



**2026-27
Medford Elementary
Faculty Handbook**

This handbook has been prepared for faculty to provide information concerning school procedures at Medford Elementary School. **The booklet is posted online or available as a hard copy upon request in the elementary office.**

These procedures have been developed to provide a positive, safe environment, in which all students can grow and learn. Parents, students, and teachers working together can provide the best possible education opportunity for students. This handbook is a link in the communication process necessary to establish a good working relationship among school participants

Medford Elementary Faculty and Staff

Kindergarten

Brittany Miller
Danielle Jensen
Nicole Padgett

First Grade

Jen Kellen
Kristi Hiatt
Cierra Meixner

Second Grade

Chrysandra Braun
Jessie Doty

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Director of Special Services

Lori Klein

Special Ed.

Bridget Aldrich
Hailee Enright
Jordan Collier
Jill Walker

Speech Clinician

Morgan Langeslag

ELL

Laura Usueta

Third Grade

Mariah Berg
Sara Milewski
Lauren Block

Fourth Grade

Tess Christenson
Becky Peterson
Rachael Roberts

Fifth Grade

Megan Noble
Malia Norton
Cassie Carlson

Sixth Grade

Jennifer Lebrun
Jack VanDusseldorp
Anna Drake

Art

Kelli Nibbe

Music

Ollie Schmidt

Reading Specialist

Sara Markham

Elementary Social Worker

Allysa Adams

School Nurse

Maggie Kingery

Elementary Secretary

Bianca Ward

Principal

Josh Carlson

Preschool/ ECFE

Angie Bierlen
Michelle Enzenauer

Community Ed. Coord.

Matt Kellen

Superintendent

Mark Ristau

District Office

Heidi Langeslag

Tech Specialist

Darin Gathje

Math Specialist

Jen Lohrmann

DAC/Instructional Coach

Ellen Hansen

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Paraprofessionals

Tracy Zirngible
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Technology Ed. Amy Hanzlicek

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There are several staff members who provide support service for students. Brief descriptions are listed below.

Speech Clinician

This person is skilled at working with students on developing language articulation and usage.

School Psychologist

A psychologist is responsible for academic testing and interpretation in all student referrals. The psychologist participates on the Child Study Team. The psychologist is at Medford School two days a week.

Special Education Coordinator & Instructors

The Special Education Coordinator and instructors work directly with students who have an Individual Education Plan (IEP). They are responsible for managing IEP's, achievement testing, and the Child Study Team.

Early Childhood Special Education (ECSE)

ECSE is provided at the Owatonna School District and serves children age birth through six years. Children identified with need are transported to Owatonna.

Hearing Impaired Instructor

This person works with students who have hearing difficulty. This instructor may provide services at Medford or Faribault, depending on educational need. The hearing impaired instructor can be contacted via the Special Education Coordinator.

Occupational Therapist

An Occupational Therapist works with children, who need assessment or therapy on large or small muscle use. The Occupational Therapist can be contacted via the Special Education Coordinator.

Math and Reading Specialist

This is a federally funded supplemental reading and math program delivered by a licensed teacher. The teachers work cooperatively with classroom teachers in developing this program. Students are identified for this program by teacher recommendations, AIMSWeb and NWEA scores.

Health Services

The health paraprofessional organizes hearing, vision, early childhood and scoliosis screenings. This person maintains health records on each elementary age student. Other duties include calling parents and providing students assistance when children are sick or injured.

Social Worker

A social worker collects family history for children who are referred to special education. He/she also works with students directly who are affected by family change or who are in need of social skill support. Their duties include providing resources for county and state services.

Paraprofessionals

Paraprofessionals work with students under the direction of licensed classroom teachers and administration. Some responsibilities include helping students with academic tasks, supervising the playground, lunchroom and media center.

Duties and Responsibilities for Medford Elementary Teachers

It is recognized that a professional educator needs a degree of latitude to utilize his/her skills and talents for the welfare of the students and the community. To facilitate the total program, however, some conformity is needed. The following statements are minimal standards and expectations of job performances for all certified staff at Medford.

1. Faculty members are to become knowledgeable of school policy as written in student, faculty and District #763 policy guidelines, and observe these policies in the day-to-day operations of the school.
2. The basic workday shall be from 7:30 a.m. to 3:20 p.m. Teachers are to be at their assigned duty stations during these hours unless other arrangements have been approved, or meetings have been scheduled. During this workday, teachers are entitled to 50 minutes of preparation time (which can be divided into segments that are not less than 15 minutes). The day also includes a 30-minute duty-free lunch.
At 8:07 a.m., teachers shall be in or near their classroom and available to greet students as they enter the classroom.
3. Faculty members shall remain in the building throughout the contracted school day, including the preparation period, unless permission is granted by a building principal. Those teachers leaving the building during the contracted day, or leaving prior to 3:20 p.m., shall sign out in the Principal's office. This is necessary because of phone calls, messages, or other reasons, which may arise.
4. General building supervision is a responsibility of all staff members. Inappropriate student **conduct** should be dealt with on location. If needed, request assistance from the office.
5. Attendance is required at all faculty meetings. Activities should be scheduled to not interfere with staff meetings.
6. Faculty members should keep abreast of modern educational practices and procedures by reading current literature, attending meetings, workshops and conventions.
7. The public should be informed of curricular and extracurricular programs. Each staff member is encouraged to arrange press and radio releases and assist with the interpretation of school programs to the public. Each

Grade Level/Department will submit at least one article to the CAST for publication during the school year and maintain an updated webpage.

8. Teachers absent due to meetings, illness, and other causes, have responsibility for planning class activity during their absence. The substitute must be provided with plans that enable him/her to carry on the work of the class. (See Substitute Teachers procedure)

Accident Forms

An accident form should be filled out for every accident that is serious enough to be sent to the Nurse. Accident forms may be filled out for any other accidents concerning students. If you have any doubt about the consequences of the accident, it is suggested that a form be completed. Accident forms are printed in triplicate: one for the teacher, the parent, and the principal. These forms are available in the Nurse's office.

Appliances in Classrooms

Faculty members are allowed to have small refrigerators in their classroom. Coffee pots, microwaves, hot plates, etc., are not allowed in teacher classrooms. Coffee pots and microwaves may be located in the Staff break room, #152. All appliances must be three pronged url certified.

Attendance (District Policy #503)

In accordance with the Minnesota Compulsory Attendance Law, Minn. Stat. 120.101, Subd. 9., students are required to attend every day school is in session, unless (1) the student's bodily or mental condition is such as to prevent attendance at school; or, (2) the student has permission from a parent or guardian to attend religious instruction for not more than an aggregate of three hours in any week.

Absence Procedures/Requesting Leave

Teachers, who know in advance that they will not be at school, should input the absence into Aesop as early as possible. Teachers are expected to maintain their list of preferred subs and either post sub plans in their absence or leave them on their desk with the red folder for their substitute teacher. If plans are left on the teacher's desk, the teacher must provide that information in Aesop.

Absence Reporting and Determination

To report an unplanned student absence or tardy, a parent or guardian must call the school's attendance line at **507-214-6378** before 8:10 a.m. on the day of the absence. When leaving your message, give your child's name, your name, and a reason for the student's absence or tardy. Based on this information, the absence or tardy is then determined to be "excused" or "unexcused". **If you do not give a reason for your student's absence, the absence will be marked "unexcused".**

Examples of an "excused" absence or tardy include but are not necessarily limited to:

- o Personal Illness*
- o Medical or dental appointments (although a doctor's note may be requested if a student is absent for excessive appointments)
- o A death in the family
- o Suspension
- o Pre-approved family vacation (limit of 5 days per year)

***Please note that when a student reaches a total of 10 absences (regardless of reasons for previous absences), parents will be asked to provide a doctor's note for any further absences to be "excused".**

Examples of an “unexcused” absence or tardy may include but are not limited to:

- o Parent not phoning the attendance line to report their child’s absence
- o Parent not reporting a reason for their child’s absence
- o Car trouble, lack of transportation or missed bus
- o Oversleeping
- o Errands
- o Lack of child care for younger siblings
- o Family vacation that has not been pre-approved
- o Family vacation that has exceeded 5 days per school year

Any anticipated absence from school requires advanced written or verbal notice from the parent or guardian prior to the absence.

A student will be released from school during the day only after the parent or guardian has contacted the school.

Tardies

Students are expected to be in their classrooms promptly at 8:12 a.m. If a student is not present at this time, they will be marked “tardy”. **Seven tardies will count as one “unexcused” full-day absence.** Students who arrive after 10:00 a.m. will be counted as a half-day absence.

Make-up Assignments

Students are responsible for completing and submitting work that was missed during their absence. Make-up work is due to the instructor no later than one attended school day after the date of absence. (i.e. if a student misses school on a Monday, the make-up work is due on Wednesday) If the absence covers three or more consecutive days, the make-up work is due to the instructor no later than three attended school days after the student returns to class. Any work not completed within this period shall result in “no credit” for the missed assignment. The principal or the classroom teacher may extend the time allowed for extended illness or extenuating circumstances.

Excessive Absences

- o When a student has accumulated **three unexcused absences**, the school is legally required to notify the parent or guardian that the child is a “continuing truant”.
- o At a total of **five unexcused absences**, the school will send out a notice that the parent or guardian is expected to attend the Steele County Attendance Review Board. The Steele County Attendance Review Board is a diversionary process designed to help the student and family address the underlying factors contributing to excessive absences. The Board is led by the Steele County Attorney’s office. Parents will be asked to meet with a representative from the County Attorney’s office at the Steele County Courthouse. This meeting will include school officials, school and county social workers, and other service provider representatives as needed. At the meeting, the participants will review the laws regarding school attendance and the diversion process. A contract with the student and family will be established and the student will be placed under supervision to attend school.
- o When a child has **seven or more unexcused absences**, state law requires that the school notify the Department of Human Services in the student’s county of residence. Failure to attend and participate in the Attendance Review Board or follow through with the requirements of the attendance contract may result in a Child in Need of Protection or Services (CHIPS) petition being filed in District Court.

Steele County

The Steele County Attendance Review Board is a diversionary process designed to help the student and family address the underlying factors contributing to excessive absences. The Board is led by the Steele County Attorney's office. Parents will be asked to meet with a representative from the County Attorney's office at the Steele County Courthouse. This meeting will include school officials, school and county social workers, and other service provider representatives as needed. At the meeting, the participants will review the laws regarding school attendance and the diversion process. A contract with the student and family will be established and the student will be placed under supervision to attend school.

Rice County

The Rice County School Attendance Review Board (SARB) oversees referrals of truant students and ensures the provision of appropriate intervention and services. The board has procedures in place to document student attendance and verify actions and interventions with request to truant students and their families. School Attendance Review Board members include representatives from the school, Social Services, Court Services, Law Enforcement and the parents or guardian of the student. The board will develop a school attendance agreement with the family that specifies the actions to be taken.

Attendance Accounting

Attendance shall be taken in the a.m. and in the p.m. on the Infinite Campus (I.C.) program. Any changes to a student's attendance may be made from the teacher's computer *within* that day. If a change needs to be made at a later date, this will have to be done by the elementary office. The reason for absence will need to be identified using one of the provided reasons. Tardiness also needs to be identified.

Students who are present at roll call, are to be counted present for ½ day. Students who arrive between 8:25 a.m. –10:00 a.m., are counted present, but tardy. Students who arrive after 10:00 a.m are counted AM absent.

Teachers should note any new admittance or students that withdraw. Please encourage parents to contact the office also.

If the I.C. does not work or when a substitute is present, please make arrangements for attendance to be reported to the office.

Bathroom and Hall Behavior

Teachers are responsible for monitoring students while they use the restroom. The entire class is not to be dismissed at once to use the restroom without teacher supervision. This includes washing hands for lunch. Responsible restroom and hall behavior must be taught as part of each teacher's classroom management (Hallway and Line Behavior Expectations). Elementary students must be quiet when they are in the halls and restroom because some students are working in their classrooms.

Bicycle Riding

Students may ride their bicycles to and from school. Students must use extreme caution when riding their bikes to school and must always use the bike/pedestrian paths and not County Road 12/69th Street past the railroad tracks. Bicycles must remain parked in the bike racks during the school day, as a safety precaution, and should be locked.

Birthday Treats

Students may bring treats to celebrate their birthday; however, this is not required. In order to safeguard all students' health, parents are asked to send treats that are commercially made rather than homemade. Treats must be simple and limited in expense and size. An example would be a cookie. Please contact your child's teacher prior to bringing in treats to see if students in the classroom have a nut allergy.

Bus Behavior

Riding the bus is a privilege, and students who ride the bus are expected to behave in an orderly, safe manner. Students will be assigned seats by the driver and must obey bus safety rules and instructions established by the driver.

School Bus Safety Rules:

1. Immediately follow the directions of the driver.
2. Sit in the seat facing forward.
3. Talk quietly and use appropriate language.
4. Keep all parts of the body inside the bus.
5. Keep your arms, legs, and belongings contained.
6. No fighting, teasing, harassment, intimidation, or horseplay.
7. Do not throw any object.
8. No eating, drinking, use of tobacco, or drugs.
9. Do not bring any weapon or dangerous objects on the bus.
10. Do not damage or vandalize the school bus.

Other District Policy regarding transportation are: #707 Transportation of Public School Students
#708 Transportation of Nonpublic School Students
#709 Student Transportation Safety Policy

Car Riders Pickup and Drop Site

All car riders will be dropped off and picked up in front of the elementary entrance. The bus corral is designated for school buses only. They are not allowed to double park outside of designated parking lane.

Motorized vehicles, snowmobiles, dirt bikes, or any vehicle that is not legal to drive on streets or roads, will not be allowed on school property without administrative approval.

Care of the Building

Correct student attitude toward our new building can only be developed if every teacher will cooperate and enforce strict regulations. Students marring furniture, walls, floors, lockers, etc., are to be immediately referred to the principal.

General appearance of the room is the responsibility of the teacher to whom it is assigned. We ask that all teachers be very vigilant in watching the condition of the building and school property.

Latex Allergy Information

Medford Public School is "latex limited" because of a few students who have a latex allergy. **Please do not bring latex balloons to school.** Mylar balloons are okay. Latex-free gloves are being used by nutrition, nursing and custodial staff.

"Cast" Contributions

The CAST serves as our communication link to the entire community. (CAST stands for "community and school together" and contains community news as well as school news.) Articles for the CAST should be prepared in two-column format and submitted to Heidi Langeslag by e-mail. We urge everyone to contribute to this monthly newsletter and 1 article per grade level each school year is expected. Staff will be informed of copy deadlines, usually falling about the 15th of the month.

Chain of Command

Chain of Command / How to Effectively Communicate with School Officials

Parents/Students are often discouraged when they attempt to communicate with central office administrators and are sent back to building-based officials in order to resolve a problem their child may be experiencing in school. To prevent that frustration, parents can become informed about the "Chain of Command", or where to begin the communication sequence regarding their child's problem. Parents of children with special needs should refer to the Special Education section below.

Many parental questions are easily and completely answered by communicating directly with the educator in charge of the class or program. Each situation should first be addressed at whatever level the initial action was taken with appeals moving on to the next level on the chain of command. The easiest way to communicate would be by email. A phone call would be the next preferable way to communicate. The chain of command can be found on the District and Elementary School Websites.

Change of Transportation and/or Destination

Students who are going to change their method of transportation or destination from school must have a signed note or phone call from their parent or guardian. Students will be directed to follow original transportation plans if prior notification has not been given. This includes going to after-school scout meetings, visiting friends, birthday parties, etc. Students may not call parents at dismissal time to arrange after-school activities.

Classrooms

The general appearance of the classroom is the teacher's responsibility.

1. Please do not allow students to sit on the backs and tops of desks and tables.
2. Desks and tabletops should be kept free of drawings and writing. Please check them frequently and do whatever is necessary to keep them clean. If students are vandalizing school property, or others' property, they should be reported to the principal's office immediately.
3. While we encourage grouping and rearranging seating from time to time to facilitate learning, students need to understand that school property needs to be treated with care. If desks and tables are moved, please do it quietly and safely. If you share a room, consider the other teacher's needs.
4. Room decorations related to courses you teach or other themes add a lot to the classroom atmosphere. Be careful not to create distractions.
5. For those who have tables in the classroom, have students put chairs up at the end of the day to facilitate cleaning of the room.

If there are some specific problems regarding the appearance or condition of your classroom, please notify a custodian or maintenance person. For documentation purposes, Custodial Work Request Forms are available in the Elementary Office. Report damage, burned out lights, broken furniture, etc. as soon as possible.

Classroom Interruptions

To control interruptions, please tell the interrupter that you are busy teaching now and that they can come back to see you. Use good judgment, but control the times you are interrupted. We must respect classroom instruction. Be polite but firm to interrupters. **All visitors are required to sign in at the elementary office. Please encourage visitors to do so.**

Classroom Materials

Each teacher will send home a list of materials needed for their classroom. This list is also published in the August issue of the CAST. Students are required to have a separate pair of shoes for indoor (i.e. Physical Education in the gymnasiums) use only.

Communications (Handouts, Mailings, Emails, and Phone calls)

Any materials, letters, notices, etc. given out to students or mailed to parents are a direct reflection, good or bad, on the school and the person sending or handing out the material. Be sure such items are professional in appearance and content. Any major handouts or mailings should be copied to the Principal prior to distribution, because inquiries about them are often directed there.

Be positive and proactive in your communications with students and parents. For example, "Jimmy does nothing" versus "Jimmy must use class time more wisely" communicates the same message to parents, but the latter may produce more favorable results.

Be very careful in writing email messages. It is preferred that staff members talk to parents if they are to discuss issues where conflict may arise. Written statements can be misinterpreted. When writing, identify facts only and positive comments to the greatest extent.

The school district will have a translator available to assist teachers in communicating with families where English is not the first language.

Continuing Education Committee

This is the local representation of the Personnel Licensing and Placement Section of the Minnesota Department of Education. The people on this committee review and keep track of each teacher's professional growth activities to meet licensing requirements. This committee approves clock hours necessary for renewal of professional licensure for Medford teachers.

Discipline

Teachers are required to have a written discipline plan, a summary of which should be posted in the classroom during the first week of school. Policies applicable to the room (which may be in addition to general school policies) should be carefully explained to the student. A process of setting rules, informing students of those rules and the consequences, and administering them equitably will provide a strong basis for classroom control.

Good discipline is that method of behavior control, which produces constructive learning outcomes. The school must help the student learn how to manage his own behavior so that it does not interfere with the learning opportunities of other students or create unnecessary interference with essential school regulations.

Discipline within the school has among its aims to teach the student that liberty and freedom are founded upon social restraint, to equip the student with the right habits for proper living, and to maintain a condition of order that will make for greatest efficiency in serving instructional aims and preserving public property.

1. Corporal Punishment is prohibited by the following 1989 legislation:
BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA: Section 1. [127.45]
[CORPORAL PUNISHMENT PROHIBITED.] SUBDIVISION 1. [DEFINITION].
For the purpose of the section, "corporal punishment" means conduct involving:
(1.) hitting or spanking a person with or without an object; or
(2.) unreasonable physical force that causes bodily harm or substantial emotional harm.

SUBD.2. [PROHIBITION.] An employee or agent of a public school 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. Whenever it becomes necessary to use physical restraint, parents will be notified of the occurrence.
3. Good discipline is proactive and positive rather than reactive and negative in nature. It consists of keeping students interested and busy doing something constructive rather than punishing them for doing things that are anti-social.

Student Discipline

Code of Conduct: Unacceptable student behavior will be subject to disciplinary action in accordance with District Policy #506. The Student Discipline Policy applies to all school buildings, school grounds and school property, school-sponsored activities or trips, school bus stops, school buses, school vehicles or any other vehicles approved for school district purposes. Student discipline is applied to any student conduct, at any time or in any place, when it interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.

Disciplinary Action: Disciplinary action for the unacceptable behavior described in this policy may include, but is not limited to:

1. Meeting with the teacher, counselor, or principal;
2. Detention or restriction or loss of privileges;
3. Parent contact;
4. Parent conference;
5. Modified school programs;
6. Removal from class;
7. Suspension;
8. Exclusion;
9. Expulsion.

A teacher, school employee, school bus driver or other agent of the district may use reasonable force in compliance with MN Statutes 121A.582, other laws, and District Policy.

Removal from class: 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. "Removal from class" is the short-term exclusion of a student from class during which the school retains the custody of the student. A staff member shall escort students removed from class to the Elementary School office. The removed student shall be accompanied by a staff member and seated in the Elementary School office until the principal or their designee conferences with the student.

The principal or designee shall conference with the teacher and a written report (Infinite Campus) regarding the removal of the student must be completed. The removal from class may be imposed without an informal administrative conference where it appears the student has created an immediate and substantial disruption to themselves or to persons or property around them. The length of time of the removal from class shall be at the discretion of the principal. Students shall be returned to class upon completion of the terms of the removal established at an informal administrative conference. These terms may include, but are not limited to, parent contact, parent conference, disciplinary action as written in District Policy #506, and/or a readmission plan.

Dismissal Duty

Elementary teachers take turns supervising the orderly dismissal of students. Teachers are grouped into teams. Teachers need to be outside promptly at dismissal time. They are to stay on duty until all elementary students are on the bus or have left the school grounds. When a bus is late, teachers on duty must stay with students until the

bus arrives. All students must walk and be orderly at all times. Students who are walking home must use the bike/pedestrian paths only.

Distribution of Information

All non-school organizations, or individuals, who wish to distribute flyers or posters in the Elementary building, must receive prior approval from the principal and/or superintendent.

Duplicating, Laminating, and Book Binding

Teachers are responsible for doing their own duplicating. The copiers in the mailroom are for this use. The laminating and binding machines are located in the Media Center (Room 207). Faculty members should see Terry Beucler with laminating procedures or may leave material with Terry for her to complete. Please allow adequate time for completion.

Laminating Guidelines

1. The item must fit the curriculum.
2. Teacher items that are used repeatedly.
3. Student work used throughout the school year.

Book Binding Guidelines

1. The item must fit the curriculum.
2. Student projects should be publishing quality.
3. No more than one binding/student/year.

Electronic Information and Acceptable Use

In addition to daily announcements and grades, other communications will be handled through the e-mail system. Read your email on a regular basis. Calls will be stored on voicemail for teachers to check when convenient. Please be sure to check voicemails and emails before the end of the school day as parents may leave dismissal instructions for their child. If emergencies arise, proper notification to teachers will be made

Staff members are responsible for monitoring their computer including email, internet, and material saved under their domain. Inappropriate materials, as set forth in Board Policy #524, downloaded or found on District equipment, will yield an administrative investigation and may result in disciplinary action as followed in Board policy and the Teacher Master Contract. Staff members are instructed to delete inappropriate emails received, immediately, and not to save them on District equipment. If a staff member finds inappropriate material/web site pop-ups, etc., on their computer, they are to report it immediately to administration to be held harmless.

Electronic Devices

CELL PHONE, SMART WATCHES (Electronic Devices), EARBUDS/HEADPHONES USE:

Medford recognizes that cell phones can serve as an educational purpose and students in grades K-12 are allowed to bring cell phones/electronic devices into the building. Unless the device is being appropriately used per 1-5 below, the student shall secure the personal electronic **device out of sight or placed in a designated area per teacher request.**

1. Before and after the regularly scheduled school day;
2. During the students scheduled lunch period;

3. During passing time between classes;
4. During class time when the classroom teacher permits the use for **educational purposes only**; and
5. During the school day by permission from the school principal.

All electronic devices capable of transmitting data or images devices are to be turned off and kept out of sight during instructional time unless teacher permission is fully granted. It is the responsibility of the student to know the teacher's expectations for electronic devices in each classroom. Students will not be allowed to leave class in response to a communication device without administrative approval. In the case of medical necessity or emergency, a student should speak with the school principal to receive advanced permission for cell phone use during the school day. We will not allow any form of sticker to be placed on a student or staff school issued device.

The use of electronic devices or other objects, which cause distractions to the educational environment, making, distributing or posting recordings, either audio or video, of any school activities, classroom, or school employee without prior approval of a building administrator; and the use of electronic devices in locker rooms as well as classrooms or other areas requiring a private, secure, or distraction-free setting; 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, 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. 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.

Violations of the cell phone/earbud/headphone use policy will result in the following:

1. For the first offense the student will be asked to put the cellphone/electronic device away.
2. For the second offense, the teacher will confiscate the cell phone and the teacher will return the cell phone at the end of the day.
3. All subsequent offenses will result in the cell phone being held in the office and returned to parents/guardians or per administration.
4. Students with more than 3 offenses per semester will receive additional consequences per principal and subject to suspension.

Refusal to turn a cell phone over to any adult upon request will be considered insubordination. The student could/will be suspended for insubordination along with being assigned the appropriate cell phone offense. Loaned cell phones will result in a cell phone offense being assigned to both students involved.

Earbuds and headphones are only allowed to be used during work time through school issued devices (with teacher permission). Earbuds and headphones must be removed upon entering a classroom or upon request by a teacher or staff member at any time. Students caught with earbuds or headphones without permission will face disciplinary consequences that will follow the violations set forth above.

Faculty Hours & Assignments

The basic workday shall be from 7:30 a.m. to 3:20 p.m. Teachers are to be at their assigned duty stations during these hours unless other arrangements have been approved, or meetings have been scheduled. During this workday, teachers are entitled to 50 minutes of preparation time (which can be divided into not less than 15-minute segments). The day also includes a 30-minutes duty-free lunch break.

1. Staff members must communicate with the building principal before leaving. This is necessary because of phone calls, messages, or other reasons for which we might need to make contact.
2. Teachers shall be in their classrooms by 8:07 a.m. Students are to be in their classroom, ready to begin the day at 8:12 a.m. Students are dismissed at 3:01 p.m.

Faculty Meetings/Committee Assignments

Faculty Meetings – 1st Wednesday of the month and scheduled as needed. GLM – 3rd Wednesday of the month. Site Team will meet twice per month/as needed on Tuesdays. All meetings will begin at 7:35 a.m.

Certain committees will function during the school year, and most faculty members will be involved in one or more such groups. The Elementary Site Team is an on-going committee that deals with decision-making regarding procedural items, which affect the Elementary in general. These items may include staff development, student discipline, building goals, scheduling events, budget and purchasing. The committee will be organized each fall. Other committee work will include a health and safety group, **and** (district wide) curriculum planning committee.

Field Trips

Field trips should reinforce curriculum outcomes. Teachers who have such a request should write a field trip request and discuss it with the principal. The request should include how the curriculum objectives will be met and what pre and post trip activities will occur. Parents will be asked to help support field trips by paying a field trip fee at the beginning of the year. A Field Trip Request form is available in the Elementary Office/Online. (Appendix)

Fire Drills/Lockdown Drills

The state law requires that schools average five fire drills a year.

Teachers are responsible for explaining fire regulations to each of their classes and the procedure that will govern during a drill or an actual fire.

The state law requires that schools average five lockdown drills a year.

The following regulations will be used:

1. Teachers will know and inform their classes of the evacuation procedure.
2. Teachers will lead their students to the exit.
3. Movement will be by brisk step, but no running.
4. The outside exit doors are to be held open by the first student reaching the area and closed when all have exited.
5. Each teacher should be able to account for all students under their supervision.
6. Do not reenter the building while the alarm is sounding – wait until "all clear" tone is rung.
7. Fire drill procedures must be posted in each classroom and information compiled and put in red folder.

Fund Raising Activities

The scheduling of fund raising activities, and the purpose for which these funds are to be used, is to be done on the appropriate request forms available in the Elementary office. All such requests must be pre-approved by the superintendent before the activity begins. Concentrate on service-oriented fund-raisers rather than door-to-door

sales. Selling of products within the school is limited to the cafeteria area, and is not to be carried into classrooms in any area of the building without the express permission of the building principal and teachers involved.

Gum Chewing

Gum chewing by students is prohibited at school except by teacher permission. Teacher permission is limited to the granting teachers' classroom. Student's chewing gum anywhere else in the school building, or on the school grounds, will be asked to discard the gum.

Sexual Harassment, Verbal and Physical Abuse (District Policy # 413, # 525, and # 526)

It is the policy of the school district to maintain a learning and working environment that is free from religious, racial or sexual harassment and violence.

Verbal and physical abuses among students, or directed at school staff, are considered suspendable offenses that may lead to expulsion for chronic offenders.

Policy on these issues is extensive and space does not allow for their complete printing here. They are available in the school offices, posted by the District Office and principal offices for public viewing at any time.

*Updated Bullying Prohibition Policy# 514 - 2014

Holiday Curriculum

Whenever classes are in session on holidays, teachers need to provide at least one hour of the day to observe activities. These holidays are Columbus Day, Martin Luther King Jr. Day, and Veteran's Day.

Homework Policy

Homework is an integral part of the learning process of every student. Following are some guidelines for making homework assignments in keeping with the district's goals. Homework for the primary student (Grades K, 1 & 2) may include collecting pictures for a scrapbook, writing creative stories, spelling lists, math drills, penmanship, studying for tests and other work not completed in school. In the middle elementary grades (3 & 4), assignments in academic studies should be introduced (e.g., mathematics, language arts, science, social studies and developing reports). When tests are scheduled the following day, more time on homework may be needed.

In grades 5 through 12, teachers should be aware of overall assignment practices so that students are not overburdened with homework.

Suggested homework time allotment:

- 10 minutes per grade level
- 1st grade = 10 minutes, 6th grade = 60 minutes

Ill or Injured Students

Ill or injured students should be sent to the nurse's office. Teachers need to send a message with the child communicating the nature of the injury or illness. Teachers may need to have a responsible person escort a student to the Nurse's office (Room 412). Please inform students to return if the nurse is not in her office.

If the student is to be sent home, or to a doctor, the parents or guardian will be notified.

Instructional Frameworks

In order to provide the highest level of instructional excellence and provide our students with the greatest opportunities to learn, the following practices are used across disciplines and will be found in all elementary classrooms on a daily basis. These practices have clear research to support their impact on student achievement. Teachers choose how to implement and execute each of the practices based on what is appropriate for their content or discipline area.

Learning Targets

Each day students experience learning one lesson at a time. Knowing what they are expected to learn each day has been shown to increase engagement, motivation, and achievement. Communicating learning targets to students for each lesson is an important component of high quality instruction at Medford High School.

-What are they?

Learning targets describe, in language students can understand, what students will learn in the lesson today. They answer the question: What did you learn today? They should build towards a larger learning goal (unit), but each day's learning target should address what is being learned *that* day.

-Why?

Learning targets that are effectively communicated to students convey the purpose for each lesson. By clearly understanding the purpose behind each lesson, student engagement will increase, student motivation will increase, and ultimately student achievement will increase. In order for students to buy into each lesson, they need to understand why it is important and learning targets serve that purpose.

-How do you write them?

Learning targets are a short summary of what should be learned in each lesson. They address the following criteria: Describe for students exactly what they are going to learn by the end of the day's lesson.

Written in language students can understand.

Include how a student can demonstrate their mastery of the learning target.

Often writing learning targets as "I can..." statements is effective.

-When should they be shared?

Learning targets will be posted and made explicitly clear to students. Learning targets should be revisited throughout the lesson and tied to the activities and examples used in class. Posting learning targets is important and teachers should have them accessible for student review. They need to be integrated into the lesson and tied to the learning each day. Learning targets should also be included in the weekly lesson plan summary and more detailed lessons should be available per request.

Internet Purchasing

There will be no purchases allowed during the school day by using the schools or your personal computers without prior approval from the administration. No personal purchases are allowed on the school computers at any time.

Lesson Plans

Lesson plans do not need to be turned in; rather they need to be completed on a weekly basis using the lesson plan framework that was shared with you. These plans may need to be updated daily. Teachers must ensure that updated plans are available upon request.

Lunchroom Procedure/Breakfast

Teachers are to accompany students to recess and pick them up at their designated time from the lunchroom.

Teacher Expectations:

1. Walk your students to the recess doors to ensure they have successfully moved outside.
2. At the end of lunch, each teacher will need to meet his/her class in the lunchroom 3-5 minutes before the scheduled end time. in the designated grade level area. Students will be transitioning to line up and getting ready to transition back to class on time. The rectangular tables are reserved for Kindergarten students. Kindergarten students can be picked up in the commons or in the 500-wing hallway.

During inclement weather students will be directed to some suitable space in the building for appropriate activities. A decision will be made by 10:30 a.m. whether students will be staying indoors. Staff will be communicated with via email.

Teachers must spend time teaching students about lunchroom behavior. Students should talk in a low tone of voice, bus their own tray, and move in an orderly way.

Students can choose daily between the main event and Sandwich Bar. Each child will be assigned a keypad number that will remain with them throughout their school career. Money is to be deposited in their account and is deducted automatically when a child has a school lunch. Both Main Event and Sandwich Bar prices are the same and include milk. Milk can be purchased separately if a child brings a sack lunch from home. Please check with Food Service on lunch prices. Free and reduced lunches are also available to those people who qualify. Free and reduced lunch applications are available in the Food Service Office (Room 610). Please send lunch money in an envelope with the child's name and PIN number.

Mailboxes/Email

Faculty mailboxes/email are located in the Teacher Mailroom (Room 151). It is imperative that all teachers check their mailboxes/email. Mailboxes/email should be checked once or twice daily. Mailboxes are not to be used for advertisement or promotion of personal business interests.

Medication Dispensing Policy

Parents are encouraged to arrange the administration of medication (prescription or over the counter drugs) to their children during non-school hours. This is especially important because a nurse is not always on duty at Medford School. If it is necessary for a child to be given medication at school, the following procedure will be used:

- A. All medication must be in the original container that it was purchased in and be labeled. This includes cough drops.
- B. Labeling of Medicine
 4. Prescription drugs must include the patient's name; name, address, and telephone number of the issuing pharmacy; name of the prescribing physician; directions for use and the name and manufacturer of the drug.
 5. Over the counter drugs must be in the original container and also have attached to it the patient's name and directions for use. Aspirin will not be dispensed as an analgesic at school due to its association with Reyes Syndrome.
- C. All medications must be accompanied with a permission message signed by parent or guardian and a doctor's signed prescription. All prescription/medication forms can be found on the school's website or by contacting the health services office.
- D. Medications will be kept in the health office in a locked drawer and dispensed by the health aide. This procedure complies with Minnesota Statute 123.35 & 126.202. Ritalin, Dexedrine, and other controlled drugs will be counted by the health aide when the prescriptions are received.
- E. Students whose temperature is measured at 100 degrees or higher will be sent home regardless of medication that is sent with the child.

Help and cooperation is needed to insure the safest possible situation regarding the administration of medication to students at Medford School. If there are any questions or concerns about this procedure, please call the principal.

Nuisance Items

A staff member shall confiscate personal items that students bring to school property which interfere with learning or affect behavior. Parents can retrieve the item(s) at the end of the school day with administrative approval. School buses are considered school property.

Pledge of Allegiance (District policy #531)

Students in this district shall recite the pledge of allegiance to the flag of the United States of America one or more times each week. The pledge will be recited in their classroom. Anyone who does not wish to participate in

reciting the pledge of allegiance for any personal reasons may elect not to do so. Students and school personnel must respect another person's right to make that choice.

Religion Classes

Students can be released on Wednesdays to attend religious release classes.

Reporting to Parents

Student report cards are sent home four times a year. Conferences will be held during the first and third marking periods. Conference procedures and information will be sent out prior to conferences. Teachers will also be contacting parents between report card distributions on a need basis. These contacts may inform parents of their child's needs and/or accomplishments. The faculty and principal encourage parent contact anytime for a conference. Please make prior arrangements to reach a mutually agreeable time to meet.

Requesting Leave/Absence Procedures

Teachers, who know in advance that they will not be at school, should request a sub by using the AESOP / TOC system that is in place. For special leaves, teachers should visit with their administrator.

School Parties

Teachers may schedule three class parties during the year, in the fall, winter, and spring. Teachers will notify parents of the cost of treats, or other special arrangements, that may need to be made.

Skateboards and In-line skates (rollerblades)

Students may not use skateboards, in-line skates, or shoes with wheeled soles, on school property. School property includes school parking lots, sidewalks, bike paths, and within the school building(s).

Smoke/Tobacco Free Environment Policy

The 1992 Legislature enacted M.S. 144.4165, Sec. 3, which prohibits tobacco products in public schools. The language specifies that,

"No person shall at any time smoke or use any other tobacco product in a public school, as defined in section 120.05, subdivision 2. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts, or controls. This prohibition does not apply to a technical college." Any person who violates M.S. 144.4165 is guilty of a petty misdemeanor.

Student Activities

The general policies that will be adopted for student activities are as follows:

1. All student activities scheduled shall be approved by a building principal.
2. All dates for activities for the high school must be approved by a building principal.
3. No special parties shall be made a part of the class period at Christmas or other periods of the year.
4. Arrangements which set a certain time for students to be at the building must have organized supervision. Be prompt. This is not a custodian's job.

Students in the Building

Faculty members assigned to activities are responsible for the students in the building after school hours. Do not allow students to remain in the building for make-up work or participation in an activity unless an instructor is present and responsible for them. This is a collective responsibility. Teachers are encouraged to invite students to remain after school for help.

After school, students should leave the building. If a student is riding with a parent they must be picked up by **3:20**. After that time they will be sent down to Tiger Club. Parents will be charged accordingly.

Student Privacy

Student names, addresses, phone numbers, and parent names, cannot be given to any person unless authorized by the principal. If a teacher is notified by a parent of a change to address and/or phone number, please encourage them to contact the elementary office with the information.

Student Records

Cumulative folders for every student are kept in a file cabinet in the Elementary Office. Please do not store cumm files in classrooms or take them home. Access to these files is necessary for administration and other school personnel who serve Medford students.

Student Referral

Students who are having academic, and/or behavioral problems should be referred to the Response to Intervention Teams (K-3, 4-6). No parent permission is needed to be referred to RTI. If the RTI strategies do not help, then the child will be referred to the Child Study Team. Students will be taught in small group skills from the classroom as needed. Teachers may refer students, and students must have parent permission to attend.

Always remember to keep parents informed about what you are recommending for their child. Parents must be communicated with, and involved in, the decision-making process. Please consult the Special Education Coordinator and/or Principal before communicating with parents on special programs.

Student Supervision

Student supervision of all students is the job of every staff member. This pertains to the classroom, halls, bathrooms, commons, assemblies, and play areas as well. Running in the halls, loitering in the restrooms, and disorderly behavior anywhere on school property should be corrected by whoever observes this behavior.

Student Transfers

When a parent notifies the teacher that a student will be moving from the district each teacher needs to make sure that:

- lunch charges are cleared.
- library books are returned.
- textbooks and materials are returned.
- student report cards are sent with the student.
- final attendance is marked on the cumulative record.
- student transfer forms are completed and given to the Elementary office. (Appendix)

Substitute Teachers

Short-term substitutes are placed in impossible situations when no assignments or very indefinite assignments are left for them. On the other hand, they should not be expected to continue with class plans which may include such procedures as introduction of new units or oral discussion unless there has been a consultation with them at least one day in advance to determine whether or not the substitute feels qualified to undertake such an assignment. To make these assignments effective, usually more time is needed for preparation than substitute teachers have available after they have been called. Seating charts should be completed for each class and be available in the classroom office desk.

AESOP and Teachers On-Call are the services that we use to coordinate substitutes and ask for time off.

Preparing For a Substitute (Guest Teacher)

- A. File in your red folder, a:
1. Daily schedule with special day changes.
 2. Seating chart or lists of students by class periods.
 3. Location of texts, answers, supplies, facilities.

4. Class rules and behavior expectations - consequences.
 5. Procedural directions - attendance, lunch count, fire drills, assemblies, passing between rooms, homework and grading methods, etc.
 6. Student information - instructional groupings and texts, student leaders and helpers, potential problem students and plans for dealing with them, special needs students, time and place they may leave room to get help.
 7. Other duties - hall, lunch, bus monitor, etc.
 8. Time filler or fun activities - games, puzzles, art, etc.
 9. Red/Green card for emergency evacuations
- B. Buddy or neighbor teacher plan to assist substitute (guest teacher).
- C. Preparing students in advance.
1. Substitute or "guest teacher" is a trained professional who is a faculty member for that time.
 2. Guest teacher will be carrying out your plans for class work, behavior, and consequences.
 3. Follow through with infractions when you return.
 4. Do not re-teach lessons, but do check for understanding.
 5. Students have responsibility to help sub - may appoint helpers.
 6. Students' goal is to maintain a positive reputation for learning and behavior.

Teacher Dress

Although this should be taken for granted, teacher dress is important to the profession. Please dress as befits the profession. To be recognized as professional people, we should dress accordingly. Medford Elementary staff has always upheld high standards in this regard. Jeans are acceptable dress only on spirit days (including wearing Medford Gear the last day of the week, theme days of the week determined by the principal) and in special casual circumstances.

Teachers In and Out Of Classrooms

It is expected that teachers be in their classrooms whenever assigned to students. If an emergency makes it necessary to leave the classroom, call the office or alert the neighboring teacher that you must leave. There is no legal defense, for any of us, if something should happen such as injury, or medical emergency, when students are left unsupervised.

Teachers are requested to be at their classroom doors during student passing times, visible to passing students. This not only helps with between-class supervision, but also provides a good opportunity for teachers to greet their students as they arrive for class.

Teacher Observation and Evaluation

Teacher observations will occur by the principal as often as possible. A formal observation will be done three times each year for non-tenured faculty. According to the three year Danielson evaluation cycle, teachers on year "3" will also be formally observed. Teachers on years "1 and 2" will work with the district's education coach. The formal observation includes a pre-observation (per administrative request), observation, and post-observation. The teacher and the principal complete observations with a digital account (google form) that is signed by both parties. The original is placed in the personnel file and a digital copy is shared with the teacher. There will also be periodic informal observations.

Teacher Propriety

Teachers are powerful ambassadors for the school. They are often the only person that parents and community members have contact with from school. What school employees say may be the only viewpoint heard. Teachers are expected to always speak appropriately about school business.

