

MEDFORD HIGH SCHOOL

Faculty Handbook *2026 - 2027*



Home of the Tigers

Medford School Board Approved, August 2026

DISTRICT VISION STATEMENT

Providing quality education while preparing our students and community for the future.

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Welcome

Welcome to the Medford Public Schools! We are proud of our school and our students. You are part of a staff that is committed to collaboration and high levels of learning for all students.

FACULTY AIMS AND GOAL TOPICS

1. Assure high achievement for all students

- Assure readiness for the next step (kindergarten, the next grade, college, career)
- Assure that all student groups reach proficiency on all standardized tests
- Assure a 100% graduation rate

2. Utilize educational best practices with all staff

- Develop and utilize relevant and innovative curriculum and effective instruction
- Utilize technology to enhance learning
- Focus on continuous improvement for all programs
- Meet the needs of all students (academic, social, emotional)
- Attract, hire, develop, and retain employees who are committed to excellence

3. Provide a safe and welcoming atmosphere for everyone

- Respect, engage, and challenge everyone
- Value parents and community members as active educational partners
- We promote diversity as a life value for living, learning, and growing as fair persons.
- Provide a wide variety of opportunities for all (classroom and extracurricular)
- Foster collaboration between the board, community, staff, and students

MINNESOTA TEACHER CODE OF ETHICS

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.

The standards of professional conduct are as follows:

- A teacher shall provide professional education services in a nondiscriminatory manner.
- A teacher shall make reasonable effort to protect the student from conditions harmful to health and safety.
- 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.
- A teacher shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning.
- A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.
- A teacher shall delegate authority for teaching responsibilities only to licensed personnel.
- A teacher shall not deliberately suppress or distort subject matter.
- A teacher shall not knowingly falsify or misrepresent records or facts relating to that teacher's own qualifications or to other teachers' qualifications.
- A teacher shall not knowingly make false or malicious statements about students or colleagues.
- A teacher shall accept a contract for a teaching position that requires licensing only if properly or provisionally licensed for that position.

Source: Minnesota Rule 8700.7500

DUTIES AND RESPONSIBILITIES FOR MEDFORD HIGH SCHOOL 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 High School:

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 work day 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 1 class period 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 8:10 a.m., teachers shall be in or near their classroom greeting and available to students.
3. Faculty members shall remain in the building throughout the contracted school day, including the preparation period, unless permission is granted by the building principal. Those teachers leaving the building during the contracted day, or leaving prior to 3:20 p.m., shall notify the Principal's office. This is necessary because of phone calls, messages, or other reasons, which may arise.
4. Full time teachers have a five period instructional assignment plus a supervision and preparation period. Teachers who teach more than five class periods are considered to be on "overload" and will be compensated according to the Master Contract for this additional assignment.
5. The teacher's supervision period may be assigned as a study hall, lunch duty, collaboration period, or other supervisory duty not to exceed one period each day. The building principal approves such assignments as needed.
6. General building supervision is a responsibility of all staff members. Inappropriate student conduct should be dealt with on location. If needed, teachers should request assistance from the office. Teachers are expected to help with hallway supervision by being at their door during student passing times.
7. Most teachers are assigned a 22-minute advisory time five times per week with students. Based on the schedule, a teacher may not have such a period assigned.
8. Mandatory attendance is required at all faculty and grade level meetings. Activities should be scheduled to not interfere with staff meetings. Teachers can only be excused from these meetings with permission from the principal.
9. Faculty members should keep abreast of modern educational practices and procedures by reading current literature, attending meetings, workshops and conventions.
10. 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. Newsworthy items should be placed on Facebook, Twitter, Instagram, or other social media platforms.
11. 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)

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 high school 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.

ABSENCES (COVERING CLASSES)

It is expected that teachers are in their classrooms whenever assigned to students. Coaches, be with players when you are responsible for them. If an emergency makes it necessary to leave the classroom, call the high school office and alert the neighboring teacher that you must leave. There is no legal defense, for anyone, 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.

ABSENCE PROCEDURES/REQUESTING LEAVE

Teachers, who know in advance that they will not be at school, should input the absence into Frontline as early as possible. Teachers are expected to maintain their list of preferred subs and post detailed sub plans in the sub folder located in the Google Suite. Those who will be absent long term, need to complete the long term sub checklist to prepare for their absence, unless the absence is an emergency and they are unable to do so.

ACADEMIC INTEGRITY

Integrity is essential to excellence in both education and life. Assessments and other school work are measures of a student's academic performance. Honesty is required to ensure an accurate measurement of a student's academic knowledge. Each assessment must be evaluated on what the student knows or can do in order for the student and his/her family to have a clear and accurate accounting of the student's mastery of the material. When a student chooses to violate the academic integrity policy, it is an academic and behavior infraction. As a result, the teacher will need to find an alternative way to assess the student's knowledge. It is at this point that all parties—parents, teachers, administrators, and the student—work to identify the root cause of the behavior and to help the student learn from the experience in a caring, consistent, and instructive way.

CLASSIFICATIONS OF ACADEMIC DISHONESTY

As a guiding principle, academic dishonesty includes, but is not limited to, cheating on school assessments (formative or summative), plagiarism, passing off AI generated work as one's own, or collusion. Additional classifications may be added at any point.

1. Copying homework or allowing someone to copy your homework.
2. Letting your project partner do all the work and just putting your name on the final project.
3. Sharing test questions and/or answers about what is on a test with other students either verbally or electronically (i.e. text messages, earphones, calculators, bluetooth technology, IPODS, etc.)
4. Looking at another's test/quiz or allowing another to copy a test/quiz.
5. Submitting another's work as your own with or without the other person's knowledge. (i.e. plagiarism.)
6. Working with others on an assignment that is designed to be done individually.
7. Using AI to write/complete an assignment and passing it off as the student's independent creation.

CONSEQUENCES FOR VIOLATIONS OF THE ACADEMIC INTEGRITY POLICY

All offenses/violations of this policy are cumulative for all courses over the high school academic career. If the behavior warrants it, the administration may increase the level of consequences based on the facts and the violations of other policies.

PROCEDURES FOR REPORTING ACADEMIC DISHONESTY

1. If a staff member has a belief that a student violated the academic honesty policy, he/she will discuss the incident with the student.
2. The staff member will complete an email to the principal outlining the infraction.
3. The staff member will inform the parent(s) of the infraction via the phone (preferred), email, or a letter along with any possible remediation for the infraction.
4. The teacher may set a date and time to complete an alternate assessment for a maximum of 80% credit. If a student fails to complete it within the stated time frame, the teacher will issue a score of zero.
5. The administration will meet with the student, and parent(s) if requested, to review the incident and to establish the consequences. A follow-up meeting may be necessary to review the student's actions subsequent to the incident.

APPLIANCES IN CLASSROOMS

Faculty members are allowed to have small refrigerators, microwaves, and coffee makers in their classroom. Hot plates, space heaters, and any appliances with a surface that remains hot/heated etc. are not allowed in teacher classrooms. Coffee pots and microwaves are also located in the Staff break room #152.

ASSEMBLY PROGRAMS

All teachers not on a prep period are to attend assembly programs, special events, and pep fests, as these are an integral part of the curriculum. It is the responsibility of each teacher to see that students are attentive and orderly.

AUDITORIUM USAGE

All staff are welcome and encouraged to use the auditorium, but there are some procedures to follow to ensure we maintain an accurate schedule and high quality facilities:

- Scheduling of the auditorium is done by Matt Kellen, please notify him at least three days in advance with the following information: when the auditorium needs to be opened and closed, who will be using it and supervising, and what equipment will be used (projector, screen, microphones, etc.).
- No students are allowed in the sound and lighting control room.
- No food or drink is allowed in the auditorium.
- Students are not allowed to use the auditorium without supervision.
- Students are not allowed to put their feet on the seats.

BELL SCHEDULE

The first bell will ring at 8:10 a.m. and students will report to classes by 8:15 a.m. Students will have 4 minutes passing time between classes.

Students who arrive at class more than 15 minutes after the bell are considered absent from that class. Late arrival of less than 15 minutes is considered to be tardy. 1st hour attendance must be submitted by 8:35 am so office staff can begin to verify absences with parents.

M, T, W, Th, F Schedule		
First Bell	8:10	
Period 1	8:15-9:02	47m
Advisory	9:06-9:28	22m
Period 2	9:32-10:19	47m
Period 3	10:23-11:10	47m
A-Lunch (7/8)	11:10-11:40	30m
Period 4A	11:14-12:01	47m
Period 4B	11:44-12:31	47m
B-Lunch (9-12)	12:01-12:31	30m
Period 5	12:35-1:22	47m
Period 6	1:26-2:13	47m
Period 7	2:17-3:04	47m

BULLYING PROHIBITION POLICY (DISTRICT POLICY #514)

It is the policy of the school district to maintain a learning and working environment that is free from bullying which includes, not only students who are directly engaged in an act of bullying but also students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or school staff.

Bullying includes behavior that is intimidating, threatening, abusive, or hurtful conduct that is objectively offensive *and* (1) the conduct involves an imbalance of power; *or* (2) the conduct materially and substantially interferes with a student's education or ability to participate in school activities.

Bullying includes, but is not limited to, conduct by a student against another student that a reasonable person under the circumstances knows or should know has the effect of: harming a student; damaging a student's property; placing a student in reasonable fear of harm to his or her person or property; or creating a hostile education environment for a student. These circumstances also apply to bullying acts toward school staff.

No teacher, coach, administrator, or other employee of Medford Public School will permit, condone, or tolerate bullying.

Complaints of bullying can be made to the principal by completing a written report form. Oral reports shall be considered complaints as well. False accusations or reports of bullying against another student are prohibited and may result in discipline. All complaints will be investigated and acted upon appropriately.

Bullying among students, or directed at school staff, may result in positive behavioral interventions up to and including suspension and/or expulsion. The circumstances of each bullying incident will be taken into account, which may include developmental and maturity levels of the parties involved, levels of harm and nature of behavior, relationship between the parties involved, past incidents or continuing pattern of behavior, and the context in which the alleged incidents occurred to determine appropriate consequences.

Policy on this issue is extensive and space does not allow for complete printing here. This policy is available in the school offices and posted by the principal office for public viewing at any time.

CARE OF THE BUILDING

Having students with the proper attitude toward/about our building can only be developed if every teacher will cooperate and enforce strict regulations. Students scarring furniture, walls, floors, lockers, etc. are to be referred immediately 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.

CHAIN OF COMMAND

Parents/Students are often discouraged when they attempt to communicate with the superintendent and are generally sent to a building-based principal 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 [HERE](#) and on the District and High School Websites.

CHAPERONE RESPONSIBILITIES

Faculty members will be appointed chaperone responsibilities by administration. The student council at Medford high school has assumed the assignment of coordinating school activities including, but not limited to, the following: Jr. High Fall and Spring Dance, Homecoming Activities and Dance, Prom, Graduation. The student council will have these activities approved by administration.

Chaperone responsibilities are required for these school activities and chaperones will work closely with Mr. Johannes, Student Council Advisor. Faculty chaperone assignments are listed below and will rotate annually. A chaperone who cannot fulfill his/her obligation must arrange for another faculty member to assist.

Chaperones

Jr. High Fall Dance ()

Jr. High Spring Dance ()

Homecoming Decorations & Dance (10/10)

Student Council will coordinate:

- Voting for Royalty
 - Jr. Attendants at Coronation
 - Publicity
 - Appoint students to serve as Master of Ceremonies
 - Order crowns and flowers for royalty nominees
 - Pick decorations and DJ/band for Homecoming Dance
- Transportation of royalty during halftime of the FB game.
- Other Homecoming activities

Snow Week Decorations and Dance ()

Student Council will coordinate:

- Select decorations for dance
- Select attendants if necessary
- Other Snow Week activities
- Select band/DJ for dance

Prom Grand March, and Dance (5/1/27)

Student Council will coordinate:

- Select decorations for Grand March and dance
- Select dance location
- Select Sophomore attendants
- Other Prom activities
- Select band/DJ for dance

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. Do not allow students to lean against walls. Keep student chairs away from the walls to help prevent marring of walls.
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. We encourage grouping and re-arranging seating 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. No food or beverages are allowed in classrooms EXCEPT during advisory when permitted by the teacher. On an occasion where food or a beverage is planned, please check with the administration. Teachers may confiscate and/or dispose of food and drink in violation of this policy.
4. 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.
5. Rooms are to be kept neat and orderly. If there are items you are not using please try to put them in cabinets. This is the responsibility of the classroom teacher.

If there are some specific problems regarding the appearance or condition of your classroom, please notify a custodian or maintenance person, preferably by completing a Custodial Work Request Form(available online), unless it is an emergency or safety threat. Report damage, burned out lights, broken furniture, etc. as soon as possible.

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 could 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 and positive comments to the greatest extent.

COURSE SYLLABUS

Teachers will create a course syllabus to be shared with all students during the first week of class, posted on the class website or learning platform website. A course syllabus template is included in Appendix C and posted on the HS website and Google Classroom. The course syllabus is an important communication tool for students, parents, and administrators. Information in the syllabus should convey the purpose of the course, course activities, expectations for homework and grading, classroom expectations, important dates and other information that is important to know in order to be successful in class. The following sections are required to be included in the course syllabus:

- Course Title & Google Classroom Code
- Contact Information
- Course Description
- Grading (including info on what is an assignment vs. test vs quiz vs final, homework, and late work policy)
- Classroom rules
- Academic Dishonesty

DAILY ANNOUNCEMENTS

Daily high school announcements will be e-mailed to all staff members & posted on Google Classroom for students every morning during students’ advisory period. If you have anything you would like to put in the announcements you will need to get it into the office before 3:30 p.m. the previous day. Activities the night before should be in the office by 8:00 a.m. to make the morning announcements for that day. If you have a student put something in the announcements, the teacher must sign off on it beforehand.

DETENTION

An after school detention (or lunch detention/s may be assigned with administrative approval) system will be in place after the first week of school. Teachers will be asked to take turns serving as detention supervisors for one week at a time. If no students are assigned to detention, no session will be held. A schedule will be provided to the supervising teacher before the end of the days on which detention is scheduled. Teachers who cannot supervise their assigned detention are responsible for finding another teacher to cover for them. Detention sessions are from 3:05 PM to 4:00 p.m. Be sure to check and report attendance to the office at the end of the session.

Detention may be assigned by the principal or a teacher for unacceptable behavior addressed under the Rules of Conduct. Parents will be notified by email or phone when a detention is assigned. Any request to change a detention date must be made by 3:00 on the Tuesday before detention to the principal.

Detention Rules

1. Students must bring schoolwork or a book to read. Chromebooks can only be used for schoolwork or reading (no games, social media, or messaging). The detention supervisor can put the Chromebooks on guided use (GoGuardian) to ensure students are on task. No other electronic devices are allowed this includes but is not limited to: earbuds or headphones, Nintendo switches or other gaming devices, personal computers, and/or cell phones.

2. No sleeping.
3. No food or beverages are allowed.
4. Students should be seated quietly and spread throughout the room.
5. Failure to listen to the detention supervisor's instructions may result in dismissal of the student with no credit for time served.
6. Skipped detentions or dismissal from detention for poor behavior will result in ISS.

[Faculty Supervisors List](#): click on this link to view supervision days.

ELECTRONIC INFORMATION AND ACCEPTABLE USE

In addition to daily announcements and grades, other communications will be handled through the e-mail system. Read email on a regular basis. Calls will be stored on voicemail for teachers to check when convenient as to not interrupt teaching with ringing phones. If emergencies arise, proper notification to teachers will be made. Personal long distance calls should be avoided.

Staff members are responsible for monitoring their computer including email, internet, and material saved under their domain. It is recommended that staff members do not store personal information on their school issued device. The district is not responsible for lost material due to connectivity problems. 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 considered held harmless.

ELIGIBILITY LISTS/GRADE CHECKS

A list of students who, because of receiving a failing mark in any class, are deemed to be ineligible at the end of a three week grade check period will be sent to the district activities director. Teachers determine which students should be placed on the ineligibility list and are required to report the list to the activities director at the three week and six week grade check. The district activities director will supply this list to coaches currently active with in season sports and activities. The list will not be openly posted and it will be the responsibility of the coach to discuss a student's status with him/her.

The simplest definition of the eligibility policy is "no pass-no play." If a student fails any course during a grading period, he/she is ineligible until the next grade check. At that time, the student's academic standing will be reviewed and if the student is making satisfactory progress in passing the failed course(s) and all others, eligibility will be restored at that time for the rest of the grading period.

(There will be no final Friday's. All work must be completed within a 3 week timeframe.)

Quarter 1

Quarter 2

9/22/26 - 3 wk check (9/29/26) - 1 wk check)
10/13/26- 6 wk check (10/23/26- 1 wk check)
11/05/26 - End of Quarter 1

12/01/26 - 3 wk check (12/08/26) - 1 wk check)
12/23/25 - 6 wk check (1/08/27) 1 wk check)
1/15/27 - End of Quarter 2

Quarter 3

2/09/27 - 3 wk check (2/16/27) - 1 wk check)
3/02/27 - 6 wk check (3/16/27) - 1 wk check)
3/24/27 - End of Quarter 3**

Quarter 4

4/20/26 - 3 wk check (4/27/27) - 1 wk check)
5/11/27 - 6 wk check (5/18/27) - 1 wk check)
6/03/27 - End of Quarter 4

**Academic eligibility for Prom will be determined by quarter 3 final grades as well as attendance/tardies (Truancy and/or 10 + tardies)

FACULTY MEETINGS/COMMITTEE ASSIGNMENTS

Faculty meetings are scheduled as needed, and will usually be held on the 1st Wednesday of the month at 7:30 a.m. If the agenda has not been completed, meetings may continue after school.

Certain committees will function during the school year, and most faculty members will be involved in one or more such groups. The High School Site Team is an on-going committee that deals with decision-making regarding budget, purchasing, and procedural items that affect the high school in general. It will be reconstituted in early fall.

Secondary Committee Options

Site Team
Technology

District Professional Development
Middle School Leadership

Calendar Committee
Dist. Advisory Committee

FIELD TRIPS

Any teacher wishing to take students out of class for a learning activity or event must complete the following information:

1. Complete and submit the online field trip protocol form found on the district website at the beginning of the school year for all requested trips. If an opportunity arises after that submission, it must be requested at least **TWO weeks** in advance. Completed application includes the form, example permission form, transportation form, and absence form.
2. The school secretary and all teachers must be given a preliminary list of students that will be absent at least **ONE week** in advance of the absence. Final list must be submitted the day of the absence.
3. Field Trips are considered class time and therefore ALL students MUST attend unless a valid reason for not attending can be given (appointment, leaving school early, etc). If a student(s) is not attending with their class, it is the teacher's responsibility to make arrangements for the supervision of that student(s) while the class is gone. This should be done in advance and communicated to the main office so that the student can be located and accounted for in an emergency.

Teachers that are organizing whole grade level field trips for mainstream classes will consult with special education case managers to collaborate and include special education students that are not in the mainstream classes. The teacher that initiates the field trip will try to minimize the number of staff that will be out of the building for that day. Outside chaperones are highly encouraged. All Field trips MUST be approved by the principal and may require approval at the beginning of the school year.

FINAL EXAMS

Many classes administer a test or project to end each grading period and/or year . It is okay to give the seniors a final, continue to cover material with remaining students, and give those remaining students a slightly different (or the same) final. 7th and 8th grade classes may have a slightly different expectation of what final exams look like. Final exams should contain meaningful content and be fair to all students.

FIRE, EMERGENCY PROCEDURE AND SEVERE WEATHER DRILLS

The state law requires that schools have five fire drills, five emergency procedure drills, and at least one severe weather drill during the school year (usually a tornado drill). Fire drills will be held more often in the spring and fall so fewer drills may be held in cold weather.

Teachers are responsible for explaining the regulations of these drills to each of their classes and the procedure that will govern in case of a drill or an actual emergency.

The following regulations will be used:

1. Teachers will know and inform their classes of evacuation, stay in place or lock-down procedures.
2. Teachers will lead their students to the exit (fire and severe weather).
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 (fire only).
5. Each teacher should be able to account for all students under their supervision by using a class roster (also in classroom red folders).
6. Do not re-enter the building while the alarm is sounding – wait until "all clear" is notified by the administration.
7. Fire drill and Severe Weather procedure must be posted in each classroom. The Emergency Procedure must be identified, but other details may be confidential. The specifics for these drills are found in the Emergency Action Plan (Red Folders).
8. Staff are required to participate in all drills even if they do not have students in their classroom at the time of the drill.

FUNDRAISING 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 form found in Appendix B. All such requests must be pre-approved by the principal 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. Food that does not meet MDE food and nutrition guidelines may not be sold before 4:00.

GRADING

Grades are to be given each quarter (2 quarters equal 1 semester; grades are computed into a semester grade) and credit assigned at the end of the school year. Grades will range from A to F with plus (+) or minus (-) designations as appropriate. Grades are weighted according to the following scale for computation of the grade point average (GPA):

A = 4.00	C = 2.00
A- = 3.67	C- = 1.67
B+ = 3.33	D+ = 1.33
B = 3.00	D = 1.00
B- = 2.67	D- = 0.67
C+ = 2.33	F = 0.00

All grades will be put into the Infinite Campus system. The school counselor will be able to assist with any grading implementation issues. All other grading concerns should be directed to the principal. Parents will be able to “view only” grades and attendance of their children via the Infinite Campus Online Parent Portal (and through the Infinite Campus App), therefore it is critical that you keep student grades current and up to date **each week**.

Purpose and Meaning of Grading

1. Communicate achievement status with parents
2. Provide information to student for self evaluation

Weighted Grades by Category

Recognizing that activities that are assessed in the classroom can serve more than one purpose, the use of category weighted grading will be used to provide consistency across all classrooms. All assignments or items that are put in the gradebook must fit one of the three following categories:

Performance, Summative, Final

*Category Title: **Performance***

Any final performance that determines the growth of the student's learning. Evidence that proves the students have learned the desired learning target objective. Evidence of the level of achievement towards the stated learning target or standard. These items focus on what students know and are able to do at a particular point in time.

Examples: Chapter tests, mid-term tests, final tests, reports, presentations, final draft essays, etc.

Practice, Formative, Growth

*Category Title: **Practice***

Any practice work that connects to the target objective and allows student room for improvement to obtain mastery on the performance product. Daily assignments or formative assessments that are corrected for accuracy or feedback are given to help students fix mistakes for the performance product. These items measure students' learning progress towards achievement of learning targets or goals.

Examples: Rough draft essays, Assignments graded for accuracy, measuring learning in progress, Quizzes to determine where students are at and used for instruction,

Behavior, Effort, Study Skills, Learning Habits

*Category Title: **Effort***

Assignments to determine students' effort to work towards the practice and performance goal. Work based on completion effort and not accuracy. These items focus on how students have learned the content or standards.

Examples: Homework that is graded for completion, Group participation score, Time on task, Use of class time, Punctuality of assignment, Preparedness, Academic Skills, Syllabus, Signatures, Diagnostic

Definitions

Test

Any assessment (long or short) that is the final measurement of student learning. Content will not be revisited after the assessment is taken.

Quiz

Any assessment that measures the progress towards achievement of a learning target or standard that is used to drive instruction and students will have another opportunity to demonstrate achievement.

Diagnostic

Practice assessments that are graded for completion and meant to prepare students to handle the testing instrument (ie. practice AP tests)

Assignment

Student learning practice that is short, due the next day, and graded for accuracy

Homework

Student learning practice that is short, due the next day and graded for completion

Grading Scales

Traditional

94-100 A

80-83 B-

67-69 D+

64-66 D

Standards Based

4.0 Exceeds Expectations

95%

A

90-93 A-

77-79 C+

3.5

90%

87-89	B+	74-76	C	60-63	D-	3.0	Meets Expectations	85%	B
84-87	B	70-73	C-	0-59	F	2.5		80%	
						2.0	Partially Meets	75%	C
						1.5		70%	
						1.0	Does Not Meet	65%	D
						0.5		60%	
						0.0 ¹	No Evidence	50%	F

Students must attempt and submit an assessment in order to receive a 0.0 and 50%. Students who do not submit anything will receive 0% credit.

Re-assessment

If teachers offer re-assessment, they may require students to make test corrections, complete all homework relevant to the assessment, complete additional practice, attend tutoring sessions, or complete another activity before being able to re-assess.

General Procedures

- Departments will determine grading processes and category weights and apply them consistently
- As the purpose of grading is to communicate achievement levels to students and parents, each grading period must contain a sufficient number of assessments to accurately determine achievement. Every effort will be made to hold students accountable for completing every assignment.
- Due dates and deadlines (Recommended Late Work Policy)
 - Teachers will set due dates and deadlines for all assignments in order to increase the opportunities for students to complete their assignments.
 - Assignments turned in by the due date will be considered for full credit.
 - Assignments that are turned in after the due date but before the deadline will be considered for up to 80% credit.
 - Assignments turned in after the deadline but before the "Final Friday" of each quarter will be considered for up to 50% credit.
 - A student may submit a written appeal form to the teacher in order to petition for more than 80% or 50% credit for assignments turned in after a deadline but before the Final Friday.
- Many high school courses will have a final exam that assesses the essential learning targets of the course. Example final exams include, but are not limited to: A final oral presentation, an in-class essay, short answer questions, or a multiple choice assessment. The semester final exam will be recorded as a separate grade and will count for no more than 10% of the semester grade.
- Grades will be **updated weekly** and posted in Infinite Campus.
- Communicating student performance:
 - Teachers will enter assignments into the grade book no later than the day it is due.
 - Teachers will enter scores into the gradebook within 2 days of the due date or designate the assignment as missing until scores can be entered.
 - Assignments that are not turned in by the due date and have not received permission to turn in late (due to absences, for example) will be marked as missing until turned in.
 - All grade books will be brought up to date **at least once per week** as this will be an activity for advisories each Monday.

Building Wide Consistency

- All teachers will use weighted category grading
- The category titles will be consistent
- All teachers will use the same grading scale

Department Wide Consistency

- Category weights will be consistent within departments

Individual Teacher Responsibility

1. Teachers will create and publish late work policies in their course syllabuses
2. Teachers will set due dates and deadlines

HALLWAY SUPERVISION

Greeting students at the doorway of your room and assisting in hall supervision helps to maintain an atmosphere of control and respect that affects the entire school day. The sharing of this responsibility by all teachers helps to achieve the type of school in which it is pleasant to teach. It should be the exception when a staff member is not assisting in supervision before school, between classes, and after school.

- All students in the halls during class periods must have a pass.
- Everyone is expected to help maintain an orderly building by assisting in the following ways:
 - o Be in the halls during passing time to assist students in getting to class on time and to help maintain order.
 - o Do not allow students to leave class early at any time during the day.
 - o Approve a pass for students who have legitimate school business. Students who do not have legitimate school business should not be given a pass to leave the classroom.
 - o Under no circumstances are students to be locked out of a classroom for tardiness. If a student is tardy, they should be marked tardy on attendance. An appropriate consequence should be given.

HARASSMENT AND VIOLENCE POLICY

School District #763 is committed to providing a safe, positive learning and working environment for everyone. It is the policy of the school district to maintain a learning and working environment free of religious, racial or sexual harassment and violence. The complete Harassment and Violence Policy (#413) can be found in the district office.

HOMEWORK POLICY

Homework is an integral part of the learning process of every student. The following are some guidelines for making homework assignments in keeping with the district's goals. In grades 7 through 12, teachers should be aware of overall assignment practices so that students are not overburdened with homework.

Suggested	Time	Allotment
These times can vary based on the ability of the student and the amount of study time he/she has during the school day.		

<u>Grade Level</u>	<u>Types of homework</u>	<u>Approx. Amount of Time</u>
7 & 8	Varies based on schedule	very little- in class time
9 - 12	Varies based on schedule	30 minutes per subject

HONOR ROLL

The Honor Roll will be determined each quarter. This will be done immediately upon issuance of the report cards. (See note below about incompletes.) The honor roll will be reported in two lists: (1) high honors 3.67 - 4.00 GPA & (2) honors 3.00 - 3.66 GPA.

ILLNESS OF STUDENTS

If a student becomes ill or appears ill, the teacher is to send the student to the Nurse's Office. The student should be accompanied by a reliable person. If the student is to be sent home or to a doctor, the parents or guardian will be notified.

INCOMPLETE GRADES

Students having an incomplete (I) on their report card have a maximum of two weeks (10 school days) from the last day of the grading period to complete the necessary work. Incompletes are not to be used as an extension of the grading period, they should only be used when extenuating circumstances prevent students from turning in work on time. At the end of this period the incomplete will be automatically changed to a failing mark if no other grade is

subsequently awarded by the teacher. Any exceptions to this procedure should be given in writing to the office secretary.

Students who receive an incomplete at the end of a grading period will not be eligible for honor roll status, even if the incomplete is made up according to the above procedure. Not completing school work on time makes a student ineligible for honors recognition despite eventual grades earned. Exceptions may be granted for extenuating circumstances by the building principal, such as serious illness, or other cause of extended absence.

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 shared with you. These plans may need to be updated daily. Teachers must ensure that updated plans are available for a substitute. A basic lesson plan template can be found in APPENDIX A

LUNCHROOM SUPERVISION

Lunchroom supervisors are expected to be present in the commons as soon as possible after students are dismissed. Lunchroom supervisors will close the doors to the academic and athletic hallways and monitor students that leave the commons area. Lunchroom supervisors will arrange a schedule that will divide supervision duties and ensure all staff has a 30 minute duty free lunch based on the following schedule:

A Lunch Supervision – 11:10-11:40 Supervision; 11:10-11:40 Lunch; 11:44-12:30

B Lunch Supervision – 12:00-12:30 Supervision; 12:00-12:30 Lunch; 11:14-12:00

Student Lunchroom Expectations

1. Leave all books and other items including chromebooks in lockers during lunch.
2. WALK from class to the lunchroom. No running.
3. Form two lines and respect the order of the lines. No budging.
4. A maximum of 8-10 people per table.
5. Clean up any messes that you make, contribute to or see.
6. When you are finished eating, check your table and area for messes, dump your tray and return to your seat.
7. Do not leave the commons without permission from a faculty monitor. Use the restrooms near the kitchen.
You must have an approved pass or permission from a lunch supervisor to leave the lunchroom/commons.
8. Stay in your seats until the bell dismisses you to your next class.
9. Doors to the T-Hallway, Senior Hallway, and Ag hallways will be closed and locked during lunch. Students should ask a supervisor if they need to go through those hallways.
10. Students are allowed to bring a lunch from home, however they are not allowed to order and/or bring a lunch from an outside vendor into the cafeteria. Those meals will need to be eaten in the office.

MAILBOXES/EMAIL

Faculty mailboxes/email are located in the Teacher Mailroom #151. It is imperative that all teachers check their mailboxes/email as soon as they arrive. Mailboxes/email should be checked once or twice daily. Mailboxes are not to be used for advertisement or promotion of personal business interests. Students and non-staff members are not allowed in the mailroom (Rm #151).

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

1. 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.
 2. 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 Reye's Syndrome.
- C. All medications must be accompanied with a permission message signed by parent or guardian and a doctor's signed prescription.
- 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.

Your 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.

PROFESSIONAL DEVELOPMENT

Teachers are encouraged to participate in professional development activities that will improve student learning in their classrooms and help them achieve their TDE goal. The professional development priorities and site professional development activities are coordinated by the district professional development committee. Individual site requests are reviewed and approved by the site teams and principal.. Site team meets on the first Thursday of each month and all professional development requests should be submitted to the principal at the same time to determine staffing levels prior to the site team meeting. A professional development request form can be found in the quick reference hub and in the staff links.. In addition to the request form, an absence form and requisition form should be completed and attached when submitted. When a request is approved, the site team secretary will notify the teacher.

REPORT CARDS

Report cards will be computer generated and viewable through Infinite Campus to students at the end of each quarter. Grades are transmitted by computer to the high school office (comments can also be transmitted for inclusion on the report card).

Infinite Campus check of report cards will be during advisory time on specific days following the end of the quarter. Final report cards of the year will also be available through Infinite Campus and paper copies will be printed upon request.

REPORTING STUDENT ABSENCES

Absences and tardies should be recorded daily on the school attendance software. Please be accurate and take care in reporting absences and tardies in daily attendance. Please note students who have been absent for three or more consecutive days. This information must be current and accurate to proactively address student attendance issues. 1st hour attendance must be submitted by 8:35 am so office staff can begin to contact parents to verify absences.

POLICY ON SMOKE/TOBACCO FREE ENVIRONMENT

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 (including e-cigarettes/vaping devices), chew, or otherwise ingest tobacco or a tobacco product in a public school, as defined in section 120A.05, subdivisions 9, 11, and 13. 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." Any person who violates M.S. 144.4165 is guilty of a petty misdemeanor.

SPECIAL EDUCATION COLLABORATION

High school special education case managers will collaborate with the evaluation team and general education teachers as much as possible.

Shared eval/re-evaluation calendar

- 18-21 days before the re-evaluation window, the evaluation team and case manager will meet to collaborate and plan the re-evaluation. Additional input may be needed from general education teachers and the principal. The plan for re-evaluation should be made after discussing what is known about the student, what we want to know, and after the group has reviewed the file
- 14 days before the window, plan and signature page sent out
- 30 Day Re-Evaluation Window
 - By day 5 – All requests for information from staff (general education teachers and case managers) have been made by the evaluation team
 - By day 10 – All information has been received from staff and case managers (all staff will be expected to respond within 5 school days)
 - By day 25 – Draft evaluation/re-evaluation is available in SPED Forms, draft is emailed to parents, IEP team meets to collaborate if change in service time or disability is foreseen, principal will be notified if the draft is not ready by this time so a plan to complete it can be put together
 - Day 27 or 28 – Meeting scheduled with parents
 - This is a GOAL for completing evaluations and reevaluations, certainly circumstances will not allow this to be followed every time

STUDENT ACTIVITIES

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

1. All student activities scheduled shall be approved by the building principal.
2. All dates for activities for the high school must be approved by the building principal preferably 2 weeks in advance.
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 from beginning to end. Be prompt. This is not a custodian's job.
5. If you are in charge of students in the building when custodians are off duty you must be the last to leave and the doors must be locked.

STUDENTS IN THE BUILDING

Faculty members assigned to activities are responsible for their students in the building after school hours. Coaches and advisors who are having meetings, practice, or other activities which start later than 3:30 PM need to discuss with their students the expectations for their behavior during wait time. Students would not be allowed to roam hallways, disrupt classrooms, and get into mischief. This is a collective responsibility. Teachers are encouraged to invite students to remain after school for help, arrange for other staff to supervise if necessary, and/or to have communicated a plan for students prior to the activity/practice/meeting.

After school, students should leave the building as soon as possible. The commons will be the designated area for students waiting for transport after school.

STUDY HALLS

Students must attend a study hall with materials appropriate for study purposes. Study hall supervising staff may issue passes to the office, counseling office, media center, or restrooms. Students desiring to see a teacher, other than the study hall teacher, must obtain a pass from the teacher prior to the study hall period and present it to the study hall teacher following the attendance roll.

No use of personal electronic devices including, but not limited to, cellular phones, iPods, mp3 players, gaming devices, etc. will be allowed in study hall (even with headphones). Use of Chromebooks will be left to the discretion

of the study hall supervisor. No card playing is allowed in study hall, the media center, classrooms or commons during this time.

Study Hall Expectations

1. Students are expected to bring schoolwork or material to read to their study hall.
2. Chromebook and personal electronics used for games, messaging, and social media is prohibited.
3. No sleeping.
4. Students that need to work with other students or complete work outside the study hall location must obtain a pass from the teacher that assigned the project/assignment. Students are not allowed to leave the study hall to obtain a pass.
5. Any student that leaves a study hall to work at another location must report back to the study hall at least three minutes before the end of the period.

SUBSTITUTE TEACHERS

Short term substitutes are placed in impossible situations when no assignments or very ambiguous 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.

When a teacher is ill, and it becomes necessary to be absent, please go into Frontline and submit your request. If you are unable to do this, please contact your administrator. In case of prolonged illness, contacting the Principal the day before would be advantageous. Prepare assignments that can be handled by a substitute. Substitute teachers will complete a form to summarize the activities covered in each class. If possible, let the high school office know the night before. Contact the high school office if you know by 3:00 p.m. to assist in keeping the same substitute.

Absences other than illness or emergencies require prior approval (leave forms) and substitute needs are to be arranged with your administrator. Double check with your administrator the day before your absence on the status of a substitute.

Preparing For a Substitute

- A. Each teacher should create a google folder in the sub folder on Google Drive with the following information:
 1. Completed Sub Template
 2. Daily schedule with special day changes.
 3. Seating charts or lists of students by class periods.
 4. Location of texts, answers, supplies, facilities.
 5. A copy of each course syllabus.
 6. Class rules and behavior expectations - including food/drink policy, tardy policy, cell phone policy.
 7. Chromebook usage expectations.
 8. Procedural directions - attendance, lunch count, fire drills, lockdown procedures, assemblies, passing between rooms, homework and grading methods, etc.
 9. 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.
 10. Other duties - hall, lunch, bus monitor, etc.
 11. Time filler or fun activities - games, puzzles, art, etc.
 12. Instructions to collect and submit accurate attendance.
- B. Buddy or neighbor teacher plan to assist the substitute and/or how to contact Principal/Dean of Students

C. Preparing students in advance.

1. Substitute or teacher is a trained professional who is a faculty member for that time.
2. Substitute teachers will be carrying out your plans for class work, behavior, and consequences.
3. Follow through with infractions when you return.
4. Do not reteach 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 High School staff has always upheld high standards in this regard. Taking part in spirit day dress, SEL Wednesdays. and/or Medford Gear the last day of the week, as well as theme days of the week determined by the principal, and/or in special casual circumstances due to field trips or special events are also acceptable..

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. Teachers in year “3” will also be formally observed. Teachers in years “1 and 2” will work with the district's education coach. Formal observation includes a pre-observation (per administrative request), observation, and post-observation. The teacher and the principal complete observations that are signed by both parties. The original is placed in the personnel file and a digital copy is shared with the teacher per request. There will also be periodic informal observations.

Some Basic Rules and Procedures

Classroom Procedures

If you keep students after class, be sure to give them a pass to their next class. The office will not issue passes in such cases because they cannot be verified as legitimate.

Students should not be out of the classroom for any reason without a pass. Students will be challenged to show a pass by office personnel or administration as well as any teacher if found to be in the hallways or areas other than classrooms during class time. Only one student should be allowed to leave the classroom at a time, except in certain special circumstances..

Please inform your students the first week of school about how you handle advanced makeup slips, missed tests, unexcused absences, etc. Most of these situations are covered by policy. An up-to-date policy handbook is available in the office. Copies of policies can be made available upon request. Student handbooks have detailed policy explanations in them regarding attendance.

Be accurate and timely in your attendance reporting. Everyone is on Infinite Campus and we gather attendance information through the computer system at the beginning of the day. It is critical that you file absences with the high school office at the beginning of the period.

Students who are more than 15 minutes late to a class are considered absent (rather than tardy). Students not in class by 8:30 AM should be reported as absent; those who arrive by 8:30 AM are considered tardy, and any student who arrives more than 15 minutes late should be reported as absent, rather than tardy. These time frames apply to all classes throughout the day. If you change the status of a student’s attendance, be sure to notify the office at your earliest convenience, and no later than the end of the school day.

Discipline

Teachers are required to have a written discipline plan, a summary of which should be in the course syllabus and discussed with students during the first week of school. Policies applicable to your room (which may be in addition

to general school policies) should be carefully explained to your student. A process of setting expectations, 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 their own behavior so that it does not interfere with the learning opportunities of other students or create unnecessary interference with essential school regulations.

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.

The Code of Student Conduct is posted on the bulletin board located between the High School office and Counselor's office. A complete copy of Board Policy #506 is included in the Appendices.

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, social worker 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, a 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 custody of the student. A staff member shall escort students removed from class to the

Dean's office first and if unavailable, the High School office. The removed student shall be accompanied by a staff member and seated in the High School office until the dean, principal or their designee conferences with the student.

The Dean, principal, or designee shall conference with the teacher and may request a written report regarding the removal of the student. This may occur in-person, via email, and/or via google chat. The removal from class may be imposed without a formal 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 Dean, principal, or designee. Students shall be returned to class upon completion of the terms of the removal established by the dean, principal or their designee. 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.

The principal or designee will determine if a referral to special education services for assessments, or if a review of the current Individual Education Plan of a disabled student, is needed. The removal of a student from class shall not exceed five (5) class periods unless the student is assigned an appropriate consequence such as In-School Suspension and/or legal guardians are notified. Students cannot be summarily or permanently dismissed from a class without proper proceedings. This requires a parent- teacher-administration meeting prior to the removal.

Discipline: The Greatest Killer of Teachers

The greatest teacher in the world cannot teach unless good classroom discipline is maintained. Likewise, a good disciplinarian does not necessarily make a good teacher. Although none of the following principles is new, how many of them do you apply?

1. Learn all you can about previous school experiences of your students (but do not let this information bias you).
2. Be prepared for class. Ten seconds of idle time can develop into 10 minutes of problems. Have a bell ringer and make it worthwhile for students to be there on time.
3. Make your assignments reasonable and clear. Assignments and instruction must be different for Jr. High compared to Sr. High students.
4. Be prepared for the unexpected (whatever it may be).
5. Keep rules to a minimum -- basic rules are needed, but many rules have no real purpose.
6. Be consistent for the entire school year.
7. Don't punish the entire class for the actions of a few.
8. Never say anything to a student in front of a class that you would not say in the presence of his or her parents.
9. Never, never, never humiliate a student in front of others.
10. Students have plenty of buddies. Don't be a buddy; be a teacher.
11. Don't be afraid to apologize.
12. Use the telephone. Let the parents work with you.
13. Never argue with a student in front of the class. The odds are 25 to 1 that you'll lose. Conference in private.

14. Believe it or not – students will be getting away with things. You will not be able to catch them all.
15. Be enthusiastic -- it's contagious.
16. Don't be a screamer. Be steady and calming.
17. Don't make study a punishment. You cannot motivate a student to "learn a punishment." Think about that statement.
18. Know your students' hobbies, interests, problems, friends, etc., and show a sincere interest in these things.
19. Keep administrators informed when dealing with problem students.

Classroom Management Techniques

Following is a list of nine classroom management techniques that are consistent with a humane and interactive approach to classroom discipline.

1. **Anticipating disciplinary problems.** A variety of assessment techniques exist for identifying those situations and cues that indicate discipline problems are likely to occur. Develop a list of such situations and cues together with suggested approaches for dealing with each of them (e.g., high interest activities for Friday afternoon classes preceding a football game).
2. **Setting limits.** This process usually involves students in defining mutually agreed-upon, enforceable standards of behavior and defining logical consequences for those who violate the standards. This process will help to develop consistent expectations for student behavior.
3. **Using signaling techniques.** Teachers can sometimes discourage discipline problems before they happen by signaling the pupils who are involved that the situation is being observed and understood. Many signals (e.g., a look) can be unobtrusive so that the teacher does not disrupt the class while attempting to prevent or curb misbehavior.
4. **Developing assertiveness.** Many techniques in the various assertiveness training approaches are useful to teachers having difficulty in expressing their expectations forcefully and clearly. The teacher, for example, might learn to use students' names more often and to make direct eye contact while expressing expectations.
5. **Exercising control through proximity.** A teacher can discourage potentially disruptive behavior by moving closer to the students who may cause a disruption. The teacher might move to a position behind or beside the student, place a hand on the desk, or on the pupil's shoulder. Changing student seats is another useful strategy.
6. **Varying classroom activities.** This first aid technique may have long-range as well as short-range consequences. Successful teachers usually vary activities frequently depending on the difficulty of the task and the age and maturity of the students. A lecture or audiovisual presentation may be followed by discussion on subgroups or by various hands-on tasks. Small group activity may be followed by reports to the total class. Teachers plagued with discipline problems can be helped to plan lessons that call for more variety. They can also learn how to become sensitive to cues from students who are becoming anxious or restless.
7. **Improving routine management activities.** If classroom management activities are not carefully structured disruption can occur, inviting additional disturbance by students. At the first aid stage, teachers with problems can be helped to improve such simple procedures as taking attendance unobtrusively, collecting and returning papers efficiently, preparing audiovisual materials and equipment in advance, giving clear and concise instructions for initiating new activities, handling requests to leave the room, and distributing materials for individual or small-group work.

8. **Removing disruptive pupils.** Sometimes, as a first aid measure, one or more pupils must temporarily or permanently be removed from the class. There may be a negative group or clique of pupils in a class causing behavior problems. Sometimes behavior can be improved if individuals are separated and transferred to other classes. Temporary removal to the school office or to a time-out room, if one is available, may also help.
9. **Calling a staffing conference.** Students who persistently cause disruption in more than one class can sometimes be helped, if the reasons for their behavior are better understood by all concerned. A staffing conference attended by the student's teachers and a counselor and/or psychologist may define causes and suggest solutions. Perhaps the youngster should be referred for special services or to a special program. When all else fails, it may be necessary to suspend the boy or girl from the class and arrange for a follow-up conference.

The Role of the Principal or designee in Discipline Problems

1. The principal/dean is here to help you, however this should not be an automatic response as it can sever the relationship between teacher and student making the situation worse instead of better. Use removal to the office carefully.
2. The principal/Dean's major responsibility concerning student discipline is for the total, overall procedures and policies of the school. In addition, as time allows, they can be very helpful on an individual basis by supervising a class while teachers discuss the situation with students, counseling a student, arranging to discipline a student or arranging a conference with the teacher, parents, etc.
3. Before you call the principal/dean, or send a student to their office, stop a minute and consider: Is this trip really necessary? It means that someone outside your classroom is being asked to discipline a student for behavior inside your classroom.
4. Remember the boy who cried "Wolf!" Don't use the principal so often that the tactic loses its effectiveness. If you send students to the principal for minor infractions, what will you use for major ones?
5. The best resource for improving the discipline in your classroom is to work with the peer coach to observe your classroom and assist in setting expectations. They can also cover your class and recommend staff members to observe with excellent classroom management techniques.
6. In using the dean/principal, as in all disciplinary matters, an ounce of prevention is worth a pound of cure. If you are having disciplinary problems, discuss them frequently with the principal. Keep them informed. They may be able to offer some very helpful suggestions.
7. Always inform the principal/dean before sending the student to them. Nothing is more disconcerting to a student than to find when they arrive at the office that full information concerning his attitudes and activities had preceded them and that the principal is already well aware of the problem they have been creating.

If a situation demands that you immediately remove a student from class, escort them to the office and ask your neighboring teacher to help with supervision of your class. See "Removal from class" for clarification of teacher responsibility for student removal from class.

Never send a student out of class without a definite place to go.

8. You need the principal's support and cooperation, and they need yours.
9. Due Process will be followed before a student is permanently removed from a class.

10. Be sure you understand the school's policies regarding discipline and follow them. Support these procedures even when they may be a little out of line with your own ideas. No situation is perfect, and the principal needs your backing just as you need theirs.

If you use the principal's help wisely, you'll benefit, and most importantly, your students will benefit, too.

"To paraphrase Dr. James Dobson, author of the book Dare to Discipline, we can emphatically state that:

1. Authority has its place in the classroom. The teacher who starts from an indecisive position is in for a heap of trouble.
2. The teacher's behavior the first day or week of school is the key to establishing good discipline for the rest of the year.
3. Teachers should deal with small problems promptly. Consistency is crucial. A lot of little problems left unattended can build into big ones and undermine the teacher's role as the leader in the classroom.
4. Teachers should define their limits for the students yet expect to be tested.
5. Although anger will work to extinguish undesirable behavior, it is the teacher's least effective tool.
6. A respect for the individual differences is an essential ingredient in establishing classroom discipline. Not all students are alike, nor are all teachers alike. What works for one will sometimes have to be modified for another.

Whom Do I See About...

504 Plans	Peggy Wetmore/Alyssa Adams
Activities	Derek Masberg
Announcements	Luz Peralta
App Requests	Darin Gathje
Athletics	Derek Masberg
Attendance	Luz Peralta
Auditorium Usage	Matt Kellen
Band	Kaylee Swenson
Baseball	Joe Melles
Benefits	Heidi Langeslag

Boys Basketball	Steve Boehning
Budget (Supply)	Jen Ford
Bus/Transportation	Steve Jannings
Class Scheduling/Registration	Jen Ford
Community Room Usage	Matt Kellen
Concession Stand	Jerome Johannes
Continuing Ed Hours	Lisa Stewart
Copier	Heidi Langeslag
Cross Country	Dave Bon
Data/Testing	Ellen Hansen
Discipline	Jen Ford/Derek Masberg
Email	Darin Gathje
Faculty Meetings	Jen Ford
FFA	Tim Larson
Field Trips	Jen Ford
Fire Drills	Jen Ford
Food Service	
Football	Jerome Johannes
Fundraising	Jen Ford
Girls Basketball	Megan Noble
Grade Submission	Diane Larson
Health Issues	Maggie Kingery
Heating/Cooling Issues	Mike Prondzinski
HS Conference Room Usage	Matt Kellen
Infinite Campus	Diane Larson/Amanda Lannoye
Insurance	Heidi Langeslag
Keys	Matt Kellen
Knowledge Bowl	Dave Bon
Lockdown/ALICE Drills	Matt Kellen
Lockers	Diane Larson
Maintenance	Mike Prondzinski
Medford Education Association	Dennis Whitman/Dave Bon
Mentor Program	Ellen Hanson
NHS	Jerome Johannes/Megan Finley
Payroll	Heidi Langeslag
Peer Coaching	Ellen Hansen
Phones	Mark Larkoski
Printers	Darin Gathje
Professional Development	Jen Ford/Jerome Johannes

Purchasing	Jen Ford
Requesting Subs (Aesop)	Diane Larson/Heidi Langeslag
MTSS/RTI	Jennifer Stockdale
SADD	Taleah Smith
Seniority List	Heidi Langeslag
Site Team	Jerome Johannes
SMART Boards	Darin Gathje
Softball	Jon Velishek
Special Education	Lori Klein
Speech	Megan Finley
State Assessments	Ellen Hansen
Student Council	Jerome Johannes/Megan Finley
Student Teachers	Jen Ford
Supervision or Evaluation	Jen Ford
Teacher Development Plan	Ellen Hansen
Tech Support	Darin Gathje
Track and Field	Kevin Werk
Trapshooting	Tim Larson
Voicemail	Mark Larkoski
Volleyball	Missy Underdahl
Website	Matt Kellen
Wrestling	
Yearbook	Amanda Akers

APPENDIX A – Lesson Plan Template

Week 1					
Day	Learning Targets/ Key Vocab	Classroom Activity	Homework/Assessment	Technology Use SAMR (example 1 , example 2)	Reflection (Optional)
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

APPENDIX B – Fundraising Request Form

Fundraising Request Form

Group/Class/Organization:	
---------------------------	--

Person Requesting Fundraiser: _____

Dates of Fundraising Activities: _____

Beginning: _____ Ending: _____ Delivery: _____

Description of fundraising activities:

How will the funds be raised? Is this a service, such as a car wash, running a concession stand for another organization (people are only served, not solicited) or is it a direct sales project (such as selling food or magazines)? Be specific about the products and vendors.

--

Purpose of the fundraising activity:

Why are the funds being raised? What will the funds be used for (uniforms, trips, registration or dues, etc.)?

--

Person responsible for money: _____

Activity Director	Date	Approved	Not Approved
Principal	Date	Approved	Not Approved

APPENDIX C – Course Syllabus Template These basics must be included, but additional detailed information is highly recommended.

Course Title

Instructor:	Your Name	Phone Number	Email
Google Classroom Code:	Code		
Course Description:	Written description of the course. Can use the description that is in the registration guide. Suggested topics include what will be covered, why the content of the course is important, and how they will be able to apply what is learned in the course to their future lives.		
Course Outline:	This is a breakdown of the course that would summarize the topics that would be covered, how much time would be spent on each topic. Any course pacing information would go here. Optional section.		
Course Objectives:	Summarize the learning targets for each unit. Optional section.		
Course Material:	Course materials, notes, and handouts will be posted on the course page in Schoology. You are expected to check the Schoology page at least once each school day. You are responsible for knowing which assignments are supposed to be handed in and which are submitted electronically. You are also expected to check your @medfordtigers.org email address at least once per day. Optional section.		
Lesson Plans:	Lesson plans are posted on the school website under the "High School" > "Department" > "Teacher Name". Click on the course title on the left hand side of the screen. Lesson plans for each week will be posted by 8:00 am Monday morning and will include any assignments, tests, and approaching due dates. You are responsible for submitting all work on time and knowing what each assignment.		
Grading Policy:	Grades will be weighted into three categories: % Performance: Chapter Tests, Papers, Projects % Practice: Quizzes, Rough Drafts, Homework % Effort: Participation, Homework Completion, Timeliness		
Grading Scale:	94-100 A 90-93 A- 87-89 B+ 84-87 B 80-83 B-	77-79 C+ 74-76 C 70-73 C-	67-69 D+ 64-66 D 60-63 D- 0-59 F
Cell Phones:	Cell phones are prohibited from use during instructional time. Cell phones should be turned off and out of sight. Cell phones that are in use during instructional time will be confiscated by the teacher and turned in to the office. Students that have their cell phones confiscated more than twice per semester will be referred to the office for additional consequences.		
Expectations:	Additional classroom or department expectations. Examples may be: what students are expected to bring to class, use of work time, assigned seating, classroom routines, etc. Optional section. Can be teacher or course specific.		

General Rules: Chromebook expectations.

Restroom & Pass Policy: Only one student at a time is allowed to leave the classroom with the hall pass.

Other Information: As needed. Departmental or teacher discretion.

[Course Title] Syllabus

Return by [Date] for [Points or Credit by Department Choice]

Student Name: _____

Date Submitted: _____

Student Signature

I have read the [course] syllabus and understand the expectations, rules, and guidelines for [course].

Student Signature: _____

Parent/Guardian Signature:

I have read the [course] syllabus and understand the expectations, rules, and guidelines for [course].

Parent Name: _____

Parent Signature: _____

Preferred communication: ☐ email ☐ phone

Email: _____

Phone:

School Policies Related to Daily Activities and Major Topics

THE FOLLOWING POLICIES ARE INCORPORATED INTO THIS HANDBOOK IN THE FOLLOWING ORDER:

Policy #	Title
412	Expense Reimbursement
413	Harassment and Violence
414	Mandated Reporting of Child Neglect or Physical or Sexual Abuse and Report Form
417	Chemical Use/Abuse
418	Drug-Free Workplace/Drug-Free School
419	Tobacco-Free Environment
501	School Weapons Policy
502	Search of Student Lockers, Desks, Personal Possessions and Student's Person
503	Student Attendance
504	Student Dress and Appearance
505	Distribution of Non School-Sponsored Materials on School Premises by Students and Employees
506	Student Discipline
511	Student Fundraising
514	Bullying Prohibition Policy
516	Student Medication
524	Internet Acceptable Use Policy
525	Violence Prevention [Applicable to Students & Staff]
540	Extra Curricular Activities Eligibility

The immediate following pages provide an outline of the Medford Public Schools Policy Manual. Policies not reproduced in this Appendix can be obtained from the Principal's Office.

** This handbook is not considered all-inclusive and may be changed, per board approval, throughout the year.