resource within a specific school building.

Minnesota Statutes, section 124D.901, states that a school district or charter school library or school library media center provides equitable and free access to students, teachers, and administrators and that a school library or school library media center must have the following

characteristics:

1. ensures every student has equitable access to resources and is able to locate, access, and use resources that are organized and cataloged;

2. has a collection development plan that includes but is not limited to materials selection and deselection, a challenged materials procedure, and an intellectual and academic freedom statement;

3. is housed in a central location that provides an environment for expanded learning and supports a variety of student interests;

4. has technology and Internet access; and

5. is served by a licensed school library media specialist or licensed school librarian.

B. "Library collection" consists of the library materials made available to students.

C. "Library materials" are the books, periodicals, newspapers, manuscripts, films, prints, documents, videotapes, subscription content, electronic and digital materials (including e-books, audiobooks, and databases), and related items made available to students in a school building or through access to electronic materials This term does not include materials made available to students as part of the curriculum.

D. "Library media specialist" is a teacher holding a Library Media Specialist teaching license issued by the Professional Educator Licensing and Standards Boards and who is trained to deliver library services to students and staff in a library. A library media specialist is authorized under Minnesota Rules to provide to students in kindergarten through grade 12 instruction that is designed to provide information and technology literacy skills instruction, to lead, collaborate, and consult with other classroom teachers for the purpose of integrating information and technology literacy skills with content teaching, and to administer media center operations, programming, and resources.

IV. RESPONSIBILITY FOR SELECTION OF LIBRARY MATERIALS

A. The school board recognizes the expertise of the school district's professional staff and the vital need of such staff to be responsible for selection of library materials.

B. While recommendations by administrators, faculty members, students, parents, and other community members may be considered, the final responsibility for selection of library materials shall rest with the library media specialist.

C. The procedures for selection and reconsideration set forth in this policy will be administered by:

1. a licensed library media specialist under Minnesota Rules, part 8710.4550;

2. an individual with a master's degree in library science or library and information science; or

3. a professional librarian or a person trained in library collection management.

D. The school board may decline to purchase, lend, or shelve or remove access to library materials legitimately based on:.

1. practical reasons, including but not limited to shelf space limitations, rare or antiquarian status, damage, or obsolescence;

2. legitimate pedagogical concerns, including but not limited to the appropriateness of potentially sensitive topics for the library's intended audience, the selection of library materials for a curated collection, or the likelihood of causing a material and substantial disruption of the work and discipline of the school; or

3. compliance with state or federal law.

V. SELECTION OF LIBRARY MATERIALS

A. Selection Criteria: The library materials selection process should result in a library collection that, when considered as a whole, is consistent with the following criteria:

1. Library materials shall support and be consistent with the general educational goals of the state and the district and the aims and objectives of individual schools and specific courses;

2. Library materials shall be chosen to enrich and support the curriculum as well as to promote reading for pleasure by responding to the personal needs and interests of student users;

3. Library materials shall not be excluded because of the race, nationality, religion, sex, gender, or political views of the writer;

4. Library materials shall be appropriate to and reflect the needs, ages, maturity level, emotional development, ability levels, learning styles, social development, background, diversity, and needs and interests of the students for whom the materials were selected;

5. Library materials shall meet high standards of quality in one or more of these categories (presented alphabetically):

    a. Artistic quality and/or literary style;

    b. Authenticity;

    c. Critical thinking;

    d. Educational significance;

    e. Factual content;

    f. High interest for intended audience; and

    g. Readability.

6. The selection of library materials shall conform to the constraints of the school district budget.

B. The library media specialist shall consult sources and specialists experienced in library materials collections appropriate for the building's students and that are reputable, experienced, unbiased, and professionally trained in school library materials.

C. The superintendent or the superintendent's designee shall be responsible for keeping the school board informed of progress on review and selection of each building's library materials.

D. Library materials that are outdated, inaccurate, no longer useful for curricular support or reading enrichment, or have not been utilized for an extended period of time may be removed. Library materials that are in poor physical condition may be removed or replaced as determined by the library media specialist or the principal.

E. Gifts and Donations of Library Materials

Materials offered for donation or gifted to a school library may be accepted if they comply with the library collection selection criteria and approved by the library media specialist. The school district's libraries welcome donations of books and other resource materials from individuals and organizations, but also reserve the right to decline to accept library materials that do not meet the criteria for selection. In addition, financial donations to benefit school district's libraries will be accepted with the understanding that funds will be used to purchase materials that are needed for libraries based on the needs of the individual schools.

VI. INDIVIDUAL STUDENT ACCESS TO SPECIFIC LIBRARY MATERIAL

A parent or guardian may request that access to specific material in the library materials collection be restricted from their student. The school shall take reasonable steps to fulfill this request. This type of request will not result in removal of specific library collection material from the library or restrictions upon any other student accessing specific library materials.

VII. RECONSIDERATION OF SPECIFIC LIBRARY MATERIAL

A. The school board seeks to uphold students' access to library materials that meet the educational goals and selection criteria set forth in this policy.

B. A school district employee, student, or a parent or guardian of a school district student may request reconsideration of specific library material on the basis of appropriateness. Access to the material in question shall not be restricted until the procedures listed below have been fully completed and a decision to remove or restrict the materials has been made.

C. Informal Request for Reconsideration of Specific Library Material

1. Requests for reconsideration of specific library material shall be directed to the library media specialist and the building principal. The building principal and the library media specialist shall assume responsibility for processing the request on an informal basis.

2. The building principal and/or the library media specialist shall provide an explanation to the individual who submitted the request. The explanation shall include the particular selection criteria that the material in question met in order to be included in the library as curriculum support or as an independent reading choice for students in the building.

3. If the request is not resolved informally, the principal shall submit a report on the matter to the superintendent or the superintendent's designee. The requestor will have an

option to initiate a Formal Request for Reconsideration.

D. Formal Request for Reconsideration of Specific Library Collection Material

1. A Formal Request for Reconsideration of specific library material is initiated upon submission of a completed Formal Request for Reconsideration of Specific Library Collection Material form. The form must be completed in its entirety for each work that is subject to a request for reconsideration. The principal shall notify the superintendent or the superintendent's designee and the library media specialist of receipt of a completed Formal Request form.

   If specific library material is the subject of a Formal Request for Reconsideration and a final decision is made to retain the specific library material, then the specific library material shall not be subject to additional requests for reconsideration for three years following the date of final resolution of the initial Formal Request for Reconsideration.

2. On an annual basis, the Superintendent or the superintendent's designee shall appoint a Library Materials Review Committee (Review Committee). This committee shall include:

   a. One member of the school district administration

   b. One principal

   c. Two teachers

   d. One library media specialist (or district media specialist or public librarian if the school district does not have a library media specialist)

   e. Two members of the school district community with no direct connection with the request for reconsideration

   f. Two student representatives (as appropriate to the specific request).

3. The Review Committee shall establish a date upon which it will discuss the request and whether the specific library collection

material conforms to the selection criteria set forth in this policy.

4. The Review Committee

a. may consult individuals, organizations, and other resources with relevant professional knowledge on school library material;

b. shall examine the specific library material as a whole;

c. shall examine the specific library material as to its conformance with the criteria for selection of library materials; and

d. shall submit a written report to the superintendent or the superintendent's designee containing the Review Committee's decision on whether to retain, to remove, or to take other action regarding the specific library material.

5. The superintendent or the superintendent's designee shall inform the requestor and the school board of the Review Committee's decision. The requestor may appeal the Review Committee's decision to the superintendent or the superintendent's designee by submitting a written appeal to the superintendent or the superintendent's designee within fourteen (14) days of submission of the Review Committee's decision to the requestor. The superintendent or the superintendent's designee shall provide a written decision on a requestor's appeal within a reasonable time period.

6. The requestor shall have the right to appeal the decision of the superintendent or the superintendent's designee to the school board.

VIII. CHALLENGE REPORT

Upon the completion of a content challenge or reconsideration process in accordance with this policy, the school board must submit a report of the challenge to the Commissioner of the Minnesota Department of Education that includes:

A. the title, author, and other relevant identifying information about the material being challenged;

B. the date, time, and location of any public hearing held on the challenge in

question, including minutes or transcripts;

C. the result of the challenge or reconsideration request; and

D. accurate and timely information on who from the school district the Department of Education may contact with questions or follow-up.

IX. PROHIBITION ON RETALIATION

The school district may not discriminate against or discipline an employee for complying with Minnesota Statutes, section 134.51.

Legal References:
Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09 (School Board Responsibilities)
Minn. Stat. § 124D.991 (Public School Libraries and Media Centers)
Minn. Stat. § 134.51 (Access to Library Materials and Rights Protected)
Minn. Rules Part 8710.4550 (Library Media Specialists)
Bd. of Educ., Island Trees Union Free Sch. Dist. No. 26 v. Pico, 457 U.S. 853 (1982)
Virginia State Bd. of Educ. v. Barnette, 319 U.S. 624, 642 (1943)

Cross References:
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)

JORDAN DISTRICT SCHOOLS
POLICY

Adopted: September 12, 2007

Revised: August 12, 2024

608 INSTRUCTIONAL SERVICES – SPECIAL EDUCATION

I. PURPOSE

The purpose of this policy is to set forth the position of the school board on the need to provide special educational services to some students in the school district.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that some students need special education and further recognizes the importance of providing a free appropriate public education and delivery system for students in need of special education.

III. CHILDREN BIRTH THROUGH AGE SIX EXPERIENCING DEVELOPMENTAL DELAYS

A. "Child with a disability" mean a child identified under federal and state special education as deaf or hard-of-hearing, blind or visually impaired, deafblind, or having a speech or language impairment, a physical impairment, other health disability, developmental cognitive disability, an emotional or behavioral disorder, specific learning disability, autism spectrum disorder, traumatic brain injury, or severe multiple impairments, and who needs special education and related services, as determined by the rules of the Commissioner of the Minnesota Department of Children, Youth, and Families for children from birth through age two and by the rules of the Commissioner of the Minnesota Department of Education for all other children. A licensed physician, an advanced practice registered nurse, a physician assistant, or a licensed psychologist is qualified to make a diagnosis and determination of attention deficit disorder or attention deficit hyperactivity disorder for purposes of identifying a child with a disability.

B. In addition to Paragraph A, every child under age three and, at local district discretion, every child from age three through age six, who needs special instruction and services, as determined by the rules of the Commissioner of the Minnesota Department of Children, Youth, and Families for children under age three and by the rules of the Commissioner of the Minnesota Department of Education for children ages three through six, because the child has a substantial delay or has a diagnosed physical or mental condition or disorder with a high probability of resulting in developmental delay is a child with a disability.

C. A child with a short-term or temporary physical or emotional illness or disability, as determined by the rules of the Commissioner of the Minnesota Department of Children, Youth, and Families for children from birth through age two and by the rules of the Commissioner of the Minnesota Department of Education for all other children, is not a child with a disability.

IV. RESPONSIBILITIES

A. The school board accepts its responsibility to identify, evaluate, and provide special education and related services for children with a disability who are properly the responsibility of the school district and who meet the criteria to qualify for special education and related services as set forth in Minnesota and federal law.

B. The school district shall ensure that all qualified disabled children are provided special education and related services which are appropriate to their educational needs.

C. When such services require or result from interagency cooperation, the school district shall participate in such interagency activities in compliance with applicable federal and state law.

D. The school district may conduct an assessment for developmental adapted physical education, as defined in Minnesota Rules, part 3525.1352, as a stand-alone evaluation without conducting a comprehensive evaluation of the student in accordance with prior written notice provisions in Minnesota Statutes, section 125A.091, subdivision 3a. A parent or guardian may request that the school district conduct a comprehensive evaluation of the parent's or guardian's student.

Legal References:
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 125A.02 (Child with a Disability Defined)
Minn. Stat. § 125A.027, 125A.03, 125A.08, 125A.15, and 125A.29 (Rulemaking)
Minn. Stat. § 125A.03 (Special Instruction for Children with a Disability)
Minn. Stat. § 125A.08, (Individualized Education Programs)
Minn. Stat. § 125A.15 (Placement in Another District; Responsibility)
Minn. Stat. § 125A.29 (Responsibilities of County Boards and School Boards)
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Act)

Cross References:
MSBA/MASA Model Policy 402 (Disability Nondiscrimination Policy)
MSBA/MASA Model Policy 508 (Extended School Year for Certain Students with Individualized Education Programs)

MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

JORDAN DISTRICT SCHOOLS

POLICY

Adopted: September 12, 2007

Revised: August 12, 2024

609 RELIGION AND RELIGIOUS AND CULTURAL OBSERVANCES

I. PURPOSE

The purpose of this policy is to identify the status of religion as it pertains to the programs of the school district.

II. GENERAL STATEMENT OF POLICY

A. The school district shall neither promote nor disparage any religious belief or nonbelief. Instead, the school district encourages all students and employees to have appreciation for and tolerance of each other's views.

B. The school district also recognizes that religion has had and is having a significant role in the social, cultural, political, and historical development of civilization.

C. The school district recognizes that one of its educational objectives is to increase its students' knowledge and appreciation of music, art, drama, and literature which may have had a religious basis or origin as well as a secular importance.

D. The school district supports the inclusion of religious music, art, drama, and literature in the curriculum and in school activities provided it is intrinsic to the learning experience and is presented in an objective manner without sectarian indoctrination.

E. The historical and contemporary values and the origin of various religions, holidays, customs, and beliefs may be explained in an unbiased and nonsectarian manner.

III. RESPONSIBILITY

A. The superintendent shall be responsible for ensuring that the study of religious materials, customs, beliefs, and holidays in the school district is in keeping with the following guidelines:

1. The proposed activity must have a secular purpose.

2. The primary objective of the activity must be one that neither advances nor inhibits religion.

3. The activity must not foster excessive governmental relationships with religion.

4. Notwithstanding the foregoing guidelines, reasonable efforts must be made to accommodate any student who wishes to be excused from a curricular activity for a religious observance or American Indian cultural practice, observance, or ceremony. The school district must provide annual notice to parents of this policy.

B. The superintendent is granted authority to develop and present for school board review and approval directives and guidelines for the purpose of providing further guidance relative to the teaching of materials related to religion. Approved directives and guidelines shall be attached as an addendum to this policy.

Legal References: U. S. Const., amend. I
Minn. Stat. § 120A.22, Subd. 12 (Compulsory Instruction)
Minn. Stat. § 120A.35 (Absence from School for Religious and Cultural Observances)
Minn. Stat. § 121A.10 (Moment of Silence)
Good News Club v. Milford Central School, 533 U.S. 98 (2001)
Santa Fe Indep. Sch. Dist. v. Doe, 530 U.S. 290 (2000)
Tangipahoa Parish Bd. of Educ. v. Freiler, 530 U.S. 1251 (2000)
Lemon v. Kurtzman, 403 U.S.602 (1971)
Child Evangelism Fellowship v. Minneapolis Special Sch. Dist. No. 1, 690 F.3d 996 (8th Cir. 2012)
Wigg v. Sioux Falls Sch. Dist., 382 F.3d 807 (8th Cir. 2004)
Doe v. School Dist. of City of Norfolk, 340 F.3d 605 (8th Cir. 2003)
Stark v. Independent Sch. Dist. No. 640, 123 F.3d 1068 (8th Cir. 1997)
Florey v. Sioux Falls Sch. Dist. 49-5, 619 F.2d 1311 (8th Cir. 1980)
Roark v. South Iron R-1 Sch. Dist., 573 F.3d 556 (8th Cir. 2009)
Child Evangelism Fellowship v. Elk River Area Sch. Dist. No. 728, 599 F.Supp.2d 1136 (D. Minn. 2009)
LeVake v. Independent Sch. Dist. No. 656, 625 N.W.2d 502 (Minn. App. 2001)
Minn. Op. Atty. Gen. 169-J (Feb. 14, 1968)
Minn. Op. Atty. Gen. 169-K (Oct. 21, 1949)
Minn. Op. Atty. Gen. 63 (1940)
Minn. Op. Atty. Gen. 120 (1924)
Minn. Op. Atty. Gen. 121 (1924)

Cross References: MSBA/MASA Model Policy 801 (Equal Access to School Facilities)

JORDAN PUBLIC SCHOOLS POLICY

Adopted: September 12, 2007

Revised: August 12, 2024

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. "English language learners" or "ELL" student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.

C. Individualized Education Program" or "IEP" means a written statement developed for a student eligible by law for special education and services.

D. "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.

E. "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. Said person 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 paragraph (k) 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 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, 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.

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)
Minn. Stat. § 120B.30 (General Requirements; Statewide Assessments)
Minn. Stat. § 120B.303 (Assessment Graduation Requirements)
Minn. Stat. § 120B.307 (College and Career Readiness)
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: September 12, 2007

Revised: August 12, 2024

614 SCHOOL DISTRICT TESTING PLAN AND PROCEDURE

I. PURPOSE

The purpose of this policy is to set forth the school district's testing plan and procedure.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to implement procedures for testing, test security, documentation, and record keeping.

III. DUTIES OF SCHOOL DISTRICT PERSONNEL REGARDING TEST ADMINISTRATION

A. Superintendent

1. Responsibilities before testing.

a. Designate a district assessment coordinator and district technology coordinator.

b. The superintendent, or a designee who has been authorized to be the identified official with authority by the school board, pre-authorizes staff access for applicable Minnesota Department of Education (MDE) secure systems.

c. Annually review and recertify staff who have access to MDE secure systems.

d. Read and complete the *Assurance of Test Security and Non-Disclosure*.

e. Establish a culture of academic integrity.

f. Fully cooperate with MDE representatives conducting site visits or Minnesota Test of Academic Skills (MTAS) audits during testing.

g. Ensure student information is current and accurate.

h. Ensure that a current district test security procedure is in place and that all relevant staff have been provided district training on test administration and test security.

i. Ensure that a current process is included for tracking which students tested with which test monitors and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).

j. Confirm the district assessment coordinator has current information and training specific to test security and the administration of statewide assessments.

k. Confirm the district assessment coordinator completes Pre-test Editing in the Test Web Edit System (WES).

l. Post on the school district website the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form.

2. Responsibilities after testing.

a. Confirm the district assessment coordinator and Minnesota Automated Reporting Student System (MARSS) coordinator complete Post-test Editing in Test WES.

b. Verify with the district assessment coordinator that all test security issues have been reported to MDE and are being addressed.

c. Confirm the MARSS coordinator has updated all student records for Post-test Editing.

d. Confirm the district assessment coordinator has finalized the district's assessment information prior to the close of Post-test Editing in Test WES.

e. Confirm the district assessment coordinator, or designee, has access to the Graduation Requirements Records (GRR) system and enters necessary information.

f. Discuss assessment results with the district assessment coordinator and school administrators.

B. <u>District Assessment Coordinator</u>

1. Responsibilities before testing.

a. Serve as primary contact with MDE regarding policy and procedure questions related to test administration.

b. Read and complete the *Assurance of Test Security and Non-Disclosure*.

c. Confirm all staff who handle test materials, administer tests, or have access to secure test content have completed the *Assurance of Test Security and Non-Disclosure*.

(1) Maintain the completed *Assurance of Test Security and Non-Disclosure* for two years after the end of the academic school year in which testing took place.

d. Review with all staff the *Assurance of Test Security and Non-Disclosure* and their responsibilities thereunder.

e. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.

f. Establish district testing schedule within the testing windows specified by the MDE and service providers.

g. Prepare testing conditions, including user access to service provider websites, preparing readiness for online testing, preparing a plan for tracking which students test on which computers or devices, ensure accommodations are indicated as necessary, providing students with opportunity to become familiar with test format, item types, and tools prior to test administration; establishing process for inventorying and distributing secure test materials where necessary; preparing procedures for expected and unexpected situations occurring during testing; planning for addressing technical issues while testing; identify staff who will enter student responses from paper accommodated test materials and scores from MTAS administration online.

h. Train school assessment coordinators, test monitors, MTAS test administrators, and ACCESS (test for English language learners) and Alternate ACCESS test administrators.

(1) Provide training on proper test administration and test security.

(2) Verify staff complete any and all test-specific training.

i. Maintain security of test content, test materials, and record of all staff involved.

(1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.

(2) Organize secure test materials for online administrations and keep them secure.

(3) Define chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.

j. Confirm that all students have appropriate test materials.

2. Responsibilities on testing day(s).

a. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and policies and procedures.

b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.

c. Contact the MDE assessment contact within 24 hours of a security breach and submit the *Test Security Notification* in Test WES within 48 hours.

d. Address invalidations and test or accountability codes.

3. Responsibilities after testing.

a. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.

b. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.

c. Return secure test materials as outlined in applicable manuals and resources.

d. Collect security documents and maintain them for two years from the end of the academic school year in which testing took place.

e. Review student assessment data and resolve any issues.

f. Distribute Individual Student Reports no later than fall parent/teacher conferences.

g. Enter Graduation Requirements Records in the GRR system.

C. School Principal

1. Responsibilities before testing.

a. Designate a school assessment coordinator and technology coordinator for the building.

b. Be knowledgeable about proper test administration and test security as outlined in manuals and directions.

c. Read and complete the *Assurance of Test Security and Non-Disclosure*.

d. Communicate the importance of test security and expectation that staff will keep test content secure and act with honesty and integrity during test administration.

e. Provide adequate secure storage space for secure test materials before, during, and after testing until they are returned to the service provider or securely disposed of.

f. Ensure adequate computers and/or devices are available and rooms appropriately set up for online testing.

g. Verify that all test monitors and test administrators receive proper training for test administration.

h. Ensure students taking specified tests have opportunity to become familiar with test format, item types, and tools prior to test administration.

i. Include the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form in the student handbook.

2. Responsibilities on testing day(s).

a. Ensure that test administration policies and procedures and test security requirements in all manuals and directions are followed.

b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.

3. Responsibilities after testing.

a. Ensure all secure test materials are collected, returned, and/or disposed of securely as required in any manual.

b. Ensure requirements for embargoed final assessment results are followed.

D. School Assessment Coordinator

1. Responsibilities before testing.

a. Implement test administration and test security policies and procedures.

b. Read and complete the *Assurance of Test Security and Non-Disclosure*.

c. Ensure all staff who handle test materials, administer tests, or have access to secure test content read and complete the *Assurance of Test Security and Non-Disclosure*.

d. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.

e. Prepare testing conditions, including the following: schedule rooms and computer labs; arrange for test monitors and administrators; arrange for additional staff to assist with unexpected situations; arrange for technology staff to assist with technical issues; develop a plan for tracking which students test on which computers or devices; plan seating arrangements for students; ensure preparations are completed for Optional Local Purpose Assessment (OLPA), Minnesota Comprehensive Assessment (MCA), and ACCESS online testing; ensure accommodations are properly reported; confirm how secure paper test materials will arrive and quantities to expect; address accommodations and specific test administration procedures; determine staff who will enter the student responses from paper accommodated test materials and scores from MTAS administrations online.

f. Train staff, including all state-provided training materials, policies and procedures, and test-specific training.

g. Maintain security of test content and test materials.

(1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.

(2) Organize secure test materials for online administrations and keep them secure.

(3) Follow chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.

(4) Identify need for additional test materials to district assessment coordinator.

(5) Provide MTAS student data collection forms if necessary.

(6) Distribute applicable ACCESS and Alternate ACCESS *Test Administrator Scripts* and *Test Administration Manuals* to test administrators so they can become familiar with the script and prepare for test administration.

(7) Confirm that all students taking ACCESS and Alternate ACCESS have appropriate test materials and preprinted student information on the label is accurate.

2. Responsibilities on testing day(s).

a. Distribute materials to test monitors and ACCESS test administrators and ensure security of test materials between testing sessions and that district procedures are followed.

b. Ensure *Test Monitor and Student Directions* and *Test Administrator Scripts* are followed and answer questions regarding same.

c. Fully cooperate with MDE representatives conducting site visits or MTAS audits, as applicable.

d. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and test administration policies and procedures.

e. Report testing irregularities to district assessment coordinator using the *Test Administration Report*.

f. Report security breaches to the district assessment coordinator as soon as possible.

3. Responsibilities after testing.

a. Ensure that all paper test materials are kept locked and secure and security checklists completed.

b. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.

c. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.

d. Return secure test materials as outlined in applicable manuals and resources.

e. Prepare materials for pickup by designated carrier on designated date(s). Maintain security of all materials.

f. Ensure requirements for embargoed final assessment results are followed.

E. Technology Coordinator

1. Ensure that district is prepared for online test administration and provide technical support to district staff.

2. Acquire all necessary user identifications and passwords.

3. Read and complete the *Assurance of Test Security and Non-Disclosure*.

4. Fully cooperate with MDE representatives conducting site visits or MTAS audits.

5. Attend district training and any service provider technology training.

6. Review, use, and be familiar with all service provider technical documentation.

7. Prepare computers and devices for online testing.

8. Confirm site readiness.

9. Provide all necessary accessories for testing, technical support/troubleshooting during test administration and contact service provider help desks as needed.

F. Test Monitor

1. Responsibilities before testing.

a. Read and complete the *Assurance of Test Security and Non-Disclosure*.

b. Attend trainings related to test administration and security.

c. Complete required training course(s) for tests administering.

d. Be knowledgeable about how to contact the school assessment coordinator during testing, where to pick up materials on day of test, and plan for securing test materials between test sessions.

e. Be knowledgeable regarding student accommodations.

f. Remove or cover any instructional posters or visual materials in the testing room.

2. Responsibilities on testing day(s).

a. Before test.

(1) Receive and maintain security of test materials.

(2) Verify that all test materials are received.

(3) Ensure proper number of computers/devices or paper accommodated test materials are present.

(4) Verify student testing tickets and appropriate allowable materials.

(5) Assign numbered test books to individual students.

(6) Complete information as directed.

(7) Record extra test materials.

b. During test.

(1) Verify that students are logged in and taking the correct test or using the correct grade-level and tier test booklet for students with paper accommodated test materials.

(2) Follow all directions and scripts exactly.

(3) Follow procedures for restricting student access to cell phones and other electronic devices, including wearable electronic devices.

(4) Stay in testing room and remain attentive during entire test session. Practice active monitoring by circulating throughout the room during testing.

(5) Be knowledgeable about responding to emergency or unusual circumstances and technology issues.

(6) Do not review, discuss, capture, email, post, or share test content in any format.

(7) Ensure all students have been provided the opportunity to independently demonstrate their knowledge.

(8) Fully cooperate with MDE representatives conducting site visits or MTAS audits.

(9) Document the students who tested with the test monitor and any other adult(s) who were present in the testing room (e.g. staff providing assistance, paraprofessionals, etc.).

(10) Document students who require a scribe or translated directions or any unusual circumstances and report to school assessment coordinator.

(11) Report any possible security breaches as soon as possible.

c. After test.

(1) Follow directions and scripts exactly.

(2) Collect all materials and keep secure after each session. Upon completion return to the school assessment coordinator.

(3) Immediately report any missing test materials to the school assessment coordinator.

G. MTAS Test Administrator

1. Before testing.

a. Read and complete the *Assurance of Test Security and Non-Disclosure*.

b. Attend trainings related to test administration and security.

c. Complete required training course(s) for tests administering.

d. Be knowledgeable as to when and where to pick up MTAS materials and the school's plan for keeping test materials secure.

e. Prepare test materials for administration, including objects and manipulatives, special instructions, and specific adaptations for each student.

2. Responsibility on testing day(s).

a. Before the test.

(1) Maintain security of materials.

(2) Confirm appropriate MTAS materials are available and prepared for student.

b. During the test.

(1) Administer each task to each student and record the score.

(2) Be knowledgeable about how to contact the district or school assessment coordinator, if necessary, and responding to emergency and unusual circumstances.

(3) Fully cooperate with MDE representatives conducting site visits or MTAS audits.

(4) Document and report and unusual circumstances to district or school assessment coordinator.

c. After the test.

(1) Keep materials secure.

(2) Return all materials.

(3) Return objects and manipulatives to classroom.

(4) Enter MTAS scores online or return data collection forms to the district or school assessment coordinator.

H. MARSS Coordinator

1. Responsibilities before testing.

a. Confirm all eligible students have unique state student identification (SSID) or MARSS numbers.

b. Ensure English language and special education designations are current and correct for students testing based on those designations.

c. Submit MARSS data on an ongoing basis to ensure accurate student demographic and enrollment information.

2. Responsibilities after testing.

a. Ensure accurate enrollment of students in schools during the accountability windows.

b. Ensure MARSS identifying characteristics are correct, especially for any student not taking an accountability test.

c. Work with district assessment coordinator to edit discrepancies during the Post-test Edit window in Test WES.

I. Any person with access to test materials

Read and complete the *Assurance of Test Security and Non-Disclosure*.

IV. TEST SECURITY

A. Test Security Procedures will be adopted by school district administration.

B. Students will be informed of the following:

1. The importance of test security;

2. Expectation that students will keep test content secure;

3. Expectation that students will act with honesty and integrity during test administration;

4. Expectation that students will not access cell phones, wearable technology (e.g. smart watches, fitness trackers), or other devices that can electronically send or receive information. The test of a student who wears a device during testing must be invalidated.

   If a student completes testing and then accesses a cell phone or other prohibited device (including wearable technology), the school district must take further action to determine if the test should be invalidated, rather than automatically invalidating the test.

5. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.

C. Staff will be informed of the following:

1. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.

2. Other contact information and options for reporting security concerns.

V. REQUIRED DOCUMENTATION FOR PROGRAM AUDIT

A. The school district shall maintain records necessary for program audits conducted by MDE. The records must include documentation consisting of the following:

1. Signed *Assurance of Test Security and Non-Disclosure* forms must be maintained for two years after the end of the academic year in which the testing took place.

2. School district security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.

3. School security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.

4. Test Monitor Test Materials Security Checklist provided for each group of students assigned to a test monitor must be maintained for two years after the end of the academic school year in which testing took place.

5. School district test monitor tracking documentation must be maintained for two years after the end of the academic year in which the tracking took place.

6. ACCESS and Alternate ACCESS Packing List and Security Checklist provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.

7. Documentation of school district staff training on test administration and test security must be maintained for two years after the end of the academic school year in which testing took place.

8. *Test Security Notification* must be maintained for two years after the end of the academic school year in which testing took place.

9. *Test Administration Report* must be maintained for one year after the end of the academic school year in which testing took place.

10. Record of staff trainings and test-specific trainings must be maintained for one year after the end of the academic year in which testing took place.

VI. RETALIATION PROHIBITED

An employee who discloses information to the MDE Commissioner or a parent or guardian about service disruptions or technical interruptions related to administering assessments under this section is protected under section 181.932, governing disclosure of information by employees.

Legal References: Minn. Stat. § 13.34 (Examination Data)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.36, Subd. 2 (School Accountability)
Minn. Rules Parts 3501.0660 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.082 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
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 601 (School District Curriculum and Instruction Goals)

MSBA/MASA Model Policy 613 (Graduation Requirements)
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)
Minnesota PearsonAccess Next Resources and Forms:
http://minnesota.pearsonaccessnext.com/policies-and-procedures/

JORDAN PUBLIC SCHOOLS
POLICY

Adopted: September 12, 2007

Revised: August 12, 2024

615 TESTING ACCOMMODATIONS, MODIFICATIONS, AND EXEMPTIONS FOR IEPS, SECTION 504 PLANS, AND LEP STUDENTS

I. PURPOSE

The purpose of the policy is to provide adequate opportunity for students identified as having individualized education program (IEP), Rehabilitation Act of 1973, Section 504 accommodation plan (504 plan), or English Learner (EL) needs to participate in statewide assessment systems designed to hold schools accountable for the academic performance of all students.

II. GENERAL STATEMENT OF POLICY

A. Minnesota Test of Academic Skills (MTAS)

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how a student with a disability will participate in statewide testing.

2. Participation decisions will be made separately for mathematics, reading, and science. The assessment options are the Minnesota Comprehensive Assessment (MCA) and the MTAS.

3. Eligibility Requirements

a. The following requirements must be met for a student with a significant cognitive disability to be eligible for the MTAS:

(1) The IEP team must consider the student's ability to access the MCA, with or without accommodations;

(2) The IEP must review the student's instructional program to ensure that the student is receiving instruction linked to the general education curriculum to the extent appropriate. If instruction is not linked to the general education curriculum, the IEP team must review the student's goals and determine how access to the general curriculum will be provided;

(3) The IEP team determined the student's cognitive functioning to be significantly below age expectations. The team also determined that the student's disability has a significant impact on his or her ability to function in multiple environments, including home, school, and community;

(4) The IEP team determined that the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments;

(5) The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate measure of the student's academic progress and how the student would participate in statewide testing.

b. MTAS participation decisions must not be made on the following factors:

(1) Student's disability category;

(2) Placement;

(3) Participation in a separate, specialized curriculum;

(4) An expectation that the student will receive a low score on the MCA;

(5) Language, social, cultural, or economic differences;

(6) Concern for accountability calculations.

B. Alternate ACCESS for ELs

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how an identified EL student with a disability will participate in statewide testing.

2. Eligibility Requirements

a. The student must be identified as EL in MARSS in order to take an English language proficiency assessment.

b. The student must have a significant cognitive disability. If the student has been identified as eligible to take the MTAS in mathematics, reading, or science, the student meets this criterion.

c. For students in grades that the MTAS is not administered:

(1) the student must have cognitive functioning significantly below age level;

(2) the student's disability must have a significant impact on his or her ability to function in multiple environments, including home, school, and community; and

(3) the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments.

d. The IEP team must consider the student's ability to access the ACCESS, with or without accommodations.

e. The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate English language proficiency assessment for the student.

3. Alternate ACCESS participation decisions must not be made on the following factors:

a. Student's disability category;

b. Participation in a separate, specialized curriculum;

c. Current level of English language proficiency;

d. The expectation that the student will receive a low score on the ACCESS for ELs;

e. Language, social, cultural, or economic differences;

f. Concern for accountability calculations.

C. EL Students New to the United States

EL students new to the United States will take all assessments, including all academic assessments (math, reading, and science), as well as the English Language Proficiency Assessment (ACCESS).

III. DEFINITION OF TERMS

See the current "Procedures Manual for the Minnesota Assessments" which is produced by the Minnesota Department of Education and available through minnesota.pearsonaccessnext.com/policies-and-procedures.

IV. GRANTING AND DOCUMENTING ACCOMMODATIONS, MODIFICATIONS, OR EXEMPTIONS FOR TESTING

See Chapter 5 of the current "Procedures Manual for the Minnesota Assessments" and Guidelines for Administration of Accommodations and Linguistic Supports.

V. RECORDS

All test accommodations, modifications, or exemptions shall be reported to the school district test administrator. The school district test administrator shall be responsible for keeping a list of all such test accommodations, modifications, and exemptions for school district audit purposes. Testing results will be documented and reported.

Legal References:
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.30 (Statewide Testing and Reporting System)
Minn. Stat. § 125A.08 (Individualized Education Programs)
Minn. Rules Parts 3501.0660 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
Eligibility Requirements for the Minnesota Test of Academic Skills (MTAS),

https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mda2/~edisp/006087.pdf
Alternate ACCESS for ELLs Participation Guidelines, https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mdq5/~edisp/049763.pdf

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 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 616 (School District System Accountability)

JORDAN PUBLIC SCHOOLS
POLICY

Adopted: September 12, 2007

Revised: August 12, 2024

616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

I. PURPOSE

The purpose of this policy is to focus public education strategies on a process which promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding implementation of the Minnesota Academic Standards and federal law.

II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota K-12 Academic Standards and federal law requires accountability for the school district. The school district established a system to transition to the graduation requirements of the Minnesota K-12 Academic Standards. The school district also established a system to review and improve instruction, curriculum, and assessment which will include substantial input by students, parents or guardians, and local community members. The school district will be accountable to the public and the state through annual reporting.

III. DEFINITIONS

A. "Comprehensive achievement and civic readiness" means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school; and prepare students to be lifelong learners.

B. "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.

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. School District Goals

1. The school board has established school district-wide goals that provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota K-12 Academic Standards and federal law. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the school district's Curriculum and Technology Advisory Committee (Advisory Committee).

2. The District Advisory Committee created under Policy 603 (Curriculum Development) is established by the school board to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.

3. The school district-wide improvement goals should address recommendations identified through the District Advisory Committee process. The school district's goal setting process will include consideration of individual site goals. School district goals may also be developed through an education effectiveness program, or through some other locally determined process.

B. System for Reviewing All Instruction and Curriculum. Incorporated in the process will be analysis of the school district's progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes section 123B.147, Subd. 3, and teacher evaluations under Minnesota Statutes section 122A.40, Subd. 8, or 122A.41, Subd. 5.

The Jordan School District has established a continuous curriculum review process that includes yearly documentation of current curricular materials and future needs.

C. Implementation of Graduation Requirements

1. The District Advisory Committee shall also advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of the District Advisory Committee shall be published annually to the community. The school board shall receive public input and comment and shall adopt or update this policy at least annually.

2. The school board shall annually review and determine if student

achievement levels at each school site meet federal expectations. If the school board determines that student achievement levels at a school site do not meet federal expectations and the site has not made adequate yearly progress for two consecutive school years, the District Advisory Committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The District Advisory Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (Commissioner) in developing a plan which must include parental involvement components.

3. The educational assessment system component utilized by the school board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of current achievement that show growth relative to an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. The school board will utilize models developed by the Commissioner for measuring individual student progress. The school board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

D. Comprehensive Continuous Improvement of Student Achievement

1. By November 1st of each year, the District Advisory Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.

2. The District Advisory Committee, working in cooperation with other committees of the school district will provide active community participation in:

   a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota K-12 Academic Standards;

   b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;

   c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals; and,

   d. Advising the school board about development of the annual

budget.

3. The District Advisory Committee shall meet the following criteria:

   a. The District Advisory Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.

   b. The District Advisory Committee shall make recommendations to the school board on school district-wide standards, assessments, and program evaluation.

   c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.

   d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the District Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.

4. Translation services should be provided to the extent appropriate and practicable.

5. The District Advisory Committee shall meet the following timeline each year:

   Fall: Organizational meeting of the Committee to review the authorizing legislation and the roles and responsibilities of the Committee as determined by the school board.

   Fall/Ongoing: Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.

   Fall/Ongoing: Review evaluation results and prepare recommendations.

   Fall/Ongoing: Present recommendations to the school board for its input and approval.

Evaluation of Student Progress Committee. A committee of professional staff

shall develop a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the District Advisory Committee to review instruction and curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. This plan shall annually be approved by the school board.

E. Reporting.

1. Consistent with Minnesota Statutes section 120B.36, subdivision 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the comprehensive achievement and civic readiness. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its published reports and in its summary report to the Commissioner.

2. The school performance report for a school site and a school district must include performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.

3. The school district must annually report the district's class size ratios by each grade to the Commissioner of education in the form and manner specified by the Commissioner.

4. The school district must report whether programs funded with compensatory revenue are consistent with best practices demonstrated to improve student achievement.

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum,

Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.35 (Student Academic Achievement and Growth)
Minn. Stat. § 120B.36 (School Accountability)
Minn. Stat. § 122A.40 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.04 (Site Decision Making; Individualized Learning Agreement; Other Agreements)
Minn. Stat. § 123B.147 (Principals)
Minn. Stat. § 126C.12 (Learning and Development Revenue Amount and Use)
Minn. Rules Parts 3501.0660 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
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 613 (Graduation Requirements)
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 617 (School District Ensurance of Preparatory and High School Standards)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 619 (Staff Development for Standards)
MSBA/MASA Model Policy 620 (Credit for Learning)

JORDAN PUBLIC SCHOOLS
POLICY

Adopted: September 12, 2007

Revised: August 12, 2024

619 STAFF DEVELOPMENT FOR STANDARDS

I. PURPOSE

The purpose of this policy is to establish opportunities for staff development which advance the staff's ability to work effectively with the Graduation Assessment Requirements and with students as they progress to achievement of those Graduation Assessment Requirements and meet the requirements of federal law.

II. GENERAL STATEMENT OF POLICY

The school district is committed to developing staff policies and processes for continuous improvement of curriculum, instruction, and assessment to ensure effective implementation of the Graduation Assessment Requirements and federal law at all levels.

III. STANDARDS FOR STAFF DEVELOPMENT

A. The Advisory Committee for Comprehensive Continuous Improvement of Student Achievement (Committee) shall address the needs of all staff in prioritizing staff development which will ensure effective implementation of the Graduation Assessment Requirements and federal law at all levels. The Committee will advise the school board on the planning of staff development opportunities.

B. The school district shall place a high priority on staff development including activities, programs, and other efforts to implement the Graduation Assessment Requirements effectively and to upgrade that implementation continuously.

C. Staff development plans for the school district shall address identified needs for Graduation Assessment Requirements implementation throughout all levels of the school district programs.

D. In service, staff meeting, and district and building level staff development plans and programs shall focus on improving implementation of the Graduation Assessment Requirements at all levels for all students, including those with special needs.

IV. TRAINING AND PROFESSIONAL DEVELOPMENT

A. Paraprofessionals. The school district will provide each paraprofessional who assists

a licensed teacher in providing student instruction with initial training. Such training will include training in emergency procedures, confidentiality, vulnerability, reporting obligations, discipline, policies, roles and responsibilities, and building orientation. Training will be provided within the first 60 days a paraprofessional begins supervising or working with students.

Additionally, with regard to paraprofessionals providing support to special education students, the school district will ensure that annual training opportunities and required to enable the paraprofessional to further develop the knowledge and skills that are specific to the students with whom the paraprofessionals works, including understanding disabilities, the unique and individual needs of each student according to the student's disability and how the disability affects the student's education and behavior, following lesson plans, and implementing follow-up instructional procedures and activities.

B. Teachers/Administrators

The school district will provide high quality and ongoing professional development activities as required by state and federal laws.

Legal References:
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.363 (Credential for Education Paraprofessionals)
Minn. Stat. § 122A.16 (Qualified Teacher Defined)
Minn. Stat. § 122A.60 (Staff Development Program)
Minn. Rules Parts 3501.0660 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1200-3501.1210 (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 613 (Graduation Requirements)
MSBA/MASA Model Policy 616 (School District System Accountability)

JORDAN DISTRICT SCHOOLS
POLICY

Adopted: September 12, 2007

Revised: August 12, 2024

620 CREDIT FOR LEARNING

I. PURPOSE

This policy recognizes student achievement that occurs in postsecondary enrollment option and other advanced enrichment programs. This policy recognizes student achievement that occurs in other schools, in alternative learning sites, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities. This policy addresses transfer of student credit from out-of-state, private, or home schools and online learning programs and to address how the school district will recognize student achievement obtained outside of the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to provide a process for awarding students credit toward graduation requirements for credits and grades students complete in other schools, postsecondary or higher education institutions, other learning environments, and online courses and programs.

III. DEFINITIONS

A. “Accredited school” means a school that is accredited by an accrediting agency, recognized according to Minnesota Statutes section 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (Commissioner).

B. "Concurrent enrollment" means nonsectarian courses in which an eligible pupil under Minnesota Statutes, section 124D.09, subdivision 5 or 5b, enrolls to earn both secondary and postsecondary credits, are taught by a secondary teacher or a postsecondary faculty member, and are offered at a high school for which the district is eligible to receive concurrent enrollment program aid under Minnesota Statutes, section 124D.091.

C. “Course” means a course or program.

D. “Eligible institution” means a Minnesota public postsecondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by an accreditor recognized by the United States Department of Education, or a private, residential, two-year or

four-year, liberal arts, degree-granting college or university located in Minnesota. An eligible institution must not require a faith statement from a secondary student seeking to enroll in a postsecondary course under this section during the application process or base any part of the admission decision on a student's race, creed, ethnicity, disability, gender, or sexual orientation or religious beliefs or affiliations.

E. "Nonpublic school" is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.

F. "Weighted Grade" is a letter or numerical grade that is assigned a numerical advantage when calculating the grade point average.

IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS

A. Transfer of Academic Requirements from Other Minnesota Public Secondary Schools

1. The school district will accept and transfer secondary credits and grades awarded to a student from another Minnesota public secondary school upon presentation of a certified transcript from the transferring public secondary school evidencing the course taken and the grade and credit awarded.

2. Credits and grades awarded from another Minnesota public secondary school may be used to compute honor roll and/or class rank if a student has earned at least 4 credits from the Jordan School District.

B. Transfer of Academic Requirements from Other Schools

1. The school district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of Minnesota or an accredited nonpublic school upon presentation of a certified transcript from the transferring public school in another state or nonpublic school evidencing the course taken and the grade and credit awarded.

a. When a determination is made that the content of the course aligns directly with school district graduation requirements, the student will be awarded commensurate credits and grades.

b. Commensurate credits and grades awarded from an accredited nonpublic school or public school in another state may be used to compute honor roll and/or class rank if a student has earned at least 4 credits from the Jordan school district.

c. In the event the content of a course taken at an accredited nonpublic school or public school in another state does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements. Credit that does not fully align with the school district's high school graduation requirements will not be used to compute honor roll and/or class rank.

d. If no comparable course is offered by the school district for which high school graduation credit would be provided, no credit will be provided to the student.

2. Students transferring from a non-accredited, nonpublic school shall receive credit from the school district upon presentation of a transcript or other documentation evidencing the course taken and grade and credit awarded.

a. Students will be required to provide copies of course descriptions, syllabi, or work samples for determination of appropriate credit. In addition, students also may be asked to provide interviews/conferences with the student and/or student's parent and/or former administrator or teacher; review of a record of the student's entire curriculum at the nonpublic school; and review of the student's complete record of academic achievement.

b. Where the school district determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with school district graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).

c. In the event the content of a course taken at an non-accredited, nonpublic school does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements.

d. If no comparable course is offered by the school district for which local high school graduation credit would be provided, no credit will be provided to the student.

e. Credit and grades earned from a non-accredited nonpublic school shall not be used to compute honor roll and/or class rank.

C. A student must provide the school with a copy of the student's grades in each

course taken for secondary credit under this policy, including interim or nonfinal grades earned during the academic term.

V. POSTSECONDARY ENROLLMENT CREDIT

A. A student who satisfactorily completes a postsecondary enrollment options course or program under Minnesota Statutes section 124D.09 that has been approved as meeting the necessary requirements is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

B. Secondary credits granted to a student through a postsecondary enrollment options course or program must be counted toward the graduation requirements and subject area requirements of the district.

1. Course credit will be considered by the school district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.

2. Seven quarter or four semester postsecondary credits shall equal at least one full year of high school credit. Fewer postsecondary credits may be prorated.

3. When a determination is made that the content of the postsecondary course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.

4. In the event the content of the postsecondary course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.

5. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner, who shall determine the number of credits that shall be granted to a student.

6. When secondary credit is granted for postsecondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a postsecondary institution.

C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.

D. By the earlier of (1) three weeks prior to the date by which a student must register for district courses for the following school year, or (2) March 1 of each year, the school district must provide up-to-date information on the district's website and in materials that are distributed to parents and students about the program, including information about enrollment requirements and the ability to earn postsecondary credit to all pupils in grades 8, 9, 10, and 11. To assist the school district in planning, a pupil must inform the district by October 30 or May 30 of each year of the pupil's intent to enroll in postsecondary courses during the following academic term. A pupil is bound by notifying or not notifying the district by October 30 or May 30.

E. Postsecondary institutions must notify a pupil's school as soon as practicable if the pupil withdraws from the enrolled course. The institution must also notify the pupil's school as soon as practicable if the pupil has been absent from a course for ten consecutive days on which classes are held, based on the postsecondary institution's academic calendar, and the pupil is not receiving instruction in their home or hospital or other facility.

VI. CREDIT FOR EMPLOYMENT WITH HEALTH CARE PROVIDERS

Consistent with the career and technical pathways program, a student in grade 11 or 12 who is employed by an institutional long-term care or licensed assisted living facility, a home and community-based services and supports provider, a hospital or health system clinic, or a child care center may earn up to two elective credits each year toward graduation under Minnesota Statutes, section 120B.024, subdivision 1, paragraph (a), clause (7), at the discretion of the enrolling school district. A student may earn one elective credit for every 350 hours worked, including hours worked during the summer. A student who is employed by an eligible employer must submit an application, in the form or manner required by the school district, for elective credit to the school district in order to receive elective credit. The school district must verify the hours worked with the employer before awarding elective credit.

VII. ADVANCED ACADEMIC CREDIT

A. The school district will grant academic credit to a student attending an accelerated or advanced academic course offered by a higher education institution or a nonprofit public agency, other than the school district.

B. Course credit will be considered only upon official documentation from the higher education institution or nonprofit public agency that the student successfully completed the course attended and passed an examination approved by the school district.

C. When a determination is made that the content of the advanced academic course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.

D. In the event the content of the advanced academic course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.

E. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner and request a determination of the number of credits that shall be granted to a student.

VIII. WEIGHTED GRADES

A. The school district offers weighted grades for courses that are identified as more rigorous or academically challenging as follows:

1. A grade awarded in an Advanced Placement course will be multiplied by a factor of 1.1.

2. A grade awarded in an Honors course will be multiplied by a factor of 1.

3. A grade awarded in a College In the Schools / Concurrent Enrollment course will be multiplied by a factor of 1.1.

4. A grade awarded in a similar to Advanced Placement/Concurrent Enrollment/College in the Schools course taken through a Postsecondary Enrollment Options program will be multiplied by a factor of 1.1.

5. A grade awarded in a course in a dual enrollment course will be multiplied by a factor of 1.1.

B. The school district's high school course registration guide will list the courses for which a student may earn a weighted grade.

IX. PROCESS FOR AWARDING CREDIT

A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.

B. A student or the student's parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon request of a student or the student's parent or guardian if the request is made in

writing to the superintendent within five school days of the date of the building principal's decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.

C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student's parent or guardian except as set forth in Section IX.D. below.

D. If a student disputes the number of credits granted by the school district for a particular postsecondary enrollment course, or advanced academic credit course, the student may appeal the school district's decision to the Commissioner. The decision of the Commissioner shall be final.

E. At any time during the process, the building principal or superintendent may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining alignment with graduation requirements or the number of credits to be granted. Students will not be provided credit until requested documentation is available for review, if requested.

Legal References: Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.14 (Advanced Academic Credit)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.445 (Nonpublic Education Council)
Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)
Minn. Stat. § 124D.09 (Postsecondary Enrollment Options Act)
Minn. Stat. § 124D.094 (Online Instruction Act)
Minn. Rules Parts 3501.0660 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1200-3501.1210 (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)

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 613 (Graduation Requirements)
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)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 624 (Online Instruction)

JORDAN PUBLIC SCHOOLS
POLICY

Adopted: September 12, 2007

Revised: August 12, 2024

624 ONLINE INSTRUCTION

I. PURPOSE

The purpose of this policy is to recognize and govern online instruction options of students enrolled in the school district for purposes of compulsory attendance and address enrollment of students with an online instruction site for supplemental or full-time online learning.

II. GENERAL STATEMENT OF POLICY

A. The school district shall not prohibit an enrolled student from applying to enroll in online instruction.

B. The school district shall grant academic credit for completing the requirements of an online instruction course or program.

III. DEFINITIONS

A. "Blended instruction" means a form of digital instruction that occurs when a student learns part time in a supervised physical setting and part time through online instruction under paragraph (E).

B. "Digital instruction" means instruction facilitated by technology that offers students an element of control over the time, place, path, or pace of learning and includes blended and online instruction.

C. "Enrolling district" means the school district in which a student is enrolled under Minnesota Statutes, section 120A.22, subdivision 4.

D. "Online course syllabus" means a written document that identifies the state academic standards taught and assessed in a supplemental online course under paragraph (I); course content outline; required course assessments; instructional methods; communication procedures with students, guardians, and the enrolling district under paragraph (C); and supports available to the student.

E. "Online instruction" means a form of digital instruction that occurs when a student learns primarily through digital technology away from a supervised physical setting.

F. "Online instructional site" means a site that offers courses using online instruction under paragraph (E) and may enroll students receiving online instruction under paragraph (E).

G. "Online teacher" means an employee of the enrolling district under paragraph (C) or the supplemental online course provider under paragraph (J) who holds the appropriate licensure under Minnesota Rules, chapter 8710, and is trained to provide online instruction under paragraph (E).

H. "Student" means a Minnesota resident enrolled in a school defined under Minnesota Statutes, section 120A.22, subdivision 4, in kindergarten through grade 12 up to the age of 21.

I. "Supplemental online course" means an online learning course taken in place of a course provided by the student's enrolling district under paragraph (C).

J. "Supplemental online course provider" means a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that is authorized by the Minnesota Department of Education (MDE) to provide supplemental online courses under paragraph (I).

IV. DIGITAL INSTRUCTION

A. An enrolling district may provide digital instruction, including blended instruction and online instruction, to the district's own enrolled students. Enrolling districts may establish agreements to provide digital instruction, including blended instruction and online instruction, to students enrolled in the cooperating schools.

B. When online instruction is provided, an online teacher shall perform all duties of teacher of record under Minnesota Rules, part 8710.0310. Unless the Commissioner of MDE grants a waiver, a teacher providing online instruction shall not instruct more than 40 students in any one online learning course or section.

C. Students receiving online instruction full time shall be reported as enrolled in an online instructional site.

D. Curriculum used for digital instruction shall be aligned with Minnesota's current academic standards and benchmarks.

E. Digital instruction shall be accessible to students under sections 504 and 508 of the federal Rehabilitation Act and Title II of the federal Americans with Disabilities Act.

F. An enrolling district providing digital instruction and a supplemental online course provider shall assist an enrolled student whose family qualifies for the

education tax credit under Minnesota Statutes, section 290.0674 to acquire computer hardware and educational software so they may participate in digital instruction. Funds provided to a family to support digital instruction or supplemental online courses may only be used for qualifying expenses as determined by the provider. Nonconsumable materials purchased with public education funds remain the property of the provider. Records for any funds provided must be available for review by the public or MDE.

G. An enrolling district providing digital instruction shall establish and document procedures for determining attendance for membership and keep accurate records of daily attendance under Minnesota Statutes, section 120A.21.

V. SUPPLEMENTAL ONLINE COURSES

A. Notwithstanding Minnesota Statutes, sections 124D.03 and 124D.08 and Minnesota Statutes, chapter 124E, procedures for applying to take supplemental online courses other than those offered by the student's enrolling district are as provided in this subdivision.

B. Any kindergarten through grade 12 student may apply to take a supplemental online course. The student, or the student's parent or guardian for a student under age 17, must submit an application for the proposed supplemental online course or courses. A student may:

1. apply to take an online course from a supplemental online course provider that meets or exceeds the academic standards of the course in the enrolling district they are replacing;

2. apply to take supplemental online courses for up to 50 percent of the student's scheduled course load;

3. apply to take supplemental online courses no later than 15 school days after the student's enrolling district's term has begun. An enrolling district may waive the 50 percent course enrollment limit or the 15-day time limit; and

4. enroll in additional courses with the online learning provider under a separate agreement that includes terms for paying any tuition or course fees.

C. A student taking a supplemental online course must have the same access to the computer hardware and education software available in a school as all other students in the enrolling district.

D. A supplemental online course provider must have a current, approved application to be listed by MDE as an approved provider. The supplemental online course provider must:

1. use an application form specified by MDE;

2. notify the student, the student's guardian if they are age 17 or younger, and enrolling district of the accepted application to take a supplemental online course within ten days of receiving a completed application;

3. notify the enrolling district of the course title, credits to be awarded, and the start date of the online course. A supplemental online course provider must make the online course syllabus available to the enrolling district;

4. request applicable academic support information for the student, including a copy of the IEP, EL support plan, or 504 plan; and

5. track student attendance and monitor academic progress and communicate with the student, the student's guardian if they are age 17 or younger, and the enrolling district's designated online learning liaison.

E. A supplemental online course provider may limit enrollment if the provider's school board or board of directors adopts by resolution specific standards for accepting and rejecting students' applications. The provisions may not discriminate against any protected class or students with disabilities.

F. A supplemental online course provider may request that MDE review an enrolling district's written decision to not accept a student's supplemental online course application. The student may participate in the supplemental online course while the application is under review. Decisions shall be final and binding for both the enrolling district and the supplemental online course provider.

G. A supplemental online course provider must participate in continuous improvement cycles with MDE.

VI. ENROLLING DISTRICT

A. An enrolling district may not restrict or prevent a student from applying to take supplemental online courses.

B. An enrolling district may request an online course syllabus to review whether the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district.

C. Within 15 days after receiving notice of a student applying to take a supplemental online course, the enrolling district must notify the supplemental online course provider whether the student, the student's guardian, and the enrolling district agree that academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district. If the enrolling district does not agree that the academic standards in the online course meet or

exceed the academic standards in the course it would replace at the enrolling district, then:

1. the enrolling district must provide a written explanation of the district's decision to the student, the student's guardian, and the supplemental online course provider; and

2. the online provider must provide a response to the enrolling district explaining how the course or program meets the graduation requirements of the enrolling district.

D. An enrolling district may reduce the course schedule of a student taking supplemental online courses in proportion to the number of supplemental online learning courses the student takes.

E. An enrolling district must appoint an online learning liaison who:

1. provides information to students and families about supplemental online courses;

2. provides academic support information including IEPs, EL support plans, and 504 plans to supplemental online providers; and

3. monitors attendance and academic progress, and communicates with supplemental online learning providers, students, families, and enrolling district staff.

F. An enrolling district must continue to provide support services to students taking supplemental online courses as they would for any other enrolled student including support for English learners, case management of an individualized education program, and meal and nutrition services for eligible students.

G. An online learning student must receive academic credit for completing the requirements of a supplemental online learning course. If a student completes an online learning course that meets or exceeds a graduation standard or the grade progression requirement at the enrolling district, that standard or requirement is met.

H. Secondary credits granted to a supplemental online learning student count toward the graduation and credit requirements of the enrolling district. The enrolling district must apply the same graduation requirements to all students, including students taking supplemental online courses.

I. An enrolling district must provide access to extracurricular activities for students taking supplemental online courses on the same basis as any other enrolled student.

VII. REPORTING

Courses that include blended instruction and online instruction must be reported in the manner determined by the Commissioner of MDE.

Legal References: Minn. Stat. § 120A.21 (Enrollment of a Student in Foster Care)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 124D.03 (Enrollment Options Act)
Minn. Stat. § 124D.08 (School Board's Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. § 124D.094 (Online Instruction Act)
Minn. Rules Ch. 8710 (Teacher and Other School Professional Licensing)

Cross References: MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 620 (Credit for Learning)

JORDAN DISTRICT SCHOOLS
POLICY

Adopted: September 12, 2007

Revised: August 12th, 2024

707 TRANSPORTATION OF PUBLIC SCHOOL STUDENTS

I. PURPOSE

The purpose of this policy is to provide for the transportation of students consistent with the requirements of law.

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to provide for the transportation of students in a manner which will protect their health, welfare, and safety.

B. The school district recognizes that transportation is an essential part of the school district services to students and parents but further recognizes that transportation by school bus is a privilege and not a right for an eligible student.

III. DEFINITIONS

A. "Child with a disability" includes every child identified under federal and state special education law as deaf or hard of hearing, blind or visually impaired, deafblind, or having a speech or language impairment, a physical impairment, other health disability, developmental cognitive disability, an emotional or behavioral disorder, specific learning disability, autism spectrum disorder, traumatic brain injury, or severe multiple impairments, and who needs special education and related services, as determined by the rules of the Commissioner of the Minnesota Department of Education ("Commissioner"). A licensed physician, an advanced practice nurse, a physician assistant or a licensed psychologist is qualified to make a diagnosis and determination of attention deficit disorder or attention deficit hyperactivity disorder for purposes of identifying a child with a disability. In addition, every child under age three, and at the school district's discretion from age three to seven, who needs special instruction and services, as determined by the rules of the Commissioner, because the child has a substantial delay or has an identifiable physical or mental condition known to hinder normal development is a child with a disability. A child with a short-term or temporary physical or emotional illness or disability, as determined by the rules of the Commissioner, is not a child with a disability.

B. "Home" is the legal residence of the child. In the discretion of the school district, "home" also may be defined as a licensed day care facility, school day care facility, a respite care facility, the residence of a relative, or the residence of a person chosen by the student's parent or guardian as the home of a student for part or all of the day, if requested by the student's parent or guardian, or an afterschool program for children operated by a political subdivision of the state, if the facility, residence, or program is within the attendance area of the school the student attends. Unless otherwise specifically provided by law, a homeless student is a resident of the school district if enrolled in the school district.

C. "Homeless student" means a student, including a migratory student, who lacks a fixed, regular, and adequate nighttime residence and includes: students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; are awaiting foster care placement; have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings, and migratory children who qualify as homeless because they are living in any of the preceding listed circumstances.

D. "Nonpublic school" means any school, church, or religious organization, or home school wherein a resident of Minnesota may legally fulfill the compulsory instruction requirements of Minnesota Statutes section 120A.22, which is located within the state, and which meets the requirements of Title VI of the Civil Rights Act of 1964.

E. "Nonresident student" is a student who attends school in the school district and resides in another district, defined as the "nonresident district." In those instances when the divorced or legally separated parents or parents residing separately share joint physical custody of a student and the parents reside in different school districts, the student shall be a resident of the school district designated by the student's parents. When parental rights have been terminated by court order, the legal residence of a student placed in a residential or foster facility for care and treatment is the district in which the student resides.

F. "Pupil support services" are health, counseling, and guidance services provided by the public school in the same district where the nonpublic school is located.

G. "School of origin," for purposes of determining the residence of a homeless student, is the school that the student attended when permanently housed or the school in which the student was last enrolled.

H. "Shared time basis" is a program where students attend public school for part of the regular school day and who otherwise fulfill the requirements of Minnesota

Statutes section 120A.22 by attendance at a nonpublic school.

I. "Student" means any student or child attending or required to attend any school as provided in Minnesota law and who is a resident or child of a resident of Minnesota.

IV. ELIGIBILITY

A. Upon the request of a parent or guardian, the school district shall provide transportation to and from school, at the expense of the school district, for all resident students who reside two miles or more from the school, except for those students whose transportation privileges have been revoked or have been voluntarily surrendered by the student's parent or guardian.

B. The school district may, in its discretion, also provide transportation to any student to and from school, at the expense of the school district, for any other purpose deemed appropriate by the school board.

C. In the discretion of the school district, transportation along regular school bus routes may also be provided, where space is available, to any person where such use of a bus does not interfere with the transportation of students. The cost of providing such transportation must be paid by those individuals using these services or some third-party payor. Bus transportation also may be provided along school bus routes when space is available for participants in early childhood family education programs and school readiness programs if these services do not result in an increase in the school district's expenditures for transportation.

D. For purposes of stabilizing enrollment and reducing mobility, the school district may, in its discretion, establish a full-service school zone and may provide transportation for students attending a school in that full-service school zone. A full-service school zone may be established for a school that is located in an area with higher than average crime or other social and economic challenges and that provides education, health or human services, or other parental support in collaboration with a city, county, state, or nonprofit agency.

V. TRANSPORTATION OF NONRESIDENT STUDENTS

A. If requested by the parent of a nonresident student, the school district shall provide transportation to a nonresident student within its borders at the same level of service that is provided to resident students.

B. If the school district decides to transport a nonresident student within the student's resident district, the school district will notify the student's resident district of its decision, in writing, prior to providing transportation.

C. When divorced or legally separated parents or parents residing separately reside in different school districts and share physical custody of a student, the parents

shall be responsible for the transportation of the student to the border of the school district during those times when the student is residing with the parent in the nonresident school district.

D. The school district may provide transportation to allow a student who attends a high-need English language learner program and who resides within the transportation attendance area of the program to continue in the program until the student completes the highest grade level offered by the program.

VI. TRANSPORTATION OF RESIDENT STUDENTS TO NONDISTRICT SCHOOLS

A. In general, the school district shall not provide transportation between a resident student's home and the border of a nonresident district where the student attends school under the Enrollment Options Program. A parent may be reimbursed by the nonresident district for the costs of transportation from the pupil's residence to the border of the nonresident district if the student is from a family whose income is at or below the poverty level, as determined by the federal government. The reimbursement may not exceed the pupil's actual cost of transportation or 15 cents per mile traveled, whichever is less. Reimbursement may not be paid for more than 250 miles per week. (Minnesota. Statutes,section . § 124D.03, Subd. 8)

B. Resident students shall be eligible for transportation to and from a nonresident school district at the expense of the school district, if in the discretion of the school district, inadequate room, distance to school, unfavorable road conditions, or other facts or conditions make attendance in the resident student's own district unreasonably difficult or impracticable. The school district, in its discretion, may also provide for transportation of resident students to schools in other districts for grades and departments not maintained in the district, including high school, for the whole or a part of the year or for resident students who attend school in a building rented or leased by the school district in an adjacent district.

C. In general, the school district is not responsible for transportation for any resident student attending school in an adjoining state under a reciprocity agreement but may provide such transportation services at its discretion.

VII. SPECIAL EDUCATION STUDENTS/STUDENTS WITH A DISABILITY/ STUDENTS WITH TEMPORARY DISABILITIES

A. Upon a request of a parent or guardian, the board must provide necessary transportation, consistent with Minnesota Statutes section 123B.92, subdivision 1(b)(4), for a resident child with a disability not yet enrolled in kindergarten for the provision of special instruction and services. Special instruction and services for a child with a disability not yet enrolled in kindergarten include an individualized education program (IEP) team placement in an early childhood program when that placement is necessary to address the child's level of functioning and needs.

B. Resident students with a disability whose disabling conditions are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program shall be entitled to special transportation at the expense of the school district or the day training and habilitation program attended by the student. The school district shall determine the type of vehicle used to transport students with a disability on the basis of the disabling condition and applicable laws. This provision shall not be applicable to parents who transport their own child under a contract with the school district.

C. Resident students with a disability who are boarded and lodged at Minnesota state academies for educational purposes, but who also are enrolled in a public school within the school district, shall be provided transportation, by the school district to and from said board and lodging facilities, at the expense of the school district.

D. If a resident student with a disability attends a public school located in a contiguous school district and the school district of attendance does not provide special instruction and services, the school district shall provide necessary transportation for the student between the school district boundary and the educational facility where special instruction and services are provided within the school district. The school district may provide necessary transportation of the student between its boundary and the school attended in the contiguous district, but shall not pay the cost of transportation provided outside the school district boundary.

E. When a student with a disability or a student with a short-term or temporary disability is temporarily placed for care and treatment in a day program located in another school district and the student continues to live within the school district during the care and treatment, the school district shall provide the transportation, at the expense of the school district, to that student. The school district may establish reasonable restrictions on transportation, except if a Minnesota court or agency orders the child placed at a day care and treatment program and the school district receives a copy of the order, then the school district must provide transportation to and from the program unless the court or agency orders otherwise. Transportation shall only be provided by the school district during regular operating hours of the school district. The District may refuse to transport a student to or from a care and treatment facility outside the District's regular operating hours. The district is not responsible for and may not provide transportation when its schools are not in session, although transportation may be provided for special education students who receive extended school year services.

1. Before the placement of a pupil for care and treatment, the district of residence must be notified and provided an opportunity to participate in the placement decision. (See Minn. Stat. § 125A.51(c). It is reasonable for the school district to refuse or delay transportation to a care and treatment

program if school district administration have been denied the opportunity to participate in the placement decision.

2. The school district will transport a student determined to need placement in a day treatment program to the therapeutic day program offered collaboratively by Carver and/or Scott County and an Intermediate School District of which the school district is a member district to the extent placement is deemed appropriate by school district and therapeutic program staff and opening exists. The District may refuse to transport a student to a care and treatment facility if another care and treatment facility is closer to the student's home and is sufficient to meet the needs of the student. Only if placement in this program is not possible will the school district transport to the next closest day treatment program as approved by the district's director of special services.

F. When a nonresident student with a disability or a student with a short-term or temporary disability is temporarily placed in a residential program within the school district, including correctional facilities operated on a fee-for-service basis and state institutions, for care and treatment, the school district shall provide the necessary transportation at the expense of the school district. Where a joint powers entity enters into a contract with a privately owned and operated residential facility for the provision of education programs for special education students, the joint powers entity shall provide the necessary transportation.

G. Each driver and aide assigned to a vehicle transporting students with a disability will be provided with appropriate training for the students in their care, will assist students with their safe ingress and egress from the bus, will ensure the proper use of protective safety devices, and will be provided with access to emergency health care information as required by law.

H. Any parent of a student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the alternative dispute resolution and due process procedures provided for in Minnesota Statutes chapter 125A.

VIII. HOMELESS STUDENTS

A. Homeless students shall be provided with transportation services comparable to other students in the school district.

B. Upon request by the student's parent, guardian, or homeless education liaison, the school district shall provide transportation for a homeless student as follows:

1. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements within the school district shall be provided transportation to and from the

student's school of origin and the shelter or other non-shelter location on the same basis as transportation services are provided to other students in the school district.

2. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements outside of the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location on the same basis as transportation services are provided to other students in the school district, unless the school district and the school district in which the student is temporarily placed agree that the school district in which the student is temporarily placed shall provide transportation.

3. If a nonresident student is homeless and is residing in a public or private homeless shelter or has other non-shelter living arrangements within the school district, the school district may provide transportation services between the shelter or non-shelter location and the student's school of origin outside of the school district upon agreement with the school district in which the school of origin is located.

4. A homeless nonresident student enrolled under Minnesota Statutes section 124D.08, subdivision 2a, must be provided transportation from the student's district of residence to and from the school of enrollment.

IX. AVAILABILITY OF SERVICES

Transportation shall be provided on all regularly scheduled school days or make-up days. Transportation will not be provided during the summer school break. Transportation may be provided for summer instructional programs for students with a disability or in conjunction with a learning year program. Transportation between home and school may also be provided, in the discretion of the school district, on staff development days.

X. MANNER OF TRANSPORTATION

The scheduling of routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, the determination of fees, and any other matter relating thereto shall be within the sole discretion, control and management of the school board. The school district may, in its discretion, provide room and board, in lieu of transportation, to a student who may be more economically and conveniently provided for by that means.

XI. RESTRICTIONS

Transportation by the school district is a privilege and not a right for an eligible student. A student's eligibility to ride a school bus may be revoked for a violation of school bus safety or conduct policies, or violation of any other law governing student conduct on a school bus pursuant to the school district's discipline policy. Revocation of a student's

bus riding privilege is not an exclusion, expulsion, or suspension under the Pupil Fair Dismissal Act. Revocation procedures for a student who is an individual with a disability under 20 United States Code section 1415 (Individuals with Disabilities Act), 29 United States Code section 794 (the Rehabilitation Act), and 42 United States Code section 12132, (Americans with Disabilities Act) are governed by these provisions.

XII. FEES

A. In its discretion, the school district may charge fees for transportation of students to and from extracurricular activities conducted at locations other than school, where attendance is optional.

B. The school district may charge fees for transportation of students to and from school when authorized by law. If the school district charges fees for transportation of students to and from school, guidelines shall be established for that transportation to ensure that no student is denied transportation solely because of inability to pay. The school district also may waive fees for transportation if the student's parent is serving in, or within the past year has served in, active military service as defined in Minnesota Statutes section 190.05.

C. The school district may charge reasonable fees for transportation of students to and from post-secondary institutions for students enrolled under the post-secondary enrollment options program. Families who qualify for mileage reimbursement may use their state mileage reimbursement to pay this fee.

D. Where, in its discretion, the school district provides transportation to and from an instructional community-based employment station that is part of an approved occupational experience vocational program, the school district may require the payment of reasonable fees for transportation from students who receive remuneration for their participation in these programs.

Legal References:
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.59 (Bus Transportation a Privilege Not a Right)
Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 123B.41 (Definitions)
Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
Minn. Stat. § 123B.88 (Independent School Districts, Transportation)
Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.04 (Options for Enrolling in Adjoining States)
Minn. Stat. § 124D.041 (Reciprocity with Adjoining States)
Minn. Stat. § 124D.08 (School Board's Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. Ch. 125A (Special Education and Special Programs)
Minn. Stat. § 125A.02 (Children with a Disability Defined)

Minn. Stat. § 125A.12 (Attendance in Another District)
Minn. Stat. § 125A.15 (Placement in Another District; Responsibility)
Minn. Stat. § 125A.51 (Placement of Children Without Disabilities; Education and Transportation)
Minn. Stat. § 125A.515 (Placement of Students; Approval of Education Program)
Minn. Stat. § 125A.65 (Attendance at Academies for the Deaf and Blind)
Minn. Stat. § 126C.01 (Definitions)
Minn. Stat. § 127A.47 (Payments to Resident and Nonresident Districts)
Minn. Stat. § 190.05 (Definitions)
Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)
Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disability)
20 U.S.C. § 1415 (Individuals with Disabilities Education Act)
29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)
42 U.S.C. § 2000d (Prohibition against Exclusion from Participation in, Denial of Benefits of, and Discrimination under Federally Assisted Programs on Ground of Race, Color, or National Origin)
42 U.S.C. § 11431, *et seq.* (McKinney-Vento Homeless Assistance Act of 2001)
42 U.S.C. § 12132, *et seq.* (Americans with Disabilities Act)

Cross References: MSBA/MASA Model Policy 708 (Transportation of Nonpublic School Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 710 (Extracurricular Transportation)

JORDAN DISTRICT SCHOOLS
POLICY

Adopted: September 12, 2007

Revised: August 12, 2024

708 TRANSPORTATION OF NONPUBLIC SCHOOL STUDENTS

I. PURPOSE

The purpose of this policy is to address transportation rights of nonpublic school students and to provide equality of treatment in transporting such students pursuant to law.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to recognize the rights of nonpublic school students and to provide equal transportation to those students as required by law.

III. ELIGIBILITY

A. The school district shall provide equal transportation within the district for all students to any school when transportation is deemed necessary by the school district because of distance or traffic conditions in like manner and form as provided in Minnesota Statutes sections 123B.88 and 123B.92 when applicable.

B. Upon the request of a parent or guardian, the school district must provide school bus transportation to the school district boundary for students residing in the school district at least the same distance from a nonpublic school actually attended in another school district as public school students are transported in the transporting school district. Such transportation must be provided whether or not there is another nonpublic school within the transporting school district, if the transportation is to schools maintaining grades or departments not maintained in the school district or if the attendance of such students at school can more safely, economically, or conveniently be provided for by such means.

C. The school district may provide school bus transportation to a nonpublic school in another school district for students residing in the school district and attending that school, whether there is or is not another nonpublic school within the transporting school district, if the transportation is to schools maintaining grades or departments not maintained in the school district or if the attendance of such students at school can more safely, economically, or conveniently be provided for by such means. If the school district transports students to a nonpublic school located in another school district, the nonpublic school must pay the cost of such transportation provided outside the school district boundaries.

D. The school district must provide the necessary transportation within school district boundaries between the nonpublic school and a public school or neutral site for nonpublic school students who are provided pupil support services if the school district elects to provide pupil support services at a site other than a nonpublic school.

E. When transportation is provided, the scheduling of routes, manner and method of transportation, control and discipline of students, and any other matter relating thereto shall be within the sole discretion, control, and management of the school district. A nonpublic or charter school student transported by the school district shall comply with school district student bus conduct and student bus discipline policies.

F. The school board and a nonpublic school may mutually agree to a written plan for the board to provide nonpublic pupil transportation to nonpublic school students. The school district must report the number of nonpublic school students transported and the nonpublic pupil transportation expenditures incurred in the form and manner specified by the Minnesota Commissioner of Education.

G. If the school board provides pupil transportation through the school's employees, the school board may transport nonpublic school students according to the plan and retain the nonpublic pupil transportation aid attributable to that plan. A nonpublic school may make a payment to the school district to cover additional transportation services agreed to in the written plan for nonpublic pupil transportation services not required under Minnesota Statutes, sections 123B.84 to 123B.87.

H. A school board that contracts for pupil transportation services may enter into a contractual arrangement with a school bus contractor according to the written plan adopted by the school board and the nonpublic school to transport nonpublic school students and retain the nonpublic pupil transportation aid attributable to that plan for the purposes of paying the school bus contractor. A nonpublic school may make a payment to the school district to cover additional transportation services agreed to in the written plan for nonpublic pupil transportation services included in the contract that are not required under Minnesota Statutes, sections 123B.84 to 123B.87.

I. Additional transportation to and from a nonpublic school may be provided at the expense of the school district when such services are provided in the discretion of the school district.

IV. STUDENTS WITH DISABILITIES

A. If a resident student with a disability attends a nonpublic school located within the school district, the school district must provide necessary transportation for the

student within the school district between the nonpublic school and the educational facility where special instruction and services are provided on a shared-time basis. If a resident student with a disability attends a nonpublic school located in another school district and if no agreement exists for the provision of special instruction and services on a shared time basis to that student by the school district of attendance and where the special instruction and services are provided within the school district, the school district must provide necessary transportation for that student between the school district boundary and the educational facility. The school district may provide necessary transportation for that student between its boundary and the nonpublic school attended, but the nonpublic school must pay the cost of transportation provided outside the school district boundary. School districts may make agreements for who provides transportation. Parties serving students on a shared time basis have access to a due process hearing system as provided by law.

B. When the disabling conditions of a student with a disability are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program, the student shall be entitled to special transportation at the expense of the school district or the day training and habilitation program attended by the student. The school district shall determine the type of vehicle used to transport students with a disability on the basis of the disabling conditions and applicable laws. This section shall not be applicable to parents who transport their own child under a contract with the school district.

C. Each driver and aide assigned to a vehicle transporting students with a disability must (1) be instructed in basic first aid and procedures for the students under their care: (2) within one month after the effective date of assignment, participate in a program of in-service training on the proper methods of dealing with the specific needs and problems of students with disabilities; (3) assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and (4) ensure that proper safety devices are in use and fastened properly.

D. Each driver and aide assigned to a vehicle transporting students with a disability shall have available to them the following information in hard copy or immediately accessible through a two-way communication system: (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.

E. Any parent of a student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the due process procedures provided for in Minnesota Statutes chapter

125A.

V. APPLICATION OF GENERAL POLICY

The provisions of the school district's policy on transportation of public school students *[Model Policy 707]* shall apply to the transportation of nonpublic school students except as specifically provided herein.

Legal References:
Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
Minn. Stat. § 123B.84 (Policy)
Minn. Stat. § 123B.86 (Equal Treatment)
Minn. Stat. § 123B.88 (Independent School Districts, Transportation)
Minn. Stat. § 123B.91, Subd. 1a (School District Bus Safety Requirements)
Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
Minn. Stat. Ch. 125A (Special Education and Special Programs)
Minn. Stat. § 125A.18 (Special Instruction; Nonpublic Schools)
Minn. Rules Part 7470.1600 (Transporting Pupils with Disabilities)
Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disabilities)
Americans United, Inc. as Protestants and Other Am. United for Separation of Church and State, et al. v. Independent Sch. Dist. No. 622, et al., 288 Minn. 1996, 179 N.W.2d 146 (Minn. 1970)
Eldredge v. Independent Sch. Dist. No. 625, 422 N.W.2d 319 (Minn. Ct. App. 1988)
Healy v. Independent Sch. Dist. No. 625, 962 F.2d 1304 (8th Cir. 1992)
Minn. Op. Atty. Gen. 166a-7 (June 3, 1983)
Minn. Op. Atty. Gen. 166a-7 (Sept. 14, 1981)
Minn. Op. Atty. Gen. 166a-7 (July 15, 1976)
Minn. Op. Atty. Gen. 166a-7 (July 17, 1970)
Minn. Op. Atty. Gen. 166a-7 (Oct. 3, 1969)
Minn. Op. Atty. Gen. 166a-7 (Sept. 12, 1969)

Cross References:
MSBA/MASA Model Policy 707 (Transportation of Public School Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)

JORDAN DISTRICT SCHOOLS
POLICY

Adopted: September 12, 2007

Revised: August 12, 2024

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. Deadlines.

a. Students under subdivision 1, paragraph (a), who are enrolled during the first or second week of school and have not previously received active transportation safety training specified in that paragraph must receive the safety training by the end of the third week of school.

b. Students under subdivision 1, paragraph (b), who are enrolled during the first or second week of school and have not previously received active transportation safety training specified in that paragraph must receive the safety training by the end of the sixth week of school.

c. Students under subdivision 1, paragraph (a) or (b), who enroll in a school after the second week of school and have not received the appropriate active transportation safety training in their previous school district must undergo the training or receive active transportation safety instructional materials within four weeks of the first day of attendance.

d. The school district and a nonpublic school may provide kindergarten pupils with active transportation safety training before the first day of school.

3. 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 Sections 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 Section 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 Section 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 Section 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 Department of Public Safety Model School Bus Driver Training Manual.

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. 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. First aid kit and body fluids cleanup kit. A minimum of a ten-unit first aid kit and a body fluids cleanup kit is required. They must be contained in removable, moisture- and dust-proof containers mounted in an accessible place within the driver's compartment and must be marked to indicate their identity and location.

    c. 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. <u>Type III Vehicle Driven by Employees with a Driver's License Without a School Bus Endorsement</u>

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 Section 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 Department of Public Safety Model School Bus Driver Training Manual. 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 their handicapping condition 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 their handicapping condition. 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)
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 and Alcohol 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)

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: September 12, 2007

Revised: August 12, 2024

802 DISPOSITION OF OBSOLETE EQUIPMENT AND MATERIAL

I. PURPOSE

The purpose of this policy is to provide guidelines for the superintendent to assist in timely disposition of obsolete equipment and material.

II. GENERAL STATEMENT OF POLICY

Effective use of school building space, and consideration for safety of personnel, will at times require disposal of obsolete equipment and material.

III. DEFINITIONS

A. "Contract" means an agreement entered into by the school district for the sale of supplies, materials, or equipment.

B. "Official newspaper" is a regular issue of a qualified legal newspaper.

IV. MANNER OF DISPOSITION

A. Authorization

The superintendent shall be authorized to dispose of obsolete equipment and materials by selling it at a fair price consistent with the procedures outlined in this policy. Any sale exceeding the minimum amount for which bids are required must first be specifically authorized by the school board. The superintendent shall be authorized to properly dispose of used books, materials, and equipment deemed to have little or no value.

B. Contracts Over $175,000

1. If the value of the equipment or materials is estimated to exceed $175,000, sealed bids shall be solicited by two weeks' published notice in the official newspaper. This notice shall state the time and place of receiving bids and contain a brief description of the subject matter. Additional publication in the official newspaper or elsewhere may be made as the school board shall deem necessary.

2. The sale shall be awarded to the highest responsible bidder, be duly

executed in writing, and be otherwise conditioned as required by law.

3. A record shall be kept of all bids, with names of bidders and amounts of bids, and an indication of the successful bid. A bid containing an alteration or erasure of any price contained in the bid which is used in determining the highest responsible bid shall be rejected unless the alteration or erasure is corrected by being crossed out and the correction printed in ink or typewritten adjacent thereto and initialed in ink by the person signing the bid.

4. In the case of identical high bids from two or more bidders, the school board may, at its discretion, utilize negotiated procurement methods with the tied high bidders so long as the price paid does not go below the high tied bid price. In the case where only a single bid is received, the school board may, at its discretion, negotiate a mutually agreeable contract with the bidder so long as the price paid does not fall below the original bid. If no satisfactory bid is received, the board may readvertise.

5. All bids obtained shall be kept on file for a period of at least one year after their receipt. Every contract made without compliance with the foregoing provisions shall be void.

6. Data submitted by a business to a school in response to a request for bids are private until opened. Once opened, the name of the bidder and the dollar amount specified become public; all other data are private until completion of the selection process, meaning the school has completed its evaluation and ranked the responses. After completion of the selection process, all data submitted by all bidders are public except trade secret data. If all responses are rejected prior to completion of the selection process, all data remain private, except the name of the bidder and the dollar amount specified which were made public at the bid opening for one year from the proposed opening date or until resolicitation results in completion of the selection process or until a determination is made to abandon the purchase, whichever occurs sooner, at which point the remaining data becomes public. Data created or maintained by the school district as part of the selection or evaluation process are protected as nonpublic data until completion of the selection or evaluation process. At that time, the data are public with the exception of trade secret data.

C. Contracts From $25,000 to $175,000

If the amount of the sale is estimated to exceed $25,000 but not to exceed $175,000, the contract may be made either upon sealed bids in the manner directed above or by direct negotiation, by obtaining two or more quotations for the purchase or sale when possible, and without advertising for bids or otherwise complying with the requirements of competitive bidding notice. All quotations obtained shall be kept on file for a period of at least one year after receipt.

D. Contracts $25,000 or Less

If the amount of the sale is estimated to be $25,000 or less, the contract may be made either upon quotation or in the open market, in the discretion of the school board. The sale in the open market may be by auction. If the contract is made on quotation, it shall be based, so far as practicable, on at least two quotations which shall be kept on file for a period of at least one year after receipt.

E. Electronic Sale of Surplus Supplies, Materials, and Equipment

Notwithstanding the other procedural requirements of this policy, the school district may contract to sell supplies, materials, and equipment which is surplus, obsolete, or unused through an electronic selling process in which purchasers compete to purchase the supplies, materials, or equipment at the highest purchase price in an open and interactive environment.

F. Notice of Quotation

Notice of procedures to receive quotations shall be given by publication or other means as appropriate to provide reasonable notice to the public.

G. Sales to Employees

No officer or employee of the school district shall sell or procure for sale or possess or control for sale to any other officer or employee of the school district any property or materials owned by the school district unless the property and materials are not needed for public purposes and are sold to a school district employee after reasonable public notice, at a public auction or by sealed response, if the employee is not directly involved in the auction or sale process. Reasonable notice shall include at least one week's published or posted notice. A school district employee may purchase no more than one motor vehicle from the school district at any one auction. This section shall not apply to the sale of property or materials acquired or produced by the school district for sale to the general public in the ordinary course of business. Nothing in this section shall prohibit an employee of the school district from selling or possessing for sale public property if the sale or possession for sale is in the ordinary course of business or the normal course of the employee's duties.

H. Exceptions for Surplus School Computers

1. A school district may bypass the requirements for competitive bidding and is not subject to any other laws relating to school district contracts if it is disposing of surplus school computer and related equipment, including a tablet device, by conveying the property and title to:

   a. another school district;

b. the state department of corrections;

c. the board of trustees of Minnesota State Colleges and Universities;

d. the family of a student residing in the district whose total family income meets the federal definition of poverty; or

e. A charitable organization under section 501(c)(3) of the Internal Revenue Code that is registered with the attorney general's office for educational use.

2. If surplus school computers are not disposed of as described in Paragraph 1., upon adoption of a written resolution of the school board, when updating or replacing school computers, including tablet devices, used primarily by students, the school district may sell or give used computers or tablets to qualifying students at the price specified in the written resolution. A student is eligible to apply to the school board for a computer or tablet under this subdivision if the student is currently enrolled in the school and intends to enroll in the school in the year following the receipt of the computer or tablet. If more students apply for computers or tablets than are available, the school must first qualify students whose families are eligible for free or reduced-price meals and then dispose of the remaining computers or tablets by lottery.

Legal References: Minn. Stat. § 13.591 (Business Data)
Minn. Stat. § 15.054 (Sale or Purchase of State Property; Penalty)
Minn. Stat. § 123B.29 (Sale at Auction)
Minn. Stat. § 123B.52 (Contracts)
Minn. Stat. § 471.345 (Uniform Municipal Contracting Law)
Minn. Stat. § 471.85 (Property Transfer; Public Corporations)
Minn. Stat. § 645.11 (Published Notice)

Cross References: MSBA School Law Bulletin "F" (School District Contract and Bidding Procedures)

JORDAN PUBLIC SCHOOLS
POLICY

Adopted: September 12, 2007

Revised: August 12th, 2024

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.

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)

717 JORDAN PUBLIC SCHOOLS

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

INDEPENDENT SCHOOL DISTRICT #717
TEACHER CONTRACT

The School Board of Independent School District No. 717 of the State of Minnesota, enters into this agreement, pursuant to M.S. 122A.40, as amended, with **Emma Bauer**, a leagally qualified and licensed teacher who agrees to perform the teaching services prescribed by the School Board or its designated representative as for the 2024-2025 school year.

1. **Basic Services:** Said teacher also agrees to perform related professional services prescribed by the School Board or its designated representative during the school day as defined in the Master Agreement. This contract incorporates and is subject to the provisions of M.S. 122A.40, as amended, and the provisions of the Master Agreement for teachers of this District now or hereafter adopted for the said school year pursuant to the provisions of PELRA, as amended.

2. **Duration:** This contract covers the time period of **8/19/2024** through **5/30/2025**. Dates of assignment are approximate and may change due to licensure requirements and potential changes.

3. **Duty Year:** Teacher duty days and school days shall be those named on the school calendar as adopted by the School Board in accordance with the provisions of the Master Agreement for teachers of this District and the teacher agrees to teach on those legal holidays which the calendar may specify as a teacher duty day or school day.

4. **Additional Assignments:** The teacher may undertake, by separate agreement, the performance of additional work days or other additional assignments beyond the normal service prescribed for the teaching position, for the additional compensation established for such services. Any such additional assignment, and the additional compensation therefor, shall terminate at the end of the school year, and shall not be subject to the provisions of Minnesota Statutes 122A.40, unless otherwise expressly provided herein.

5. **Salary:** In consideration thereof, the School Board agrees to pay said teacher a salary based on the following information:

FTE: 1.0

Lane: BA

Step: 03

Days/Year: 184

Base Salary: $32.81/hour

Employee Signature: _____

Board Chair Signature of Receipt: _____

Board Clerk Signature of Receipt: _____

717 JORDAN PUBLIC SCHOOLS

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

INDEPENDENT SCHOOL DISTRICT #717
TEACHER CONTRACT

The School Board of Independent School District No. 717 of the State of Minnesota, enters into this agreement, pursuant to M.S. 122A.40, as amended, with **Adya Markham**, a leagally qualified and licensed teacher who agrees to perform the teaching services prescribed by the School Board or its designated representative as for the 2024-2025 school year.

1. **Basic Services:** Said teacher also agrees to perform related professional services prescribed by the School Board or its designated representative during the school day as defined in the Master Agreement. This contract incorporates and is subject to the provisions of M.S. 122A.40, as amended, and the provisions of the Master Agreement for teachers of this District now or hereafter adopted for the said school year pursuant to the provisions of PELRA, as amended.

2. **Duration:** This contract covers the time period of **8/19/2024** through **1/24/2025**. Dates of assignment are approximate and may change due to licensure requirements and potential changes.

3. **Duty Year:** Teacher duty days and school days shall be those named on the school calendar as adopted by the School Board in accordance with the provisions of the Master Agreement for teachers of this District and the teacher agrees to teach on those legal holidays which the calendar may specify as a teacher duty day or school day.

4. **Additional Assignments:** The teacher may undertake, by separate agreement, the performance of additional work days or other additional assignments beyond the normal service prescribed for the teaching position, for the additional compensation established for such services. Any such additional assignment, and the additional compensation therefor, shall terminate at the end of the school year, and shall not be subject to the provisions of Minnesota Statutes 122A.40, unless otherwise expressly provided herein.

5. **Salary:** In consideration thereof, the School Board agrees to pay said teacher a salary based on the following information:

FTE: 1.0

Lane: BA

Step: 01

Days/Year: 184

Base Salary: $276.68/day

Employee Signature: _____

Board Chair Signature of Receipt: _____

Board Clerk Signature of Receipt: _____

717 JORDAN PUBLIC SCHOOLS

2024-2025 PARAPROFESSIONAL NOTICE OF ASSIGNMENT

DATE: 8/7/2024

NAME: ERIN NOLL

LOCATION: HIGH SCHOOL

FROM: DISTRICT OFFICE

Please carefully review the information below. Sign and return to Katie Pekarna-Damlo in the District Office. If you have any questions please contact Katie Pekarna-Damlo. The School District reserves the right to make any modifications or adjustments in this assignment during the school year as needed.

Position	Hours/Day	Contract Days
Para, Special Education	*7*	181 *(Including 6 Paid Holidays)*

Grade	Step	Hourly Rate	Total Hourly Rate
2	11	$21.72	$21.72

Employee Signature

Executive Summary: Salvage of Replaced Pole Vault Pit
Submitted by: John Buteyn

This spring, we replaced our Track & Field program's pole vault pit at JHS. The previous pole vault pit was aging to the point that it was going to prevent a safety risk if athletes continued to use it.

Recommendation:

- Salvage the old pole vault pit so that it can be discarded. It is not a candidate for re-sale given its age and the reality that buyers would/should have concerns over whether athletes could use the pit safely. It is very large and will either unnecessarily occupy storage space, or sit outside and both deteriorate further and become an eyesore.

CONTRACT

between

Independent School District No. 717
Jordan, Minnesota

And

Service Employees International Union Local 284
Food Service
Custodians

July 1, 2024-June 30, 2026

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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 22enrolled 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. 24-25 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. 25-26 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 5. Clothing Reimbursement:

All employees are eligible to receive a uniform reimbursement of $200 yearly to be used for 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 between the dates of September 1st and May 31st 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

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.

2024-2025		2025-2026	
12 Month	$8,900	**12 Month**	$9,900
10 Month	$8,000	**10 Month**	$9,000

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 4 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 $110 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: (4 days) minus (number of days used) times ($110/day or pro-ration of $110/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 day of school. All personal days must be approved by the superintendent or his 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. Cooks 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

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	$500
6-10 years of service in District 717	$750
11-20 years of service in District 717	$1,000
21-26 years of service in District 717	$1,250
27 or more years of service in District 717	$1,500
Maximum District Contribution	$18,000

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 $2.25 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 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 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, 2024 through June 30, 2026, 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, 2026, 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 _____, 2024

For
Independent School District No. 717
500 Sunset Drive Suite #1
Jordan, MN 55352

Chairperson

Clerk

Dated this ____ day of _____, 2024

2024-2025 Salary Schedule A

	Custodial	Food Service
1	20.58	19.48
2	21.13	20.05
3	21.71	20.63
4	22.29	21.21
5	22.87	21.79
6	23.44	22.36
7	24.02	22.94
8	24.60	23.52
9	25.18	24.09
10	25.76	24.67

2025-2026 Salary Schedule B:

	Custodial	Food Service
1	21.29	20.16
2	21.87	20.75
3	22.47	21.35
4	23.07	21.95
5	23.67	22.55
6	24.26	23.14
7	24.86	23.74
8	25.46	24.34
9	26.06	24.94
10	26.66	25.54

All employees shall receive step movement on July 1, 2024 and on July 1, 2025. All wage increases, step movements and differential increases will be retroactive to July 1, 2024 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).

TERMS AND CONDITIONS

between

Independent School District No. 717
Jordan, Minnesota

and

District Equity and Outreach Specialist
July 1, 2024 - June 30, 2026

AGREEMENT

This agreement is entered into between the Jordan School District and the employee serving as District Equity and Outreach Specialist.

ARTICLE I
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" are subject to the provisions of PELRA.

Section 2. School District:

For purposes of administering this Agreement, the term "school district" shall mean the School Board or its designated representative.

Section 3. Benefits 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 4. Other Terms:

Terms not defined in this Agreement shall have those meanings as defined by the PELRA.

ARTICLE II
COMPENSATION

Section 1. Wage Schedule:

Subd. 1. Rates of Pay: Should the district not set the salary prior to an employee commencing work for the particular school year, the employee shall work at the previous year's hourly rate until an agreement is reached on the present year's hourly rate. The employee would receive retro pay once the rate is set. The District Equity and Outreach Specialist will be required to clock in and out using the clock system.

July 1, 2024 - June 30, 2025……$35.05/hour
July 1, 2025 – June 30, 2026……..$36.28/hour

ARTICLE III
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. Health, Hospitalization and Dental Insurance:

The district will offer a district insurance contribution, as listed below, to be applied directly toward the 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 deduction. This is not a prorated benefit.

2024-2025		2025-2026	
12 Month	$7,000	**12 Month**	$8,000
10 Month	$6,050	**10 Month**	$7,050

Section 5. Long Term Disability Insurance:

The district shall provide LTD insurance for eligible employees as long as the district employs them. The LTD plan will be the one used by the Jordan Education Association.

Section 6. Term life Insurance:

The district shall provide term life insurance, using the same plan the district used with the JEA. The amount of insurance shall be according to the following formula based off 2080 hours yearly:

76-100% of 2080 hours equals $20,000 insurance.
50-74% of 2080 hours equals $10,000 insurance.
33-49% of 2080 hours equals $5,000 insurance.

ARTICLE IV
LEAVES OF ABSENCE

Section 1. Sick Leave:

Subd. 1. Employees shall receive 12 days of sick leave yearly, prorated according to Sec. 3 of Art.I.

Subd. 2. Unused sick leave days may accumulate to a maximum of 1,000 hours, prorated.

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 of the employee which prevented the attendance and performance of duties on that day or days.

Subd. 4. 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 supt. The decision of the superintendent to grant additional days is final.

Section 2. Personal Leave:

Subd. 1. Each employee shall be granted two 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.

Subd. 2. Limitations:
Personal days may not be taken on the first or last day of school. The superintendent or his designee must approve all personal days.

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.

Subd. 5. An employee who is absent from work as a result of an injury compensable under the Worker's Compensation Act, and who elects to receive sick-leave pay

pursuant to this policy, shall submit his/her Worker's Compensation check, endorsed to the School District, prior to receiving payment from the School District for his/her absence.

Section 5. 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 6. 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 if such investigation, the district may prospectively require a doctor-signed certificate of any employee claiming sick leave.

ARTICLE V
HOURS OF SERVICE

Section 1. Building Hours:

The assignment of hours may vary from building to building. The superintendent or his/her designee will set hours. This position will work 8 hours a day with the ability to flex hours based on duties assigned by the supervising administrator. Total hours for this position will be 1520 hours in a ten month contract.

Section 2. Break Time:

For every hour worked an employee will earn 4 minutes of break time, to be taken in minimums of 15 minutes each. A maximum of two breaks will be allowed in a work day. An employee must work a minimum of three hours to qualify for break time. A non-paid 30 minute lunch break will be provided for employees working five or more hours.

Section 3. 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 to work in an alternative location, or be retained on an on-call basis for any potential need.

Section 4. Consulting

The school district will release the District Equity and Outreach Specialist from their duties to provide consultation work to other districts or entities. The District Equity and Outreach Specialist must clock out during these times of consultation and the time must not interrupt the work being done within the district, unless permission has been granted by the Superintendent or his designee. The Superintendent or his designee must be notified prior to clocking out.

ARTICLE VI
HOLIDAYS & VACATIONS

Section 1. Holidays:

Subd. 1. 12 month employees will have 11 paid holidays:

New Year's Day	Thanksgiving Day
New Year's Eve	Day after Thanksgiving
Good Friday	Christmas Eve
Memorial Day	Christmas Day
4th of July	Floating Holiday
Labor Day	

The Floating Holiday must have the prior approval of the supervisor.

Employees working less than 52 weeks will receive 6 paid holidays:

Thanksgiving Day
Christmas Day
Christmas Eve
New Year's Day
New Year's Eve
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.

ARTICLE VII
DEFERRED COMPENSATION & SEVERANCE

Section 1. Deferred Compensation:

Subd. 1. Matched deferred compensation is available to all beginning their second (2nd) year of employment in the District. Matched deferred is pro-rated off a 2080 hours work year.

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	$500
6-10 years of service in district 717	$750
11-20 years of service in district 717	$1,000
21-26 years of service in district 717	$1,250
27+ years of service in district 717	$1,500

Subd. 3. District cap: $18,000

Subd. 4. All deferred compensation costs to the district during the period of this contract shall be costed into the settlement package in the subsequent agreement between the parties.

Subd. 5. After ten years of service with the district, the employee will be eligible for up to $2,000 in payment for unused sick leave. This will be paid at a rate of $2.00 per hour for each unused hour. After 15 years of service the employee will be eligible for up to $2,250 in payment at the rate of $2.25 per hour. After 20 years of service the employee will be eligible for up to $4,000 in payment at the rate of $4.00 per hour.

ARTICLE VIII
DISCIPLINE, DISCHARGE, AND PROBATIONARY PERIOD

Section 1. Probationary Period:

An employee under the provisions of this Agreement shall serve a probationary period of twelve (12) 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, insofar as suspension, discharge or other discipline is concerned The district may extend the probationary period up to an additional twelve (12) months with notification to the employee.

Section 2. Completion of Probationary Period:

An employee who has completed the probationary period may be disciplined or discharged only for cause.

This agreement is effective July 1, 2024 -June 30, 2026.

Malik Peer Date	Chairperson Date
	Clerk Date

TERMS AND CONDITIONS

between

Independent School District No. 717
Jordan, Minnesota

And

Kids Company Supervisors and Group Leaders
Community Education and Recreation Front Desk Assistants

July 1, 2024 – June 30, 2026

AGREEMENT

This agreement is entered into between the Jordan School District and the employees serving in Kids Company, and the Community Education and Recreation Center.

ARTICLE I
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" are subject to the provisions of PELRA.

Section 2. School District:

For purposes of administering this Agreement, the term "school district" shall mean the School Board or its designated representative.

Section 3. Benefits 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 4. Other Terms:

Terms not defined in this Agreement shall have those meanings as defined by the PELRA.

ARTICLE II
COMPENSATION

Section 1. Wage Schedule:

Subd. 1. Rate of Pay: The salaries of all employees shall be on an hourly rate. The Board of Directors of the school district shall set the hourly rate for the two-year period of this agreement. Rates of pay shall be effective July 1st of each year and shall be paid in accordance to the rate scale in Attachment A and Attachment B. Should the district not set the salary prior to an employee commencing work for the particular school year, the employee shall work at the previous year's hourly rate until an agreement is reached on the present year's hourly rate. The employee would receive retro pay once the rate is set.

Subd. 2. Overtime: Overtime rate shall be paid when an employee works more then 40 hours per week. The overtime calculation shall be based on the employee's hourly rate. Overtime must be approved in advance, in writing, by the employee's applicable administrator.

Subd. 3. Overtime shall be at 1.5 times the employee's regular pay.

ARTICLE III
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. Health, Hospitalization and Dental Insurance:

All qualifying staff will be offered a district insurance contribution, as listed below, to be applied directly toward the premium of the approved and applicable health, hospital, and dental policies provided by the district. Staff who elect to take insurance through the district will pay the remaining portion of the premium through payroll deduction. This is not a prorated benefit for all benefit eligible employees.

2024-2025		2025-2026	
12 Month	$7,000	12 Month	$8,000
10 Month	$6,050	10 Month	$7,050

Section 5. Long Term Disability Insurance:

The district shall provide LTD insurance for eligible employees as long as the district employs them. The LTD plan will be the one used by Education Minnesota-Jordan.

Section 6. Term life Insurance:

The district shall provide term life insurance, using the same plan the district used with the JEA EMJ. The amount of insurance shall be according to the following formula based off 2080 hours yearly:

76-100% of 2080 hours equals $20,000 insurance.
50-74% of 2080 hours equals $10,000 insurance.
33-49% of 2080 hours equals $5,000 insurance.

ARTICLE IV
LEAVES OF ABSENCE

Section 1. Sick Leave Benefits; Care of Relatives:

Subd. 1. Employees must work a minimum of 20 hours per week in order to qualify for leave. Employees who qualify shall receive 12 days of sick leave yearly, prorated according to Sec. 3 of Art.I.

Subd. 2. Unused sick leave days may accumulate to a maximum of 1,000 hours, prorated.

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 of the employee which prevented the attendance and performance of duties on that day or days.

Subd. 4. An employee may use personal sick leave benefits provided by the employer for absences due to an illness or or injury to the employee's child, as defined in Minnesota State Statute 181.940, subdivision 4, adult child, spouse, sibling, parent, grandparent, or stepparent, for reasonable periods of time as the employee's attendance may be necessary, on the same terms upon which the employee is able to use sick leave benefits for the employee's own illness or injury. This subdivision applies only to personal sick leave benefits payable to the employee from the employer's general assets.

Subd. 5. The district may limit the use of personal sick leave benefits provided by the district for absences due to an illness or injury to the employee's adult child, spouse, sibling, parent, grandparent, or stepparent to no less than 160 hours in any 12 month period. This paragraph does not apply to absences due to the illness or injury of a child, as defined in Minnesota State Statute 181.940, subdivision 4.

Subd. 6. For purposes of this section, "personal sick leave benefits" means time accrued and available to an employee to be used as a result of absence from work due to personal illness or injury, but does not include short-term or long-term disability or other salary continuation benefits.

Subd. 7. For the purpose of this section, "child" includes a stepchild and a biological, adopted, and foster child.

Subd. 8. 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 supt. The decision of the superintendent to grant additional days is final.

Subd. 9. Wellness Payment: Employees using 5 days or less of sick 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 days, less time used, at their daily rate of pay not to exceed $110.00 daily. Days sold back will be deducted from the employee's accumulated sick leave as specified in Article IV, Sec. 1, Subd. 2.

Section 2. Personal Leave:

Subd. 1. Employees must work a minimum of 20 hours per week in order to qualify for leave. Employees who qualify shall be granted two 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 instructional assistant in each building may use a personal day on the same day. Personal days may not be taken on the first or last day of school. The superintendent or his superintendent's designee must approve all personal days.

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. Employees must work a minimum of 20 hours per week in order to qualify for leave. Five days per year, non-accumulative, shall be available to each qualifying 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.

Subd. 5. An employee who is absent from work as a result of an injury compensable under the Worker's Compensation Act, and who elects to receive sick-leave pay pursuant to this policy, he/she will receive a deduction from his/her pay in an amount equal to the Worker's Compensation check.

Section 5. 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 6. 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.

ARTICLE V
HOLIDAYS & VACATIONS

Section 1. Holidays:

Subd. 1. 12 month employees will have 11 paid holidays:

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 52 weeks will receive 5 paid holidays:

Thanksgiving Day
Christmas Day
Christmas Eve
New Year's Day
New Year's Eve
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.

Subd. 3. Holidays that fall on weekends will be observed on a day established by the school district.

Subd. 4. Payment for holidays will be made on the subsequent pay period following the holiday.

Section 2. Vacation:

Subd.1. 12 month employees: There will be 10 paid vacation days for 5 day, 52 week employees who average 40 hours week.

ARTICLE VI
HOURS OF SERVICE

Section 1. Building Hours:

The assignment of hours may vary from building to building and from program to program. Work hours are based on a week by week schedule created by the program administrator.

Section 2. Break Time:

For every hour worked an employee will earn 4 minutes of break time, to be taken in minimums of 15 minutes each. A maximum of two breaks will be allowed in a work day. An employee must work a minimum of three hours to qualify for break time. A non-paid 30 minute lunch break will be provided for employees working five or more hours.

Section 3. 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 to work in an alternative location, or be retained on an on-call basis for any potential need.

ARTICLE VII
ACTIVITY PASSES

Section 1. Activity Pass Benefit:

All employees and one adult guest will receive an activities pass to be used for home events excluding MSHSL tournament events.

ARTICLE VIII
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, insofar as suspension, discharge or other discipline is concerned. The district may extend the probationary period up to an additional six (6) months with notification to the employee.

Section 2. Completion of Probationary Period:

An employee who has completed the probationary period may be disciplined or discharged only for cause. 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

If a supervisor meets with an employee to discuss verbal warning, written warning, suspension without pay or termination, the employee has the right to have representation from another employee present.

This agreement is effective July 1, 2024 - June 30, 2026.

Board Chairperson

Board Clerk

Attachment A

2024-2025 Schedule

	Group			
Step	**1**	**2**	**3**	**4**
1	12.50	15.94	17.78	18.69
2	13.00	16.42	18.08	18.99
3	13.50	16.90	18.39	19.30
4	14.00	17.41	18.67	19.59
5		17.93	18.98	19.90
6		18.22	19.30	20.20
7		18.47	19.59	20.51
8		18.75	19.90	20.80
9		19.03	20.20	21.11
10		19.32	20.51	21.42

2025-2026 Schedule

	Group			
Step	**1**	**2**	**3**	**4**
1	12.75	16.26	18.14	19.06
2	13.26	16.74	18.44	19.37
3	13.77	17.24	18.76	19.69
4	14.28	17.76	19.04	19.98
5		18.28	19.36	20.30
6		18.58	19.69	20.60
7		18.84	19.98	20.92
8		19.13	20.30	21.22
9		19.41	20.60	21.53
10		19.71	20.92	21.85

Group 1: Kids Company High School Group Leader and High School Community Ed and Rec Front Desk Assistant
Group 2: Community Ed and Rec Front Desk Assistant
Group 3: Kids Company Group Leader
Group 4: Kids Company Supervisor and Summer Crew Leader

Back to School

Updates 2024

410

JORDAN

We cannot wait to see our students!

- We are in the final weeks of preparation for our students and there are a few items we want to share with families:
  - Second Year of School Calendar
  - Start and End Times remain consistent
  - Construction fun, busing, drop off-pick up
  - Annual Verification communications
    - Vital to ensure the district has up-to-date health and contact information in our database. This is required to be completed annually.

JORDAN

Many thanks!

- To our staff who have been preparing this summer for their students!
- To our parents and community members for their flexibility with programming and location adjustments due to construction projects!
- To our Admin Team for their work on the multitude of priorities that go into Back to School Prep, including:
    - Staffing, filling key positions
    - Finalizing Schedules
    - Legislative Updates, ensuring we are in compliance
    - And much more!

JORDAN

Thank you!

- To our Custodial Team as they prepare our learning spaces for staff and students!
- To our District Office Team and Building Administrative Assistant Team for all of their work this summer to make sure we are prepared for the start of school!
- To our Summer Programs staff for their constant support and care for our learners! Our students had the BEST summer! Thank you!

JORDAN

Important Dates and Coming Events

- Aug 21 - 29 - Staff Workshop
- August 23 - District Staff Breakfast 7:30am (Location JHS or JMS)
- August 26 - Board Workshop Meeting 5:30pm CERC
- August 26-27 - Kickstart to Kindergarten
- August 27-28 - JES Back to School Conferences, Grades 1-4
- August 28 - JMS & JHS Open House, 3:30-7:30pm
- August 28-29 - Preschool Conferences
- August 29 - Kindergarten Conferences
- September 2 - No School: Labor Day
- September 3 - Freshman Focus (Gr 9) and Jumpstart to JMS (Gr 5), in person; Grades 6-8 and 10-12 Digital Learning Day
- September 4 - First day in building Grades 6-8 & 10-12, First day of school Grades 1-4, First day of Preschool
- September 5 - First day of Kindergarten, JMS & JHS Picture Day
- September 9 - Regular Board Meeting 6:30pm CERC

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Phase 1 Update

It's been an awesome Summer!

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Phase 1 Focus- JES

- 1970's renovation area
  - 13 classrooms
  - Media center
  - Art room
  - RTI rooms
  - Several special education classrooms
  - Restrooms
  - Flex spaces and more
- New seven classroom addition
- ELS and JES playgrounds
- Back drop off area

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JES Updates

Classroom Renovations

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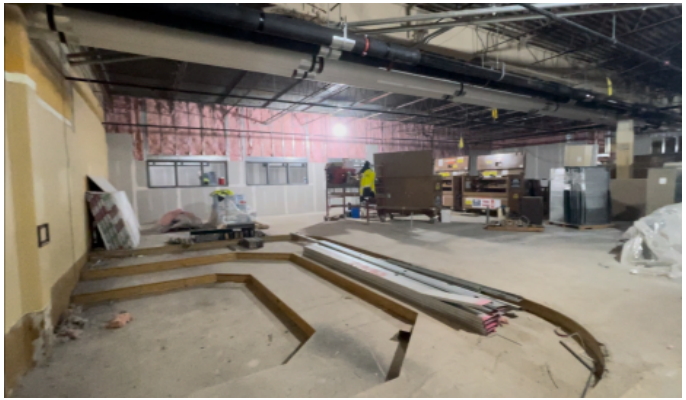
JES Updates

Media Center Renovations



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JES Updates

Seven Classroom Addition

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Phase 1 Focus- JHS

- New roof
  - Completed ahead of schedule and they are doing the final touches currently
- New secure entrance and front office
  - Slower start, still confident we will be complete on time
  - Additional security technology in all exterior doors

- Additional note…our annual facilities budget allows for us to add the same updated exterior door security technology at JMS during 2024 as well!

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JHS Updates

Secure Front Entrance and Office Space

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Additional Phase 1 Work

- We have a good start and work will continue through the school year
  - New gymnasium
  - New cafeteria and commons area
  - New kitchen
  - New loading dock
  - New secure entrance and office area

- *The additional work noted and a few other components will be on-going throughout the school year, and should be completed sometime before Spring, just in time for Phase 2 to begin!*

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Additional Project Updates

Secure Entrance and Front Office

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Additional Project Updates

Cafeteria/Commons/Kitchen/Outdoor Seating

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Additional Project Updates

Gymnasium

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Phase 2

On-going 2024-2025 school year
and
Summer 2025

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Phase 2 Focus- JES

- Early Learning Programs
  - Update classrooms
  - Dedicated Kids Company space
  - Reception area and updated secure entrance
- K-1 addition update
- Original gymnasium update
- Student support space (original office area remodel)
- Music classroom update
- Continued roof replacement
- Landscaping
- Front drop off area

***City project in conjunction (roundabouts in front of JHS and JES)

JORDAN

JES Cafeteria

JES Cafeteria

JES Kitchen Serving

JES Kitchen

JES Gymnasium Addition

JES Music Room

ELS Reception

Typical ELS Classroom

Planting Palette

LITTLE QUICK FIRE HYDRANGEA

DARK GREEN SPREADER YEW

ARCTIC FIRE RED TWING DOGWOOD

BLUE KAZOO DOUBLE PLAY SPIREA

DWARF EUROPEAN CRANBERRY BUSH

CAROUSEL LITTLE BLUESTEM

TARA PRAIRIE DROPSEED

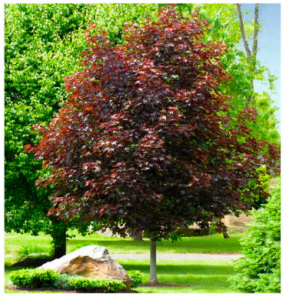
LITTLE TRUDY CATMINT

Planting Palette

BLACK HILLS SPRUCE

WHITE PINE

COMMON HACKBERRY


CRIMSON KING NORWAY MAPLE

ACCOLADE ELM

KENTUCKY COFFEE TREE

SKYLINE HONEYLOCUST

SWAMP WHITE OAK

RED OAK

MULTI-STEM AUTUMN BRILLIANCE SERVICEBERRY

General Updates

- We continue to remain in alignment with budgets and timelines.
- Throughout the phases of the construction process, we will continue to information with district parents and community members through a variety of communication methods (email, social media, signage, etc.).
- Updates will include general project information, timelines and schedules, and information regarding project completions.
- Families and community members can always find the latest information about the project on our website:
  www.jordan.k12.mn.us/ref23

JORDAN

THANK YOU FOR YOUR SUPPORT!
WE ARE SO EXCITED TO SEE THESE PROJECTS COME TO LIFE FOR OUR KIDS!

QUESTIONS?

JORDAN

Jordan High School Handbook Changes for 2024-2025

Staff Handbook Changes

Page 2--Cleaned up and assigned staff to committees. Added information about our BARR cohorts.

Page 3–New supervisions for the coming school year.

Page 5--Adjusted the name for our advisory period and the purpose and plan for this time. JWIN matches the term used at JES and JMS.

Page 8–Changed the dates for conferences.

Page 17–Changed to cost for staff to eat meals.

Page 25-27--Updated the teacher review cycle and adjusted information about the teacher evaluation process.

**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.

717 JORDAN HIGH SCHOOL

Staff Handbook
2024-2025

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 Tuesday 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 Tuesday of each month at 7:20 am and the Faculty Council will meet on the second Wednesday of the month.**

Committee Membership:

Faculty Council **2nd Wednesday of Month** **Union**	**Staff Development** **2nd Tuesday of Month** **E. Beckman Room**	**PBIS Staff PRIDE** **2nd Tuesday of Month** **Walerius Room**	**PBIS Students PRIDE** **2nd Tuesday of Month** **Media Center**	**MTSS/Data Team** **2nd Tuesday of Month** **Union**	**Building Climate Committee** **2nd Tuesday of Month** **T. Rydberg Room**
Jeff Christ Kevin Gutzmer Anne Jans Tony Rydberg Sara Sievers Matt Urbanek Laura Weiers Robin Whiteside	Elizabeth Beckman Nick Casterton Kevin Gutzmer Ryan Rasmussen Sara Sievers Michelle Spies	Jess Barnd Kelley Walerius Kris Dyrhaug Bryan Martin Matt Urbanek Lisa Wyckoff	Logan Burnside Aaron Gorath Randy Koch Amy Peters Alanna Rindahl Rachel Rydberg	Janet Geib Heidi Graf Lisa Leary Shane Peters Megan Pivec Margy Schipper Robin Whiteside	Carrie Enstad Chris Olson Tony Rydberg Sydney Treml Ozzie Sand

9th Grade Transition Team: (Christ office)

Steven Beckman, Ben Nylander, Jeff Christ, Anne Jans

BARR Cohort Members: (Beckman, Casterton, Geib, Gutzmer, Jans, Nylander, Pivec, Sievers, Spies)

Daily during JWIN time this group will work together on data input, data analysis, student intervention, and planning for our 9th grade students.

SUPERVISIONS:

EVENT	DATE	STAFF
HOMECOMING DANCE	OCTOBER 5, 2024	LISA LEARY, MEGAN PIVEC
NHS INDUCTION	NOVEMBER 18, 2024	ANNE JANS, RANDY KOCH, BRYAN MARTIN
HOLIDAY CONCERT	DECEMBER 9, 2024	JESS BARND, BEN NYLANDER, SHANE PETERS, MARGY SCHIPPER
FROSTY DANCE	FEBRUARY 8, 2025	JANET GEIB, STEVE MCLELLAN,
GRAND MARCH AT JHS	APRIL 26, 2025	KEVIN GUTZMER, HEIDI GRAF
PROM DINNER AND DANCE	APRIL 26, 2025	RACHEL RYDBERG, AHNA PEDERSON, OZZIE SAND
POPS CONCERT	MAY 14, 2025	NICK CASTERTON, SARAH MILLER, AMY PETERS, RYAN RASMUSSEN, MICHELLE SPIES
GRADUATION	MAY 23, 2025	LOGAN BURNSIDE, ELIZABETH BECKMAN, STEVEN BECKMAN, JEFF CHRIST, KRIS DYRHAUG, AARON GORATH, CARRIE ENSTAD, CHRIS OLSON, ALANNA RINDAHL, TONY RYDBERG, SARA SIEVERS, SYDNEY TREML, MATT URBANEK, KELLEY WALERIUS, ROBIN WHITESIDE, LISA WYCKOFF

BELL SCHEDULES:

Schedule with Advisory

First Hour:	8:00 – 8:48 (48 minutes)
Second Hour:	8:52 – 9:40 (48 minutes)
Third Hour (JWIN):	9:44 – 10:11 (27 minutes)
Fourth Hour:	10:15 – 11:03 (48 minutes)
Fifth Hour:	11:03 – 12:17 (48 minutes)
	First Lunch: 11:03 – 11:29 (26 minutes)
	Second Lunch: 11:29 – 11:55 (26 minutes)
	Third Lunch: 11:55 – 12:21 (26 minutes)
Sixth Hour:	12:25 – 1:13 (48 minutes)
Seventh Hour:	1:17 – 2:05 (48 minutes)
Eighth Hour:	2:09 – 3:00 (51 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.

ADVISER/ADVISEE (JWIN: JUST WHAT I NEED):

All teachers will be assigned an Advisor group or BARR cohort. During this time students will be allowed to make up tests and quizzes, access additional help from teachers, or simply study. Students can meet with teachers to make up tests or quizzes and get additional help with their work if necessary. Student groups (i.e. NHS, Student Council, etc.) will meet during this time as well. Teachers should schedule their meetings with Ms. Hentges in the office, using the google document.

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.

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 2024-2025 will be October 24 (invite), November 14, and March 13.

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.

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 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.

EMERGENCY DRILLS:

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

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

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

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

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

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

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

Lockdown with Options

- Is instituted in a crisis situation where district occupants are in immediate danger such as a violent intruder
- Whenever possible, provide law enforcement with updates during the event
- Wait for further instructions from law enforcement
    - Incorporates the basic tenets of self defense referred to as run, hide, fight. These tenets do not necessarily need to follow the given order.
        - Staff and students should be aware that a lockdown with options may be initiated by:
            - Students or staff reacting to an immediate threat
            - An announcement over the intercom
            - A threat that is heard or seen
            - Other
        - Occupants should exit the building if it is safe to do so.
            - When running, spread out and avoid running in a straight line if possible
            - Do not take personal belongs with
            - Leave with your hands raised over your head
            - Get safely away from the building
            - Call 911 when it is safe to do so
            - If possible, go to the primary or secondary reunification site
        - If it is unsafe to exit the building, the 'Hide' option should be implemented
            - Lock the classroom door
            - Turn off the lights
            - Silence all electronic devices, including cell phone notifications, and remain quiet
            - Call 911
            - Barricade doors and obstruct windows
            - Use desks and tables to create shelters
            - If possible, shelters should be out of sight of doors and windows
            - Spread out

- Find classroom objects to use for self defense if necessary
- Be prepared to fight back if intruder enters the room
- Be prepared to use an object as a shield in the event of a weapon being fired
    - After securing the room, plan an escape route through a window or door and consider reverting to the 'run' option

■ If an intruder enters an area where you are in hide mode, be prepared to fight back
- The intruder is the most vulnerable when they enter the room
- Utilize classroom objects to distract and subdue the intruder
    - Overtake the intruder if possible and attempt to remove the weapon from the intruder's grasp if appropriate.
        ■ If able to remove the weapon, place a garbage can or other option over the weapon and be prepared to remove it in the event you are able to run
    - Utilize textbooks or other objects in the event that the intruder fires a weapon
- Always revert to 'run' if possible

The entire Emergency Action Plan is located on 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.

High School Grading Scale:

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

GRADE POINTS:

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

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

HALLWAY SUPERVISION:

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

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

LIABILITY:

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

LOCKERS:

Each student 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 2024-2025 MEALS WILL NOT BE CHARGED FOR STUDENTS.

For the 2024-2025 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 $2.40 and staff lunch cost is $5.00.

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 the local paper. 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 2024 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. <u>All assignments will be posted by 10:00 AM with teachers available to answer questions via email throughout the day until 3:00 PM.</u> 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.

<u>How will families be notified that flexible learning is expected?</u>

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.

<u>How can parents and guardians help support student success with Flexible Learning?</u>

- 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:

As we move into the 2024-2025 school year, we will not be requesting substitute teachers unless absolutely necessary in order to save money. We should be using the skills and tools we accrued during distance learning to have valuable lessons for students in a virtual format when you are gone. Substitute teachers are extremely important and quite often hard to get. When teachers have substitutes, they should be treated with great courtesy and consideration. Always leave detailed lesson plans and

follow through on any notes regarding discipline problems that the substitute may have had. Lessons should be completed and uploaded to Google Classroom for students to follow. Each lesson on Google Classroom for substitute teachers should have a formative assessment at the end to check for understanding and work.

SUPERVISION ASSIGNMENTS:

Teachers will be assigned one supervision over the course of the year. Efforts will be made to recognize teacher preferences. This is a contractual obligation and teachers should plan accordingly. In lieu of 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:
Jordan Public Schools will use the 2013-2014 test data to develop a baseline for the start of the teacher evaluation cycle. This data will be used for the 35% student achievement component beginning in 2014-2015 year. To culminate this process, staff will write an annual reflection/summary on student achievement progress.

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

Following is the schedule for formal observations:

2024-2025	**2025-2026**	**2026-2027**	**2027-2028**
Beckman, Steven (T) Barnd, Jess (T) Enstad, Carrie (3) Geib, Janet (T) Pedersen, Ahna (2) Pivec, Megan (T)	Beckman, Elizabeth (T) Casterton, Nick (T) Christ, Jeff (T) Dyrhaug, Kris (T) Gutzmer, Kevin (T)	Burnside, Logan (T) Graf, Heidi (T) Jans, Anne (T) Koch, Randy (T) Lehman, Stacie (T) Martin, Bryan (T)	Beckman, Steven (T) Barnd, Jess (T) Enstad, Carrie (T) Geib, Janet (T) Pedersen, Ahna (T) Pivec, Megan (T)

Rasmussen, Ryan (T) Rindahl, Alanna (3) Rydberg, Rachel (T) Sand, Ozzie (T) Schipper, Margaret (T) Treml, Sydney (3) Urbanek, Matt (T) Wyckoff, Lisa (T)	Leary, Lisa (T) Miller, Molly (3) Nylander, Ben (T) Pedersen, Ahna (3) Peters, Amy (T) Rydberg, Tony (T) Whiteside, Robin (T) Walerius, Kelley (T)	McClellan, Stephen (T) Olson, Chris (T) Peters, Shane (T) Spies, Michelle (T)	Rasmussen, Ryan (T) Rindahl, Alanna (T) Rydberg, Rachel (T) Sand, Ozzie (T) Schipper, Margaret (T) Treml, Sydney Urbanek, Matt (T) Wyckoff, Lisa (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 Carolyn Yagla 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.

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 activity.

B. The school administration shall be responsible for providing more detailed procedures, including parental involvement, supervision, and such other factors deemed important and in the best interest of students.

C. Transportation shall be furnished through a commercial carrier or school-owned vehicle.

D. An employee may use a personal vehicle to transport staff or personal property for purposes of a field trip upon prior, written approval from administration.

E. An employee must not use a personal vehicle to transport one or more students for purposes of a field trip.

1. If immediate transportation of a student is required due to an emergency or unforeseen circumstance, such as the illness or injury of a child, and the transportation does not constitute regular or scheduled transportation, a personal vehicle may be used. To the extent a personal vehicle is used, the vehicle must be properly registered and insured.

2. An employee must obtain preapproval by administration of student transportation by a personal vehicle, pursuant to Section III.E.1, if practicable. If preapproval by administration of use of a personal vehicle cannot be obtained in a reasonable time given the circumstances, an employee shall report the relevant facts and circumstances justifying the need for use of a personal vehicle to administration as soon as practicable. The relevant facts and circumstances for use of a personal vehicle shall be documented by administration.

IV. SCHOOL BOARD REVIEW

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

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

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

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.

717 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 2024-2025 school year.

Ben Bakeberg, Jordan Middle School Principal

This summary provides an overview of the changes to the JMS Faculty Handbook for the 2024-2025 school year. Overall, twenty-two changes have been made to the handbook. Eleven of the changes are formatting/editing and the remaining eleven are outlined below.

Updates:

- Added language from Student/Parent handbook around attendance and truancy.
- Added the tardy process during the school day from the Student/Parent handbook.
- Added language are around assessments
    - *"All formative assessments must be in prior to initial summative assessments in order to be considered for retake assessments."*
- Added Language around 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."*
- Updated lunchroom process and overview with shifting to two lunch periods instead of three.
- Added that passes will not be given the first 10 minutes and last 10 minutes of each hour to maintain instructional time.
- 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.
- Added "The Jordan Independent was closed in the spring of 2024. The district is now using the Henderson Independent as its newspaper."

Recommendation:

It is my recommendation that the 2024-2025 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 Middle School

2024 - 2025
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.

2024-2025 School Year Building Goal for JMS

- To be updated following workshop
    - **JMS 2024-2025 Action Plan-Linked after Data Retreat**

General Information

- Know and Live your “Why” daily. Your students and colleagues deserve this.
- Build positive relationships with students and colleagues.
    - Greet students at the classroom door daily.
    - We will all have good and bad days.
        - Vent once you have voiced.
    - Not going to be friends with everyone but we need to be respectful.
- Take risks and grow as a professional!
    - 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

WIN-(What I Need)

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

Accidents

- **Students**: All accidents or injuries incurred during the school day or on school grounds must be reported to the principal's office by the teacher in charge. Keep the following in mind:
    - Make sure you do not leave a group of students unsupervised so negligence can be proved in case of an accident.
    - Actively supervise students. Move around in the hallways and on the playground.
    - If a student is injured, the teacher in charge must fill out an Accident Report Form. These forms are also filed in the middle school nurse's office.

- **Staff**: If you are injured on the job it is mandatory you call the 24/7 nurse care line at 1-844-322-4668. They will assist with determining the seriousness of the injury and what treatment is needed.
    - If the care line nurse determines medical treatment is needed, they will facilitate the process by calling the medical provider, notifying them the employee is coming in and providing the details of the injury.
        - We will continue to have clinics setup where all non-emergency claims will initially be treated. Clinics are posted in the buildings.
    - If the employee does not need medical treatment, the care line nurse will provide a call back number in case there are any changes.
    - In case of a medical emergency, take care of the employee first by calling 911. After the employee has been taken care of, immediately call the nurse care line so they can contact the hospital and assist with the claim.
    - Once you have completed the nurse line call, please complete the Accident Report Form. Please send the completed Accident Investigation form to Katie Pekarna-Damlo in the District Office within **24 hours** of the accident

Activity Nights

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

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 in the POD area.
    d. Attendance person will record the number of absences and assign detention if needed.
        i. First thru fourth tardy per assigned period 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 - Flexible Space Checkout Form

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

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

Notify custodians of items that need repair via the 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 during two days each semester. Below are open house and conference information for the 2022-2023 school year:

- August 28th - Family Resource Night (Open House/Curriculum Night)
- September 16th - JMS Curriculum Night
- October 15th - Invitation Conferences 3:30-7:30 PM
- October 16th - Invitation Conferences 7:30-3:30 PM (Flexible Learning Day, Connections and SPED review)
- November 14th - Open House Conferences
- February 18th - 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 with Scenarios (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.

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

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

- **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.

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 $2.40 and staff lunch cost is $5.00.

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 4th-Homecoming
    - October 15th-(Tuesday before Invite Conferences & Fall Break)
    - November 26th-(Tuesday before Thanksgiving)-SOM
    - December 20th-(Friday before Winter Break)-SOM
    - January 17th-(End of S1)-SOM
    - February 14th--SOM
    - March 20th-(Last day before spring break)-SOM
    - May 2nd--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/Kelly Services) 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	Staff Development	PBIS
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 (Linked following Data Retreat)

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

Textbooks

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

1:1 Devices

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

Van

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

Role of the Teacher

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

Electronic Communication Devices

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

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
        - Look Inside
- ***Acknowledge***
    - Acknowledge the positive behavior

        - The PBIS Committee will share avenues to recognize students displaying positive behavior. Please utilize these approaches and recognize positive student behavior.
            - J-Town P.R.I.D.E pass
            - Student of the Month
            - Advisory Teacher, classroom teacher positive call home
            - All school celebrations for filling up the Pride Pass Bucket
            - Positive Social Media Stories/News stories
            - Positive Postcards
    - Acknowledge the negative behavior
        - Many minor behaviors (tardiness, inconsistent work habits, noisy or disruptive behavior) generally require more of a process approach. Use the following approach under ***connect.***
        - Always refer major behaviors to the office immediately.
- ***Connect*** **- Conversations, Consequences, and Punishments**
    - Connects students to the group
        - Does the student need a conversation, consequence or punishment in order to learn? (Red, yellow, green)
    - Reestablishes relationship between student and others
        - Conversation, consequence or a punishment is given because we care
    - Connects school culture and personal culture
        - Teaches students to be situationally aware of their environment
        - Provides the teaching, time, and space for the student to Rearrange, Restore, and Change their negative behaviors into positive behavior

STEP 1: Conversation

- Ask yourself the following questions PRIOR to addressing behavior.
    - 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.

<u>Important Keys for Classroom Management</u>

- 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. In collaboration with the adult in the WIN room and 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.

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.
      - Kelly 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 Kelly and Kelly 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 Goerhing-Anderson on needs of Library

Teacher Development and Evaluation

- TD & E Link
- TD & E Presentation (2024)
- Observation Schedule

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

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

Assurance of Compliance-(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.

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 2024-2025 school year:

ABSENCES
- Revised procedure for reporting excessive absences/tardies to be done no earlier than 8:30 due to students eating breakfast

ADMINISTRATION AND LEADERSHIP TEAM SUPPORT
- Revised linked document to clarify building and district staff members' roles and responsibilities

PROCESS FOR ATTENDANCE REPORTING/TARDIES
- Adjusted time for teachers to submit attendance

CLASSROOM EXPECTATIONS
- Added language for teachers to incorporate standard Tier I SEL/Behavioral practices into the classroom; link to the Behavior Team presentation is provided in handbook

DISMISSAL
- Revised times and process for pick-up students, and Tier I & II process for bus dismissal/supervision

EMERGENCY DRILLS
- Added language for staff to revise revised evacuation maps posted in building

FIELD TRIPS
- Procedural language added if a family does not want the student to attend the field trip; excused absence or placed in an alternative learning environment for the day

INTERNET ACCEPTABLE USE POLICY
- Changed *Internet Acceptable Use* policy to *Internet, Technology and Cell Phone Acceptable Use* in the *Board Policies* section

LESSON PLANS
- Teacher need to have sub folders with lesson plans and other relevant information needed for teaching and learning, as well as to be readily accessible for subs and/or administration when necessary

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!

LUNCH/MEALS

- Added information about participation in the Scott County Solid Waste Management Program (recycling, composting and reusing via the Share Cart)
- Revised meal prices and added language for *My School Menus*, an online menu tool to share daily breakfast and lunch menus with families that include nutritional information, ingredients and allergens

PARKING LOTS

- Updated procedure and route in back drop-off/pick-up loop in the south lot due to construction project this year. Revised map will be forthcoming once plans are finalized.

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS)

- Added language regarding Structured Day as a school discipline consequence aligned to nonexclusionary discipline practices

SCHOOL CLOSING PROCEDURES

- Revised using recommended language from JPS Communications Specialist

STAFF MEETING SCHEDULE

- Modified schedule of meetings from last year and added *Equity & Culturally Responsive Committee*

STAFF LEARNING RESOURCES

- Link for staff to reference all of the teaching and learning resources accessible in our district

TEACHER EVALUATION

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

TEACHER HOURS

- Added language of teacher start and end times being 7:30-3:30, with the option of having a flexible eight hour workday related to professional duties

Additional changes will/may be needed as updated information is shared throughout the school year.

Jordan Public Schools #717

Jordan Elementary School

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

2024 - 2025

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

We believe that all students in our school must be in attendance on a regular basis in order for us to provide the best possible educational program. We expect all of our students to attend school every day unless they are home sick or there is a family emergency. Teachers will maintain regular contact with parents 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). 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 you have vacation plans when school is in session, it is necessary to get pre-approval from administration. **Parents/Guardians need to sign a Vacation Approval Form** that is available in the office or online on our school website, 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 or denial of a vacation request:

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

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

PROCESS FOR ATTENDANCE REPORTING

1. Teachers will report attendance 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 8:15 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 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.

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 five minutes after the start of the school day. Exceptions may be made at the start of the school year as transportation issues are corrected and modified, 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 providing the details of the injury. We will continue to have clinics setup where all non-emergency claims will initially be treated. I have attached these clinics and will have them posted in the buildings.
- If the employee does not need medical treatment, the care line nurse will provide a call back number in case there are any changes.
- In the case of a medical emergency, take care of the employee first by calling

911. After the employee has been taken care of, immediately call the nurse care line so they can contact the hospital and assist with the claim.

Once you have completed the nurse line call, please complete the attached Accident Investigation form. Please send the completed Accident Investigation form to Katie Pekarna-Damlo in the District Office within **24 hours** of the accident.

ADMINISTRATION

The chain of command in the building regarding emergencies:

- Principal
- Behavior Specialist
- Early Learning Services Director
- Director of Special Services
- 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.

BRANDING AND MARKETING

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

When sending communications home to families please place the info on school

letterhead (request a copy from elementary office or District Communication Specialist).

BULLYING

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

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

1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or

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

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

CLASSROOM EXPECTATIONS

Teachers may use varying techniques to provide a positive learning environment for students. Make sure to incorporate 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, each student should receive information in a newsletter explaining the teacher's process for creating classroom Collaboration Contracts and establishing behavior expectations.

CONFERENCES

Conferences will be held three times a year. The first scheduled Back to School conference should focus on classroom expectations, information about curriculum, and an opportunity for you to share your philosophy of teaching and dialogue with parents/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 at educlimber.com (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 Multi-Purpose Room, where supervisors will then supervise them in the back 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 front of the building for dismissal **by leaving their classrooms at**:

- Kindergarten- 3:08
- 1st Grade- 3:08
- 2nd Grade- 3:10
- 3rd Grade- 3:11

- 4th Grade- 3:12

Students in grades 2-4 who are riding buses in Tier II will be dismissed from the classroom **at 3:10** to walk to the main gym, where they will be supervised until buses return for Tier II routes (between 3:15-3:30). Students in grades K-1 riding Tier II buses will walk with their classroom teacher and be dropped off in the Main Gym first, with Tier I bus students walking the rest of the way to the front bus loop with their classroom teacher.

Walkers/Bike Riders/Kids' Co.

K-4 students are dismissed as classrooms walk by Kids' Co. hallway (2-4 students will be dismissed from classrooms at scheduled times to walk to ELS), with walkers and bikers exiting the building with classroom teachers and walking to the bike rack area.

EMERGENCY DRILLS

Please refer to the JPS Emergency Action Plan in Google Drive in the JES Staff 2024-2025 folder and **revised 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 lockdown drills with our "Lockdown with Options" plan. Make the appropriate observations to determine your course of action if you don't receive or hear a communication. **Please remember to bring a walkie-talkie outside with you if you plan to take students outdoors at any time during the school day.**

EMPLOYEE ABSENCES

Obtaining a Substitute/Creating an Absence

Requesting an absence/requesting a substitute procedure Staff is responsible for requesting a substitute and filling the vacancy for their absence by utilizing *Teachers on Call*. *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 or to request an absence by phone, 1-800-942-3767. As soon as you create an absence you will have the option to request the substitute of your choice or *Frontline* will start working to find a substitute from the school list. To view your time-off balances please use the SMARTeR website.

EMPLOYEE INJURY

If you are injured on school property, please notify your immediate supervisor 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, not for spouse or family members. Teachers negotiated into the contract that they may have a guest accompany them. Passes are good for athletic events only and may not be used for play off games.

FACILITY USE

Throughout the year, activities are scheduled after school hours. The teacher in charge is responsible to schedule these activities through the 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 Krista Halvorson at x4481 to make reservations.

If staff members need access to the building in the late evenings or on weekends, they must enter through the Early Learning Services door located on the NW side of the building. The key card will not work at any other door when the building is armed. Each building has a tutorial video that all employees must be aware of and use in order to 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.

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

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

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

entrance.

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

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

FIELD TRIPS

Field trips must have an academic and/or social learning focus. **Teachers are encouraged to limit the number of field trips taken outside of the community in a given school year to honor the time needed for teaching and learning within the classroom/school.** When planning a field trip, teachers should check 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.

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 inputted into Infinite Campus throughout the year in order to prepare for standards based grading in the future.** Report cards will be sent home **two** times a year.

HOMEWORK GUIDELINES

It is important for children to develop good study skills at the beginning of their school

career. This includes the development of good study habits. Homework may include reading assignments from textbooks and/or completing assigned work. It is strongly recommended that each student include recreational (outside) reading as part of his/her study time. The amount of time spent on homework will vary, according to the developmental needs and abilities of each student. Please be consistent as a grade level as to how often, and how much homework you give to students. Generally speaking, Wednesdays 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.

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 first Tuesday of every month starting at 7:00 PM in the JES Lunchroom. Teachers are asked to be representatives at each meeting in order to share thoughts, provide feedback, and to show appreciation and support. Please go to the JES PTO Facebook page for more information.

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 a 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.

LUNCH/MEALS

For the 2024-2025 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 www.jordan.k12.mn.us/nutritionalservices. Staff breakfast cost is $2.40 and staff lunch cost is $5.00.

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.

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 an integrated, comprehensive framework that focuses on the alignment of systems necessary for all students' **academic, behavioral, and social success (Gibbons, 2021).** This multi-tiered framework promotes school improvement through engaging, research-based academic and behavioral practices employing a systems approach using data-driven problem-solving to maximize growth for all (ESSA, 2015). **JPS MTSS process and forms are being finalized; below is the district's tennants:**

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

OFFICE HOURS

The JES office is open on regular school days M-F from 7:00am-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 CERC, JHS, or JES north and northwest lots of the elementary school. **The back parking lot will have very few limited spaces that will be designated as an Early Learning Services lot for families.** This will ensure our youngest children can safely enter the building and avoid adding more congestion to the already busy back loop.

There will be a new drop-off and pick-up lot route/procedure behind the school due to the construction project. More information will be shared in the near future as plans are finalized and new maps are created.

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 ● 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
    - 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

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

TENNESSEN WARNING

When students or staff are being questioned about a serious incident that occurred at school, the building administrator will provide the 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

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 are asked to pay for a planner that is covered with the classroom supplies money submitted at the beginning of the school year. Families will be asked to pay for the planner prior to receiving it at Back to School Conferences. Planners are most effective when expectations of all three members of the partnership are fulfilled. Those expectations are listed below:

Staff is expected to...

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

Students are expected to...

- Take planner to and from school every day
- Copy assignments from board to planner
- Designate a certain time nightly to do homework, discuss planner, and have a parent/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 electronic/SMART communication devices (which may include SMARTwatches and fitness trackers) during the instructional day that disrupt the teaching and learning environment. The only

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

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

PHYSICAL FORCE

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

PLEDGE OF ALLEGIANCE

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

POLICIES AND HANDBOOKS

School Board policies and applicable Student Handbooks referring to policy may be

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

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

Board Policies

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

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

- **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 and Jordan*
- *Journalist)*
- School District Security Policy *(see Emergency Action Plan)*
- Pesticide Application Notice *(See Health and Safety Policy and Jordan Journalist)*
- 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 and Jordan Journalist)*
- 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 Evenseon as the District Human Rights Officer to receive reports or complaints of harassment or violence, hazing, bullying, and also responsible for coordinating Title IX and Section 504/ADA concerns. The Human Rights Officer may delegate investigations of complaints as deemed appropriate. If the complaint involves the District Human Rights Officer, the complaint shall be filed directly with the Executive Director. Katie Pekarna-Damlo 500 Sunset Drive, Suite 1, Jordan, MN 55352 Telephone: 952-492-4379 e-mail: kdamlo@isd717.org.
- Drug and Alcohol Testing for Type III Vehicle Drivers
    - 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, including items purchased with Box Top money, etc. The DO will still accept receipts for reimbursement; however, it is highly recommended that there be a PO submitted into SMARTeR in order to account for the purchase.

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

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

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. The READ Act replaces Read Well by Third Grade (RWBTG) in Minnesota Statutes 2022, section 120B.12, effective July 1, 2023.

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 – June 30, 2023.

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.

Acceptable Snacks May Include:

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

Unacceptable Snacks May Include:

Fruit Snacks and Fruit Roll Ups, Cake and Cookies, Pudding, Potato Chips, Cheese Balls, Kool-Aid or Pop, 10% Fruit Juice (i.e. Hi-C).

STAFF LOUNGE

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

September – Media, PE, Music, Art

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 Team
  - 2nd Tuesday (AM)
- Equity & Culturally Responsive Pedagogy/Practices
  - 3rd Tuesday (AM)
- MTSS Teams
  - 4th Tuesday (AM)

Wednesday Staff Meetings

- 2nd Wednesday of the month (AM): **"Nuts and Bolts" and/or Reflection-** sharing and discussion of building/district information and/or reflection of teaching and learning facilitated by Admin and/or Building Advisory Team

- 3rd Wednesday of the month (AM): **Professional Development**- facilitated by Admi, Instructional Leadership Team, and/or Equity & Culturally Responsive Pedagogy/Practices Team

Thursday PLC Meetings

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

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 have the right to examine the contents of their children's records. Others having access to the records include school staff having a legitimate educational interest in the child; another school district; a college or educational institution in which the student may enroll; and the courts when a record is requested by judicial subpoena. Only with written parental consent will a student's record be available to any other party. When a student reaches 18 years of age, required consent and the rights accorded the parent shall thereafter be required of and accorded to the student. **In order for a student to be enrolled at Jordan Elementary School, we need a record of immunizations or a conscientious objection form on file by October 1st and also encourage families to submit a copy of a birth certificate.**

SUPERVISION BEFORE AND AFTER SCHOOL

All staff should be present in the hallways before the school day and during dismissal whenever possible to welcome students and to end the day on a positive note.

Certified and non-certified staff may be assigned supervision of students before or after the student day, and will be on a rotation schedule throughout the school year. Staff supervising the front doors should report by 7:40 and make sure students are entering safely in the building and going to their area of supervision or homeroom (at 8:00). Students should not be dropped off from a vehicle at the front of the building between 7:40-8:10 AM, and staff should make an attempt to remind parents of the drop-off area located in the back of the building. Administration should be notified if it becomes a repeated behavior, or if the parent becomes agitated and unwilling to cooperate. Staff supervising students being picked up by parents in the back lot should report to those lots 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 dismissal, students should leave the school grounds immediately unless they have to stay for school related business.

SUPPLIES

General supplies are located in the workroom and/or storage room. Other supplies are kept in the office. Teachers need to be responsible for only using what they need for their classroom and be mindful that supplies are to be shared by the entire building staff, **including copy paper. Please be purposeful in the copies you make and that they best meet the learning needs of students**. We have a limited amount of office and paper supplies that need to last the whole school year.

Please do not send students to the office for additional supplies or photocopies for instructional use.

SUSPENSION/EXPULSION

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

TEACHER EVALUATION (FORMAL/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:

2024-2025	2025-2026	2026-2027
Kelsey Wilson- Year 2	Non-Tenured	Non-Tenured
Heather Briese- Year 3	Leah Aamlid	Katie Angel
Maddie Chromy- Year 3	Sarah Attig	Michelle Armstrong
Iwalani Dela Paz- Year 3	Shannon Aukes	Rachel DuPont

Olivia Flesner- Year 3	Barb Buthe	Stacey Hess-Norskog
Macayla Heitkamp- Year 3	Nikki Carlson	Allie Hillman
Lisa Millard- Year 3	Mike Coddington	Julie Holzwarth
Jody Seurer- Year 3	Greg Dietel	Molly Huss
	Nicole Dietz	Julie Johnson
Britt Flicek	Katie Fisher	Sarah Lund
Jason Geisel	Mindy Foyer	Steph Olstad
Sarah Houdek	Holly Johnson	Matt Phillips
Ariane Jensen	Lindsay Johnson	Meghan Reinholt
Amanda McMahon	Kristin Kilgren	Michael Roiger
Renae Milawski	Tony King	Royce Wiersma
Kimberly Pettinelli	Adam Larson	
Kelly Pongratz	Jenni McDonald	
Kevin Sayers	Molly Nefstead	
Gwen Schultz	Laura Theis	
Drew Sinke		
Leah Weber		

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.

VISITING SCHOOL

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

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

Name Badges

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

Student Discipline

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

Student Contact

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

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

Cultural Differences

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

Younger Children

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

Use of Controlled Substances

The distribution, possession or use of tobacco, alcohol or controlled substances by staff,

students, visitors or volunteers is prohibited on school grounds.

Criminal Background Check

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

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 Marketing and 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

WITHDRAWAL FROM SCHOOL

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

WORK ORDERS

When staff has a work order for a technology or custodial request (ex: heating/ cooling, computer or phone hardware repair, electrical, etc.) staff will need to complete an online request using the *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.

Jordan High School Handbook Changes for 2024-2025

Parent-Student Handbook Changes

Pages 3-5--Cleaned up table of contents

Page 7–Added sentence to clarify when academic awards are tabulated.

Page 7– Changed CIS Literature to CE LIterature and CE Writing to Rhetoric as class is now through MSU, Mankato and not the University of Minnesota.

Page 7–Changed the name and description for our advisory time to match the terms used at Jordan Elementary and Jordan Middle School.

Page 7-8–Added the new graduation requirements to address the changed state requirements from the 2023 legislative session.

Page 11 – Adjusted the NHS requirements. We will be adding juniors to apply in the fall of their junior year instead of the spring.

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.*

Page 11 – Added this line to encourage families to reach out to teachers with questions "It is encouraged that families with concerns about a student's grades reach out to the teacher via email."

Page 13 – Adjusted the information on how to obtain transcripts.

Page 13 – Added information about the new work based learning and work experience opportunities.

Page 14--Adjusted coach and advisor names for the 2024-2025 school year.

Page 15–Highlighted this as a point of emphasis for our families. Students and families are under the false impression that we allow students to leave our building for lunch.

Page 18--Added this line "Please contact the high school office if you are trying to reach your child instead of calling or texting them during instructional class time." We continue to have students come to the office and say they have to leave the building per their parents, but there has not been any contact with our main office staff. I am leaving this highlighted for another year. We would like to continue to ratchet down the need for parents to communicate with students via cell phone during the school day.

Page 19--Highlighted this because students are leaving the building without permission and we want this to be a point of emphasis for the coming school year.

Page 20 – Added a line to senior privileges to assist students in understanding that if they have work to complete or make up, they are expected to do that instead of leaving campus.

Page 20 – Added information about new nutritional services menu option for families.

Page 21 – Added a line about attendance at events when absent to clarify the importance of attendance and how that relates to after school activities.

Page 22–Added language to align with our new visitor management system and to be the same as the other two buildings.

Page 24--highlighted the rules for student absences and participation in extracurricular activities for clarity. Also adjusted part one of excused absences to match new MSBA school board policy.

Page 25 and 27 –Added clear statement of consequences for unexcused absences and the steps to be taken. The goal is to clear up attendance issues we had this past school year.

Page 31 – Added more clarification and consequences to our electronic devices expectation. Use of phones and earbuds/headphones has become a larger distraction and is causing students to miss valuable instructional time.

Page 33 – Added the following *(this includes current students, former students, and family members)* to our policy on plagiarism. Students sharing their work and using other students' work is not acceptable. Also added a sentence on the use of Artificial Intelligence (AI).

JORDAN HIGH SCHOOL
2024-2025 PARENT 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, John Buteyn…..……	492-4399

SCHEDULES

Schedule 1: Schedule with Advisory

First Hour:	8:00 – 8:48 (48 minutes)
Second Hour:	8:52 – 9:40 (48 minutes)
Third Hour (JWIN):	9:44 – 10:11 (27 minutes)
Fourth Hour:	10:15 – 11:03 (48 minutes)
Fifth Hour:	11:03 – 12:17 (48 minutes)
First Lunch:	11:03 – 11:29 (26 minutes)
Second Lunch:	11:29 – 11:55 (26 minutes)
Third Lunch:	11:55 – 12:21 (26 minutes)
Sixth Hour:	12:25 – 1:13 (48 minutes)
Seventh Hour:	1:17 – 2:05 (48 minutes)
Eighth Hour:	2:09 – 3:00 (51 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 Core
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

Advanced Placement, Concurrent Enrollment, and College in the Schools courses have weighted grades.

ADVISOR TIME: JWIN (JUST WHAT I NEED)

Students will attend an advisory period daily. During this time students will be allowed to make up tests and quizzes, access additional help from teachers, or simply study. Student groups (i.e. SADD, Student Council, etc.) will meet during this time as well.

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: 2025, 2026, 2027		**Graduation Requirement:** 2028	
English:	Full year of English 9 Full year of English 10 Four semesters to include: one literature, one speaking, one	**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 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

	writing, and one elective choice.
Social Studies:	Full year of Social 9 Full year of American History Full year of World History One semester of Economics One semester Civics
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 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 paper, 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, tennis and 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 weighted grades. Advanced Placement, Concurrent Enrollment, and College in the Schools courses have weighted grades; students who earn credit in similar courses through PSEO will have weighted grades.
The letter grades, if transposed to numerical grades, will be as follows:

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

GRADING SCALE:
The high school grading scale is as follows:

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%

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. Advanced Placement, Concurrent Enrollment, and College in the Schools courses have weighted grades; students who earn credit in similar courses through PSEO will have weighted grades.

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' website/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 33 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 with a 3.67 average are scholastically eligible for the National Honor Society. In the second semester, those eligible are invited 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. 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.

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 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.
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, 2025 for the fall 2025-2026 school year and October 30, 2025 for the winter 2025-2026 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 mailed. 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.

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	Mr. Buetyn and Mr. Vizenor
Vocal Music	Ms. Enstad

FALL ACTIVITIES

Boys Soccer	Coach Wareham
Cheerleading	Coach Ruehling
Debate	Ms. Peters
Fall Play	Director Amundson
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 Malashenko
Girls Basketball	Coach Johnson
One Act Play	TBD
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 Munson
Speech	Coach Peters
Spring Play	Director Amundson
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 www.wcconference.org (jordan.k12.mn.us) 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.

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 11:30.
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 (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 insure 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. Parents can become aware of weather related closings in three convenient ways:

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 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 952-492-4410.

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.
8. **The area in front of the school is reserved for visitors.** 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). Tickets will start in late September.

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
- Ride assigned bus only and leave only at designated bus stop
- 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 2024-2025 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.
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 2015-16 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. Senior Privileges are available to seniors after Homecoming. 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 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 **492-4488 by 8:15am** 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. 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.

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.
- College visits.

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.

CONSEQUENCES:
Students who are truant will not be allowed to receive credit for assignments missed on the day they were truant. Additionally, the following consequences will apply:
3 Unexcused Absences: Notification sent to parent and student. 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.

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.

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 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	Varies depending on offense: Warning, suspension, or	

	recommendation for expulsion; parent contact	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 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. 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.

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.

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; numchucks; 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 are then allowed to 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

Extended School Year, 508
Field Trips, 610
Fundraising, 511
Gifts to Employees, 421
Graduation Requirements, 613
Harassment and Violence Prohibited, 413
Health Information, 420, 516, 518, 530
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 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 Student/Parent Handbook for the 2024-2025 school year.

Ben Bakeberg, Jordan Middle School Principal

This summary provides an overview of the changes to the JMS Student/Parent Handbook for the 2024-2025 school year. Overall, twenty-five changes have been made to the handbook. Fifteen of the changes are formatting/editing and the remaining ten are outlined below.

Updates:

- Added responsibilities to the attendance section for students, parents/guardians, teachers, and administrators to align with high school.
- Updated and clarified participation in, and attendance at, extracurricular activities.
- Updated consequences for unexcused absences and truancy.
    - **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:** The 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.
- Updated unexcused tardy procedures for tardies between classes.
- Updated cheating and plagiarism to align with the high school process.
- Added grading process from Staff Handbook.
- Added to 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 for the first ten minutes of class and the last ten minutes of class to maintain a positive learning environment.”
- Updated airpod/headphones to electronic communication devices.
    - Students are not allowed to have earbuds/headphones outside the classroom.
- Added “ Ongoing issues will result in students turning their phone into the office each morning” under the consequences for cell phones/electronic devices.
- Added information about varsity sports streaming and food service update.

Recommendation:

It is my recommendation that the 2024-2025 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 Middle School

717 JORDAN PUBLIC SCHOOLS

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

2024 - 2025
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 550 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 WIN time or 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. 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:** 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.

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 in the POD area.
    d. Attendance person will record the number of absences and assign detention if needed.
        i. First thru fourth tardy per assigned period 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.

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 Free 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 website www.jordan.k12.mn.us/nutritionalservices.

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 LUNCH ACCOUNT STATUS

Please reference Jordan Public Schools Policy *534 Unpaid Meal Charges* for procedures regarding lunch 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. All visitors will be required to sign in at the office and to wear a "visitor 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 interests of the students, employees, or the school district. Students are not allowed to bring visitors to school without prior permission from the principal.

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. 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 2024-2025 school year.

- August 28th - Family Resource Night (Open House)
- September 16th - JMS Curriculum Night
- October 15th - Invitation Conferences (3:30pm-7:30pm)
- October 16th - Invitation Conferences (Digital Learning Day for JMS, 7:30 am-3:30pm)
- November 14th - Open House Conferences
- February 18th - Invitation Conferences (Digital Learning Day for JMS)

CAMPUS PORTAL PARENT ACCESS

Parents can purchase lunches 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, 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;
- the baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree;
- 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.

WIN (What I Need) Time

WIN time is a daily (25 minutes opposite lunch) opportunity for students to receive support and/or enrichment opportunities from staff. Students will be assigned a WIN teacher but have the option to to complete the following:

- "Locked in" Options:
    - 8th Grade Band and Choir
        - Band and Choir teachers will work together to allow students to be in both band and choir.
        - Having 8th grade band and choir during WIN allows students to be in band and/or choir ***and*** other elective classes during the 8th grade elective hour.
    - Specific Interventions assigned through the MTSS team.
    - Students missing work and/or failing classes.
    - Students needing to take/retake a test or lab.
- Student Selected Enrichment Options
    - Students may sign up for a teacher's specific offering.
    - Students may sign up for a specific content area for extra support or enrichment.
    - Students may sign up to work on an assignment or homework.

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.

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 with the adult in the WIN room and 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, 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 Mr. Tim Bisek – Jordan Public Schools Facilities Manager at (952) 492- 2336.

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.

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
Student Surveys	520
Student Attendance	503
Distribution of Non School Sponsored Materials	505
Unpaid Meal Charges	534
Wellness Policy	533
Protection and Privacy of Pupil Records	515
Religion	609

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 2024-2025 school year:

ATTENDANCE

- Updated excused absences list to include new statutory exemptions

LUNCH

- Added information about participation in the Scott County Solid Waste Management Program (recycling, composting and reusing via the Share Cart)
- Added information regarding the Jordan Public Schools Nutritional Services Department using *My School Menus*, an interactive, online menu tool to share daily breakfast and lunch menus with district families

STUDENT PUBLICATIONS

- Revised title and content to *School-Sponsored Media* to reflect changes in legislation

EARLY ENTRANCE TO KINDERGARTEN

- Revised the eligibility criteria for early entrance to kindergarten from Oct. 30 to Oct. 1st, with revised procedures for the process shared via the ELS/District website

FIELD TRIPS

- Added language If a parent/guardian chooses to not have their child participate in a school-sponsored field trip, they may choose one of two options:
    1. Keep the child home for an excused absence
    2. Send child to school where they will be assigned to another age-appropriate classroom/setting for the duration of the field trip

GRADES AND CONFERENCES

- Revised new parent/teacher conference dates and times, as well as Spring conferences having optional forms of communication of student performance provided to families in lieu of in-person conferences

PROMOTION AND RETENTION

- Attendance and language acquisition were added for possible reasons for retention consideration

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!

CELL PHONES, PAGERS, AND OTHER ELECTRONIC COMMUNICATION DEVICES

- Changed *Internet Acceptable Use* policy to *Internet, Technology and Cell Phone Acceptable Use*

INTERNET ACCEPTABLE USE

- Changed *Internet Acceptable Use* title to *Internet, Technology and Cell Phone Acceptable Use*

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 Elementary School

2024 - 2025
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 www.jordan.k12.mn.us.

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 3:10 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 in the main office 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

Absences

If your child is absent, please notify the elementary office by 8:30 AM (952-492- 4444). If a call has not been received by that time, you will be contacted at home or work. This will be done to ensure the safety of your child. If you know that your child/children will be absent, please notify the school in advance. All absences are unexcused unless cleared by the principal or building designee. Parent/guardian contact will be made after 12 excused or 3 unexcused absences.

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 be signed by 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 you 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 sign a Vacation Approval Form** that is available in the office or 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 or denial of a vacation request:

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

After review by the Principal, if the vacation is denied, the parent/guardians will be notified. If

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

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. 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 call 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 use the drive-up area on the south side of the building for dropping off and picking up students. **DO NOT use the front entrance area for drop-off or pick-up from 7:30-8:30 and 2:30-3:30 since this is where buses park and enter/exit for the day.** This is for the safety of your child and we ask that you adhere to this request.

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 they will be in the Multi-purpose Room until they are dismissed to the classrooms. We do not have supervision in the Multi-purpose Room until 7:40 and cannot have students in the building any earlier. Breakfast is from 7:40-8:10, so please be mindful of this as you plan for dropping your child off in the morning.

2. Pick-up times are from 3:10-3:20 p.m. We have a staggered release time starting around 3:10 from classrooms to allow for a safe dismissal of all of our students. **Families will receive signage 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**. Signage will be provided to families within the first month of the school year. 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 social services may be notified.

3. There is a designated drop off zone that runs parallel to the back of the building. Dropping your children off on the grass or where employee vehicles are parked backs up the line as the front cars pull forward, causing traffic to be backed up on Aberdeen. 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.

Please note, we are encouraging all traffic to make a right turn ONLY into the lot, as well as exiting out of the lot to help alleviate congestion on Aberdeen.

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 loop .** 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 back parking lot spaces **have been designated for our Early Learning Services families**. Families will be walking their young children into the building or picking them up in the mornings and afternoons. Please be aware of not stopping your vehicle in the middle of the crosswalk, and also

watching for young children and their families walking to and from their parked vehicles.

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 a lockdown protocol called **Lockdown with Options**. Those options are ***Run, Hide, Fight***. Students and staff need to be empowered with options if the school faces a serious safety threat. A lockdown is initiated when there is a threat in or around a school building. A "Lockdown with Warning" would be called in a low-level situation like a police action in a neighborhood near school. "Lockdown with Options" responds to a crisis like a dangerous intruder. 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. Our plan incorporates ***Run, Hide, Fight*** strategies. 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 School Safety Info.

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.

Students will be charged for 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.

FOOD IN THE CLASSROOM / BIRTHDAY POLICY

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 that the snack 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.

Birthday celebrations can be a very sensitive experience for your child. With this in mind, we ask the following: 1. Please deliver party invitations outside of the school environment. 2. 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. 3. Parents wishing to commemorate events such as birthdays or personal achievements may bring in commercially prepared treats that can be easily distributed 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.

LUNCH

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.

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 www.jordan.k12.mn.us/nutritionalservices.

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.

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.

Occasionally parents like to come and eat lunch with their children. Parents, guardians, grandparents and special visitors may have limited access at JES to ensure the health and safety of students and staff. If visitors want to have lunch with a student, they are encouraged to take them 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 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, 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 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 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 first 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 (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.

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

The school district may exercise editorial control over the style and content of student expression in school-sponsored media as defined in Policy 512 and activities. Student media advisers shall supervise student writers 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 IN DISTRICT BUILDINGS

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

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

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

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

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

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

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

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

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 choose one of two options:

1. Keep the child home for an excused absence
2. Send the child to school where they will be assigned to another age-appropriate classroom/setting for the duration of 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 Thursday, November 21, from 3:30-7:30 PM, and Monday, November 25, from 3:30-7:30 PM.

Spring Conferences for grades K-4 will be held on Thursday, March 20, from 3:30-7:30 PM, and Friday, March 21, 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 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;
- the baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree;
- 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 is not highly qualified.

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 are asked to

pay for planners prior to the start of the school year and are covered by the classroom supply money collected 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.

• 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
  - 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 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 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

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

TENNESSEN WARNING

When students or staff are being questioned about a serious incident that occurred at school, the building administrator will provide the 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 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, 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 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, PAGERS, AND OTHER ELECTRONIC COMMUNICATION DEVICES

Students are prohibited from using cell phones, pagers, and other electronic/SMART communication devices (which may include SMART watches and fitness trackers) during the instructional day that disrupt the teaching and learning environment. The only exception is stated below and/or when a teacher allows students to bring an electronic mobile device to class for educational purposes (i.e.: use a graphing calculator app in an upper level math course or for a teacher-assigned instructional activity/project). Students also are prohibited from using a cell phone or other electronic/SMART communication device to engage in conduct prohibited by school district policies including, but not limited to, cheating, bullying, harassment, 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 electronic/SMART 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/SMART 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/SMART devices that are confiscated and retained by the school district will be returned in accordance with school building procedures.

CELL PHONE and ELECTRONIC/SMART DEVICES -- CONSEQUENCES OF MISUSE

Cell phones and other electronic/SMART 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 electronic 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 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 device back from the Principal/designee.

• **2nd and subsequent offenses:** The phone/electronic 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).

• 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 and use of alcohol, controlled substances, and toxic substances 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 2023 Six-month periodic surveillance completed by IEA, LLC April 2024 Six-month periodic surveillance completed by IEA, LLC October 2023 Six-month periodic surveillance to be completed by IEA, LLC April 2024 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.

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 are not 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 main office, Early Childhood main entry and in the playground area. Tampering with any AED is prohibited and may result in disciplinary action.

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.

INTEGRATED PEST MANAGEMENT (IPM) NOTIFICATION

Notice Concerning Use of Pesticides

All Minnesota schools are required to inform parents/guardians and school employees that 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 other 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 is 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 Mr. Dan Lehman – Jordan Public Schools Facilities Manager 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, *www.jordan.k12.mn.us*, or in the school and/or district office.

Board Approved: August 2024

Jordan Activities Handbook Changes for 2024-2025

Link to Handbook

Page 3 - Rephrased Academic Support Step 2 - central meaning of the step is unchanged from 2023-24.

Page 3 - Adjusted Step 3 from "Friday after school" to "Friday at 3:15 pm of that same week".

Page 3 - Removed from Step 3 "Signatures are required by all teachers, even those classes the student is successful in."

Page 3 - Adjusted Step 4 from "since it means something different to everyone" to "academic progress may look different from one situation to another depending upon the nature of a specific class or academic setting."

Page 3 - Clarified language in Step 5 to read that students who do not complete the academic support process by 3:15 pm on Friday of the week in question will be "ineligible to participate in competition" the following Monday through Friday.

Page 3 - Added to Step 5, "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."

Page 3 - Removed what was Step 6, which addressed the language that was added to Step 5 in the previous point.

Page 3 - Rephrased what was Step 7 and made it Step 6, adjusting the language around academic suspensions for students who finish a semester with a failing grade to match MSHSL language around suspensions from competition in order to consistently apply suspensions whether or not students are currently participating in an activity at the time of the end of the semester.

Page 6 - Plan to bring before the Policy Committee a change to the wording regarding second violations and captaincy eligibility in Local Jordan Policy 2.

Page 7 - Amended language regarding signs brought by spectators to sporting events.

Page 8 - Updated Cheerleading activity fee and added Harmonix activity fee to include board-approved fees.

Page 9 - Updated Athletic Trainer name and contact information.

Jordan Activities Handbook 2024-2025

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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://1241a.cf.wordwareinc.com**

- If you are on educational benefits (free or reduced lunch) or are setting up a payment plan, register under "special considerations." Please confirm with Khalvorson@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, the system will not allow you to complete registration.

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.
- 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 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.

Social Media

- Students in activities are still bound to 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 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 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. The summer program is run through community ed.

Activity Fees

HS Athletics & Activities Fees

- Football (Varsity, B, C squad): $200
- All Other Athletics (Varsity, B Squad, 9th Grade): $175
- Musicals, Speech (7-12), Competitive One-Act Play: $160
- Debate: $150
- Cheerleading: $150
- Harmonix: $150
- Non-competition One Act Play, Plays, Knowledge Bowl, Robotics: $125
- Visual Arts: $75
- Play Crew: $25

MS Athletics & Activities Fees

- Grades 7 & 8 Athletics: $125
- Grades 7 & 8 Knowledge Bowl: $125
- Grades 6-8 Spring Play: $125

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
John Buteyn - jbuteyn@isd717.org - 952-492-4399

Activities Asst / Facilities Scheduler
Krista Halvorson - khalvorson@isd717.org - 952-492-4481

Athletic Trainer
Bruce Mortenson - bmortenson@isd717.org

717 JORDAN PUBLIC SCHOOLS

RANAE CASE EVENSON
Superintendent of Schools
revenson@isd717.org

August 12, 2024 Board Report

- Thank you for your incredible support and partnership! Below you will find the Superintendent's Monthly Board Report.

Sharing Our Story

- Reminder: Upcoming School Board Elections in November
    - The candidate filing period runs from July 30 - August 13, 2024.
    - Final opportunity to withdraw from the ballot is August 15, 2024.
    - We have 3 seats in this election cycle.
- School Updates and Summer Planning
    - The 2024-2025 District Calendar is available on our website. We'd encourage families to visit our website at www.jordan.k12.mn.us and note important dates!
    - Families will receive communications with important information for the new school year throughout August. Please look for those messages for the most recent information to prepare for the school year!
        - One of these communications will be sent tomorrow, Tuesday, August 13, 2024, with a request for annual verification. It's important that all families complete this required process prior to the school year starting as this is vital to ensure the district has up-to-date health and contact information in our database. Also included in this email will be information about paying fees and completing the application for educational benefits.
    - Registration for the 2024-2025 school year is still open, and we encourage families to register as early as possible to ensure we can prepare for staffing needs for the school year.
        - Families of incoming Kindergarten students who have not registered yet, should register as soon as possible, so they can begin the Countdown to Kindergarten! Registered families have started receiving information to help them prepare their student to begin Kindergarten and will continue to receive information throughout the summer.
        - Families still looking to register, can do so on our website at www.jordan.k12.mn.us and clicking on the Enroll tab. With

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questions on the enrollment process, please call the District Office at 952-492-6200.

Building Projects Update

- We recently shared our third short video update with our families and school community. It is so fun to share the transformation of spaces!
- Work continues through August on Phase 1 and several spaces will be ready for the school year as planned, with additional spaces continuing with construction throughout the school year. Next summer we will complete Phase 2, including the K-1, ELS, main office, traditional gym, traditional cafeteria, essentially the remainder of the building and outdoor spaces.
- We will continue to provide updates throughout the course of the projects! Huge thank you to our community for their incredible support!
- How can the board and community stay connected and informed?
    - Check out the Spark Page linked to our Jordan Public Schools Construction Web Page for on-going updates and photos of the work progress. (https://www.jordan.k12.mn.us/Page/2072)

Important Dates and Upcoming Events

- Aug 21 - 29 - Staff Workshop
- August 23 - District Staff Breakfast 7:30am (Location JHS or JMS)
- August 26 - Board Workshop Meeting 5:30pm CERC
- August 26-27 - Kickstart to Kindergarten
- August 27-28 - JES Back to School Conferences, Grades 1-4
- August 28 - JMS & JHS Open House, 3:30-7:30pm
- August 28-29 - Preschool Conferences
- August 29 - Kindergarten Conferences
- September 2 - No School: Labor Day
- September 3 - Freshman Focus (Gr 9) and Jumpstart to JMS (Gr 5), in person; Grades 6-8 and 10-12 Digital Learning Day
- September 4 - First day in building Grades 6-8 & 10-12, First day of school Grades 1-4, First day of Preschool
- September 5 - First day of Kindergarten, JMS & JHS Picture Day
- September 9 - Regular Board Meeting 6:30pm CERC

Enrollment Update

- As of August 1, 2024: 1757 students - EC through grade 12. With our largest class graduating this past spring, we anticipated being down in enrollment. However, we have continued to register students throughout the past two weeks.

High School Board Notes
August 12, 2024

Improve Student Achievement, Learning and Career and College Readiness

- We continue to plan for the 9th year of our Freshman Focus for our incoming 9th grade students. We are excited to implement BARR programming for our 9th grade students for the full year.
- Back to school workshop activities will focus on the theme of "First Things First" at Jordan High School. As part of our theme there will also be a focus during our workshops to get back to basics. Meaning that we are going to use good Tier 1 instructional strategies to meet the needs of our students. We will also be focusing on appropriate phone usage and when it will be allowed during our school day.
- The second session of summer school ended on July 26th. It appears that we will have over 25 students earn a credit this session. Students will have earned over 30 credits combined during the summer sessions. Due to a successful school year, we had less students attending summer school and had less credits to earn this summer.

Provide a safe and collaborative culture in which to learn and work

- Both the Parent/Student Handbook and the Staff Handbook have been updated. Teachers will review the handbook with students at the beginning of the year.
- Mr. Christ and I have reviewed our policies and procedures to develop a cohesive plan for the year. With all of the additional policy legislation added again it is important for all of us to be on the same page.
- Thank you to our custodians. Our building is almost fully cleaned and is ready for students. They have done a great job of doing the summer deep clean efficiently and effectively.

Improve Community Connection, Satisfaction, and Engagement

- Open House will occur on August 28th. We look forward to seeing our students and families on this day. Due to a scheduling conflict, Zahler photography will not be here at the open house. They will be taking pictures during the school day on September 5th.
- We are excited about the speakers that we have lined up for the school year to meet with our students and families. The goal is to have at least one community speaker a month for our families. These speakers will come in one of three modes (in-person, virtual, asynchronous presentation).
- Welcome back letters will be sent out in early August to staff and students. Student schedules will go live on Infinite Campus by mid August. We are excited to get the 2024-2025 school year going!

Integrate data-informed instruction, assessment and learning as a core competency in every classroom

- Teachers have attended or will be attending the summer flex workshop day. Our first flex day was a great success. Staff were able to begin planning for the coming school year and collaborate with peers.
- We filled the following positions over the summer: special education and choir. We will be interviewing over the next few weeks for paraprofessionals.
- Our data team and staff will meet in August to set our building goals for the upcoming school year.

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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

Jordan Middle School Board Report
August 12th, 2024

Improve Student Achievement, Learning and Career and College Readiness

- JMS will focus on effective Tier 1 instructional strategies throughout the upcoming school year.
- Finalizing Spanish 1 (high school credit) for 8th grade students.
- Finalizing advanced math students for 7th and 8th grade.
- The MTSS team met to review student data and adjust accordingly.
    - Staff review progress monitoring data for reading/math/REACH and adjust student support as needed.
    - MCA and Fastbridge data is being reviewed for 2024-2025 intervention classes.

Integrate data-informed instruction, assessment, and learning as a core competency in every classroom

- Finalizing planning for the 2024-2025 school year based on stakeholder feedback including finalizing the master schedule.
    - Student schedules will be available on August 16th.
- Updated JMS Student and Parent Handbook in preparation for upcoming school year.
    - Clarified expectations around behavior, attendance, and technology.
- Grade level teams reviewed academic and behavioral data to support students.
- Preparing for the data retreat on August 13th and the finalization of building goals.

Provide a safe and collaborative culture in which to learn and work

- Planning for the 2024-2025 school year is moving forward based on stakeholder feedback including finalizing the master schedule.
    - The special education team met and scheduled students.
    - Grade level teams reviewed academic and behavioral data to support students.
    - Reviewed and finalized hourly start and end times for the bell schedule. Moving to two lunch periods.
- Last staff position is in the process of being filled.

New Staff Member	Position	Previous Experience
Andy Breeggemann	Building Engineer	Private Business
Ellen Helgerson	Middle School Spanish	New Prague Middle School
Lanae McClellan	5th Grade Math	Jordan Elementary
Harlee Erlandsen	MTSS Math	Jordan Middle School
TBD	Reading Interventionist & 6th Grade Language	TBD

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Improve community connections, satisfaction, and engagement

- Summer programming is wrapping up and custodians are prepping the building for the upcoming school year.
- Reviewed JMS website for updates and edits.
- Finalized planning for the flex workshop. Held training on July 23rd and August 6th. Final flex day training will be held on August 20th.
- Finalizing plans for back to school events. Below are details:

<table>
<tr>
<td rowspan="2"><u>School Pictures</u>
● JMS Picture Day
o September 5th
o During School
● Picture Retake Day
o October 15th
o During School</td>
<td><u>Device Distribution</u>
● August 28th
● 3:30 pm-7:30 pm</td>
<td><u>5th Grade JumpStart</u>
● September 3rd
● 8:00 am-3:00 pm
● 6th-8th Grade-Digital Learning D</td>
</tr>
<tr>
<td><u>JMS Family Resource Night (Open House)</u>
● August 28th
● 3:30 pm-7:30 pm</td>
<td><u>First Day of School (6-8)</u>
● September 4th
● School starts at 8:00 am
● Dismissal at 3:00 pm</td>
</tr>
<tr>
<td><u>Homecoming Week</u>
● Week of September 30th
● Information on the website!</td>
<td><u>JMS Curriculum Night</u>
● September 16th
● Details to come!</td>
<td><u>JMS Digital Learning Day</u>
● October 16th
● 8:00 am-7:30 pm</td>
</tr>
</table>

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

Jordan Elementary School
JES Principal Summary for August 2024

Throughout the course of the summer, our focus has been on the construction project, reviewing programs, processes, schedules and planning for the fall. We are very excited to see students and families at the end of August, and to collaborate as a staff to have a successful start to a new school year. I continue to assign new students to classrooms, with Supt. Evenson and I monitoring Kindergarten and 3rd Grade enrollment numbers as we move through the month of August. As of August 1st, we have 102 registered Kindergarteners (currently five sections) and 136 enrolled 3rd graders (currently five sections).

Below is a summary of the summer work being done to address the district's strategic plan during the months of July and August:

PRIDE in Student Achievement; PRIDE in Student and Staff Support

- Finalizing student assignments/class lists to create optimal teaching and learning environments
- Revising and resubmitting the Title grant with Amy Hafemann to determine budget allocations for salaries/benefits and programming
- Teachers have been attending summer Flex Days to learn more about the revised JPS Teacher Evaluation and Development Plan, and SEL Tier I strategies and standard practices to implement in the upcoming school year
- Revisiting our MTSS process at the upcoming JPS Data Retreat by using quantitative data from grade level and standardized assessments, as well as qualitative data from PLCs and committee conversations
- Working with Erin Hjelmeland to prepare for our school-wide literacy PD sessions (CORE and LETRS) beginning this fall per the MN READ Act.

PRIDE in a Caring and Committed Culture

- Working with Special Events Team in finalizing activities for workshop week on team building and creating a collaborative culture and fun working environment, while managing the impact of the construction project on workshop week and Back to School events
- Collaborating with admin team to finalize workshop week training sessions and professional development needs for the school year

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PRIDE in Communication, Marketing and Outreach

- Collaborated with Elise Pickle, Communications Specialist, Heather Fry, JES Admin. Assistant, and Eric Burrill, Benjamin Bussing Company Manager, in communicating key messaging and registration timelines for families regarding Countdown to Kindergarten
- Emailed Back to School communications to staff and JES families welcoming them back to a new school year, and also share important dates and reminders for the fall
- Revised 2024-2025 JES Family/Student and Staff Handbooks and will share with the school community on website and during workshop week
- Accepting donations from community organizations and individuals to support programming, and teaching and learning at JES
- Will be connecting with School Resource Officer, LeAnn Demko, to have her assist with safety presentations related to walking and biking to school

PRIDE in Facilities- Indoor/Outdoor Spaces

- Continue to meet with the construction Oversight Committee and administration to discuss and plan for the 2024-2025 and 2025-2026 school years.
- Custodial staff is wrapping up cleaning and maintenance work on the other buildings until JES is turned back over to us for cleaning, moving, unpacking, and prepping for Back to School events
- Collaborate with Dan Lehman to plan for custodial staffing for the fall, as well as discussing a timeline for teachers to access the building prior to workshop week

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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 2024

PRIMARY FOCUS = Fall 2024 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

2024-2025 Professional Development Plan

- **Back-to-School Workshop August 21-29**
  - **Learning Target -** Staff will implement teaching strategies throughout MTSS Tier One Instruction that support best practices to meet the various needs of all learners.
  - **Fall Workshop Overview**
  - **Overview.** WIth building projects in mind, many of the training sessions during workshop week will be in an **asynchronous** format to be completed at a time that fits personal schedules and needs.
    - The asynchronous JWIN training sessions include mandatory sessions like Vector Trainings, general overviews of a few new programs available to teachers, and a few other offerings.
    - The scheduled **synchronous** training sessions will focus on district level "Nuts and Bolts" along with building level specific needs. It is important to reaffirm and establish many of our norms, procedures, and what is best instructional practices to set a solid foundation before we move forward into the new year.
- **New Staff Orientation - August 19**
  - Agenda Includes:
    - Welcome to Jordan!
    - **New Teacher Orientation**

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        - Mentor Mentee Work Time
        - Jordan Overview: Procedures, Building Specific Work, Goals, etc.
- **Summer Events**
    - **Summer Flex Workshop Options - July 26, August 6, and August 20**
        - Teachers must attend ONE of these sessions.
        - **Flex Workshop Overview**
    - **Data Retreat - August 13**
        - Agenda Includes: eduCLIMBER Update, Data Review, and Goal Setting aligned to World's Best Workforce and Building Specific Goals

Southwest Metro's Elevate (online option) - This online option will still be available for Jordan families next year.

- Continue working with Elevate to contact families and set enrollment for the upcoming school year.

Legislative Updates - Continue future planning and implications of last year's numerous legislative updates.

The Read Act

- The newest updates from MDE focus on the professional development training requirements and new template for the district literacy plan.
    - Professional Development – There has been more movement regarding information for the PD requirements.
    - Our teachers are currently being rostered in CORE or LETRS to start training this fall. MDE will give the final approval before training begins.
        - Jordan will have our own CORE cohort, and the teachers registered for LETRS will join the MN General Cohort.

Integrate Data-Informed Instruction, Assessment and Learning as a Core Competency in Every Classroom

MCA Results - The Spring 2024 MCA results were released on July 26, 2024 to school districts; the results are still embargoed until late summer / early fall.

- I am currently working through the data and solidifying numbers to share with the leadership team and staff at the data retreat.
- The results can only be shared publicly after the embargo is lifted.

Data Retreat -- The Data Retreat is scheduled for August 19, 2024.

- Data Team members from each building will attend this meeting with the purpose of understanding the district's overall data picture, create building and district goals based on this data, and set the 2024-2025 testing schedule.

Teacher and Educational Resources -- Curriculum resources are still being purchased and updated for the 24-25 school year. These purchases and updates are based on teacher requests and evidence-based best practices.

- Additional professional development will be provided for resources as needed to support teachers.

Provide a Safe and Collaborative Culture in which to Learn and Work

District Staff Development

- The first 2024-2025 District Staff Development meeting will take place during fall workshop week. The focus of this group is to be a voice for building committees at the district level.
- Vector Solutions – Jordan will now use the Vector Solutions Evaluation Suite with PD Tracking. This group will help integrate this new program, specifically for professional development tracking, with all teaching staff.

Improve Community Connection, Satisfaction and Engagement

Curriculum and Technology Integration Advisory Council --

- Information Available on the Website - https://www.jordan.k12.mn.us/domain/60
- Mark Your Calendars – The council meetings will resume in October of the 2024-2025 School Year. All meetings will take place in the Middle School Quotation Lab from 5-6pm.
    - October 7, 2024
    - November 18, 2024
    - December 16, 2024
    - February 3, 2025
    - March 3, 2025
    - April 7, 2025

JORDAN PUBLIC SCHOOLS

John Buteyn
Activities Director
jbuteyn@isd717.org

Jordan High School
600 Sunset Drive
Jordan, Minnesota 55352
952-492-4400 main | 952-492-4425 fax

Activities Director's Board Report 8/12/24

- **Tickets & Passes -** We will again be selling tickets and passes electronically through GoFan. Ticket purchases can be made by credit card via swipe or QR Code using their system. We will also continue to sell tickets for events at the door using cash or credit card. There are no changes to our ticket or pass prices this year, and Seniors aged 62 and up can still pick up physical passes at no cost by visiting the JHS Office.

- **Jordan Activities Handbook -** The Jordan Activities Handbook for 2024-25 has been updated and is ready for your review and approval. You can find the handbook linked HERE. An executive summary of changes for 2024-25 can be found HERE, and associated segments of the handbook are highlighted in yellow for tonight's meeting.

- **Fall Sports** - Cheer, Boys Soccer, Girls Soccer, Girls Tennis, Boys and Girls Cross Country, Volleyball, and Football are each offered to both middle and high school students. Registration for all fall sports is currently open, with initial practices having taken place today. We are excited to again have had enough numbers in Boys Soccer to field three teams, this time with enough advance expectation to build a full schedule and hire a coach dedicated for each level. Note - we also have a girls swimmer participating through our co-op with Prior Lake.

- **Fall Activities** - We will also be putting on fall plays at both JMS and JHS. Both are scheduled for November. Our Debate team will begin its second season during the first week of school, with Rachel Rydberg taking over coaching duties from Amy Peters. Additionally, our Robotics team will begin their season on September 10th.

- **Jordan Hall of Fame** - Our committee voted to induct two new members into the Jordan Activities Hall of Fame. Josie (Nelson) Henry '00 and Brittany Chambers '09 are the two inductees who will be honored at a ceremony on Friday, October 4th at 5 pm before the Homecoming football game in the JHS Auditorium. A press release will go out in mid-August to recognize their induction.

- **Old Pole Vault Pit** - This spring, we replaced our pole vault pit. An executive summary regarding salvage of the old pole vault pit is provided for you as a consent item.

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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

Director's Message:

- Special thank you to ALL the summer ball coaches who helped make this summer a huge success! We are very grateful for the volunteers who stepped up to help support our programming.

- Update from Coach Cooley and the Scott West Fishing team:
  - 39 students on the 2024 fishing team.
  - Over $10,000 raised in sponsorship donations from the local community. Donations used to offset registration fees and purchase equipment for students (fish measuring boards, Scott West fishing logo stickers, casting practice dummies, etc.
  - Special thanks to the 20 sponsors for their support of Scott West Fishing!
  - Team meetings covered content on fishing habitat, equipment, along with the opportunity to practice knot tying, casting techniques, and fishing at Lagoon
  - 4 students qualified for the state championship in August. Congratulations to Bryce and Brett for winning the championship! Picture below.
  - 4 out of the 6 virtual tournaments complete. Our teams were either two students or one student and an adult boat captain (parent, grandparent, etc.). Multiple students won $50 Scheels gift cards during tournament raffles.
  - We are looking forward to wrapping up the season with 2 additional virtual tournaments, junior state championship, high school tournament opens, and our end of year banquet.

Scott West Fishing

Additional Information:

- Our Fall Volleyball numbers are once again strong: 19 in 5th grade (2 teams) and 21 in 6th grade (2 teams). We have set dates for coaches and parent meetings this August.
- Track Camp was a huge success! Thanks to Kelly, Ben and their staff for a job well done!
- Wheels up Wednesday is celebrating our first full year of providing transportation to seniors around Jordan! A HUGE THANK YOU to Eric at Benjamin Bus as he continues to support this amazing program!!
- Run of the Mill planning is on schedule and we are looking forward to another great race on September 7th!
- Fall brochure registration is opening soon!

Kids Company:

- Summer Kids Co will be finishing up on August 16. We hope to get back to JES the following week, but will for sure have everything boxed up so that the middle school can be cleaned. We have fall enrollment up and are utilizing an online registration form that seems to be going well.

Preschool:

- Teacher notifications have been sent to families via email which will trigger them to complete the transportation application as well as completing the enrollment process through the parent portal.
- We still have a few more spots left and will do another social media push
- We are set to go and fully staffed at this time.

ECFE

- ECFE held a fun event in the park at the end of July with many new and current families gathering at Lagoon. It was fun to catch up and see how much everyone has grown this summer!

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

ELISE PICKLE
Communications Director
epickle@isd717.org

Communications and Marketing Monthly Summary

Projects Completed / Highlights:

- Communications for building projects updates:
  - Created and sent two video updates in June and one in July
  - Assisted with August Building Update slideshow
- Assisted with back to school building painting plans (to include color selections)
- Completed the Fall 2024 Jordan Community Ed/Rec brochure - delivered to homes the week of August 5.
- Created JHS photo board signage for FACS/Art/Technology hallway
- Executed social media marketing campaign for Kindergarten Enrollment and assisted JES with Kick Start to Kindergarten summer emails
- Created building Back-to-School materials including Open House Postcard (JMS & JHS), and Open House Checklists
- Created Run of the Mill signage for Jordan Community Ed/Rec
- Updated Catering Menu for the 2024-2025 school year.

Events Attended for Photography Needs:

- JES & JHS Building project updates
- Track & Field Camp

Projects / Events In-Progress:

- Creating a CERC Fitness Center video.
- Planning for a general district enrollment video.
- Assisting with building project meetings with the ISG design team.
- Updating JHS commons and auditorium photos for the new school year.
- Planning for additional general enrollment advertising.
- Planning additional advertising and communications for ECFE and Preschool enrollment for the 2025-2026 school year.

- Planning for ongoing signage needs across the District.

Ongoing (Daily/Weekly Activities):

- Meeting with district leadership to determine upcoming communication needs.
- Craft district messaging.
- Creating communications plans for activities and potential crisis communications scenarios, as needs arise.
- Draft talking points for Superintendent KCHK radio interviews on a monthly basis.
- Manage content for District Facebook, Twitter, 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.
- Planning new school store inventory and designs on an as needed basis.

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

KELLY RASER
Nutritional Services Director
kraser@isd717.org

Nutritional Services Director's Report
8/12/24

July Highlights

- With Free School Meals, we have been able to provide breakfast and lunch for every student on site for educational programming. We served nearly 3,000 meals to these students this summer!
- This summer, we are offering lunch to Kids Co for the first time! While these students don't qualify for free meals, we are still able to provide the opportunity with a charge of $4.95 (MDE minimum) for lunch each day. With adding this option, we served 357 additional meals, and hopefully made the mornings easier for some of our families!
- We have added two new hot buffet options to our catering menu! We will be offering an Asian Buffet with Orange Chicken, Teriyaki Chicken, Fried Rice, Egg Rolls and Veggies along with a buffet offering BBQ Pulled Pork or Shredded Chicken Sandwiches, Baked Beans, Pasta Salad & Chips. We are so excited for these new options!

Upcoming projects

- Refresh on the JES serving line - moving tray slides down to be all one, appropriate, height
- Changing the student flow in the JMS cafeteria to create two lines for students to check out at the same time
- Preparing for vendor bids for the 25-26 SY. Our current contracts with bread, milk and our primary vendor will all expire at the end of SY 24-25.
- This school year, we will have two lunch lines at each school. One specifically for Hot Lunch and one for the Alternate lunch. New signage will be added to help students navigate this change!

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

KELLY RASER
Nutritional Services Director
kraser@isd717.org

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

CHAD WILLIAMS
Director of Special Services
cwilliams@isd717.org

Board Meeting 08.12.24

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 25, 2024. Our staff did an amazing job in providing quality services and supports this summer. Everything ran as smooth as expected.
- I have been communicating with new and current staff throughout the summer. Staff have worked on student schedules, casually reviewing their caseloads, and 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 are ready for what is expected of schools for the 2024-2025 school year.

Improve Community Connection, Satisfaction, and Engagement

- This past month I was able to attend the first annual American Indian Conference at the Mille Lacs Grand Casino. We learned about the Fundamentals for American Indian Education in Minnesota and American Indian History and the impact of the history has to the education of our American Indian students.
- This past month I had the opportunity to meet and talk to the new principal at St. John's. We discussed our non-public agreement on the proportionate share and special services for students who attend St. John's.

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 have been working hard on student schedules and preparing for the start of the school year!

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Be Fiscally Responsible and Maintain Quality Facilities

- Amy Hafemann and I have been meeting weekly to go over our 24-25 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 24-25 school year. Staff from Benjamin Bus Co. will be working on setting up routes for the start of the 24-25 school year.
- Amy and I have been working on submitting our MEGS applications for CEIS funds for the 24-25 school year.
- I have been working on the 23-24 ADSIS data to meet the requirements by MDE for the ADSIS grant.

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

DAN LEHMAN
Facilities Director
dlehman@isd717.org

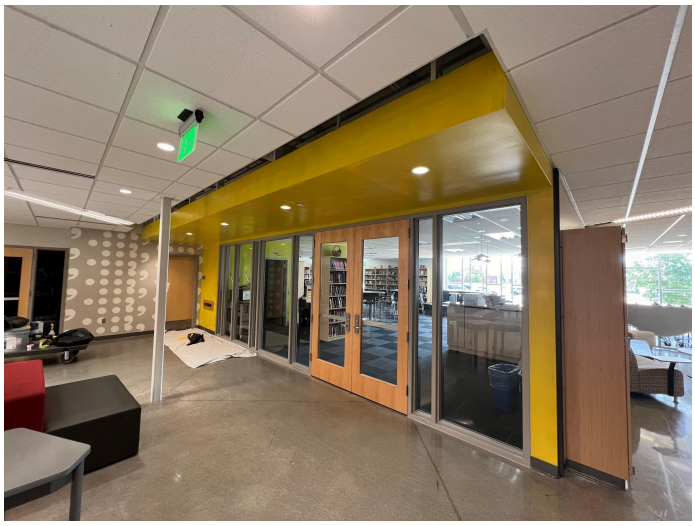
FACILITIES UPDATE

Director's message to the board:

Hello all, it's hard to believe that in a few short weeks the buildings will be full of students, staff and community members! The high school summer cleaning is pretty much complete, just need to touch up some areas around construction. Middle school team is cruising along with just the office and 7/8th grade pod left to clean. This week we sent some staff over to the elementary school to start on the K1 wing and ELS along with some help from our contracted cleaning company, Midwest Specialty Cleaning.

The past few weeks we have been painting at JHS and JMS as we updated to our new palette of colors, I can't wait to see the staff and students' reactions when they return.

We are still looking for a Building Lead for the Elementary School, as of right now we have no applicants. My plan is to set up in the custodial room, and help cover 6-11 am Monday- Friday, then have one of the evening staff come in 11-7:30pm to help cover lunch and get to some of their evening cleaning while having our student custodial helper here for 3-4 hours on the nights he can work.



August Focus:

- Get fields painted this week for soccer and football
- Get tennis courts prepped for their season
- Finish cleaning JMS and JES
- Continue to offer support for construction

2024 Board Committee & Liaison Assignments

Standing Committee Assignments

Committee Name	School Board Member
Budget/Finance	Deb Pauly, Lauren Pedersen, Sara Lehnen, Molly Monyok, Rob Langheim, Jenny Kusske, Corinne Hennen
Calendar	Jenny Kusske
City/School	Deb Pauly, Lauren Pedersen, Sara Lehnen
Community Education/Recreation	Lauren Pedersen, Corinne Hennen
Curriculum & Technology Integration Committee	Deb Pauly, Jenny Kusske (Student Board representative)
Facilities	Deb Pauly, Molly Monyok
Meet and Confer/Continuing Education/Staff Development/Personnel	Deb Pauly, Sara Lehnen
Negotiations	Deb Pauly, Lauren Pedersen (Alternate - Sara Lehnen)
Policy	Deb Pauly, Sara Lehnen, Corinne Hennen

Liaison/Points of Contact and Ad-Hoc Assignments

Committee Name	School Board Member
American Indian Parent Advisory Council (AIPAC)	Rob Langheim, Deb Pauly
Booster Club	Sara Lehnen, Rob Langheim (alternate - Lauren Pedersen)
Education Foundation	Molly Monyok, Rob Langheim
Legislative	Deb Pauly
MSHSL	Deb Pauly
SCALE	Lauren Pedersen
Special Education Advisory Council (SEAC)	Molly Monyok
SW Metro Intermediate District	Deb Pauly (alternate - Rob Langheim)

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.