

# ***MEDFORD***

HIGH SCHOOL FACULTY

HANDBOOK

*2014-2015*



*Home of the Tigers*

## **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 MHS:

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 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 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. 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 makes 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 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 30-minute advisory time twice per week with students. Based on the schedule, a teacher may not have such a period assigned.
8. Attendance is required at all faculty meetings. Activities should be scheduled to not interfere with staff meetings.
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 extra-curricular 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 typed and turned into the office for distribution.
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)

### **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 1 class period of preparation time (which can be divided into not less than 15-minute segments). The day also includes a 30-minute duty-free lunch break.

1. If you have to leave prior to 3:20 p.m., please notify the office. This is necessary because of phone calls, messages, or other reasons for which we might need to contact you.
2. Teachers should be in their classrooms by 8:10 a.m. when the first bell of the day is rung. Students are to be in their first scheduled classroom, ready to begin the day, at 8:15 a.m.
3. 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.
4. 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 will assign as needed.
5. Most teachers are assigned a 30-minute advisory time twice weekly with students. Based on the schedule, a teacher may not have such a period assigned.

### **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 3 or 4 minutes passing time between classes.

Students who arrive to 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 a tardy. 1<sup>st</sup> hour attendance must be submitted by 8:35 am so office staff can begin to verify absences with parents.

### **Lesson Plans**

There are planning books available in the high school office. If you prefer to write lesson plans on the computer, you may do so. Whichever way you choose, lesson plans should include or accomplish the following:

1. Plans for at least a week of classes for each course.
2. Specific daily measurable objectives for each class.
3. When you are introducing a graduation standard in a course, please indicate that on the lesson plan for that day and highlight it in some way.
4. Weekly lesson plans are to be entered onto teacher individual websites no later than 8:00 a.m. on the first working day of the week for which the plan is made. This allows for parent/guardian viewing via the website.

### **Progress Reports**

Progress reports are to be completed and mailed for every student at mid-quarter throughout the year. You should consider sending them whenever a student's performance is sub-standard as well. This mailing includes reports for good progress as well as deficiency situations. Staff should mail progress reports via the Infinite Campus grade book program option. Three copies will be made: one each for the teacher, the parents, and the student's file. The office will mail the reports and file the student copy.

It is absolutely essential that any parent of a student who is failing be informed of that at the earliest possible time. A failing grade for the quarter or semester will be reviewed for a possible grade changes, if a progress report was not sent to the home earlier, indicating the danger of failure.

Staff members will be notified of the mid-quarter deadline for progress report preparation a week in advance of the mailing date.

### **Grading**

Grades are to be given each quarter and credit assigned at the end of the school year. Grades will range from A to F with plus (+) or minus (-) designations as appropriate. We do not issue a grade of A+. 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- = .67
C+ = 2.33	F = 0.00

Software from Infinite Campus is available for your use in reporting grades to the office when due. Instructions from the office staff will be provided at a meeting prior to the first need to use this part of the student record system. Parents will be able to “view only” grades and attendance of their children via the Infinite Campus Online Parent Portal, therefore it is critical that you keep student grades current and up to date.

### **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. 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.

### **Report Cards**

Report cards will be computer generated and issued 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).

Report cards will be given to students’ academic advisors to give to their advisees on specific days following the end of the quarter. The final report card of the year will be mailed to students’ parents or guardians.

### **Honor Roll**

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

### **Eligibility Lists**

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. He will supply this list to coaches currently active with the 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.

### **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 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.

### **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. While we encourage grouping and re-arranging seating on occasion 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. Posters, decorations, grade sheets, etc., are to be posted on the bulletin boards only. No items are to be taped or mounted on the wall without permission from administration.
6. No food or beverages are allowed in classrooms. On an occasion where food or a beverage is planned, check with administration on the availability of using the commons.
7. 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.
8. Rooms are to be kept neat and orderly. 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 in the High School Office), unless it is an emergency or safety threat. Report damage, burned out lights, broken furniture, etc. as soon as possible.

#### **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 High School 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.

#### **Communiqués (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 and positive comments to the greatest extent.

#### **Teachers In and Out Of Classrooms**

It is expected that teachers be 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 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.

#### **Requesting Leave/Absence Procedures**

Teachers, who know in advance that they will not be at school, should inform the high school secretary at the earliest possible time. This will help insure that a substitute teacher can be obtained for the absence. Request for Leave Forms are available in the office.

#### **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.

When a teacher is ill, and it becomes necessary to be absent, please inform Matt Kellen between 5:45 a.m. and 6:15 a.m. at 507.475.2527, so a substitute may be contacted. 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 principal know the night before. Contact the principal 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 Diane Larson. Double check with Diane the day before your absence on the status of a substitute.

#### **Preparing For a Substitute**

- A. File in your desk or school office, 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, puzzle, art, etc.
  - 9. Blank attendance form and instructions to collect and submit accurate attendance.
- B. Buddy or neighbor teacher plan to assist substitute.
- C. Preparing students in advance.
  - 1. Substitute or teacher is a trained professional who is a faculty member for that time.
  - 2. Substitute teacher will be carrying out your plans for class work, behavior, and consequences.
  - 3. Follow through with infractions when you return.
  - 4. Do not reteach lesson, but do check for understanding.
  - 5. Students have responsibility to help sub - may appoint helpers.
  - 6. Students goal is to maintain positive reputation for learning and behavior.

#### **Internet Purchasing**

There will be no school purchases allowed 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.

#### **Faculty Meetings/Committee Assignments**

Faculty meetings are scheduled as needed, and will usually be held on the 1<sup>st</sup> 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 re-constituted in early fall. Other committee work will include a health and safety group (district wide) and the District Advisory Committee.

#### **Fire, Lockdown, and Severe Weather Drills**

The state law requires that schools have five fire drills, five lock down drills, and at least one severe weather drill during the school year. 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 or lockdown procedure.
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.
6. Do not reenter 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 Lockdown procedure must be identified but specific code words to end a lockdown must remain confidential. The specifics for these drills are found in the Emergency Action Plan.

### **Appliances in Classrooms**

Faculty members are allowed to have small refrigerators in their classroom. Coffee pots, microwaves, hot plates, space heaters, etc., are not allowed in teacher classrooms. Coffee pots and microwaves may be located in the Staff break room #152.

### **Report Student Absences**

Absences and tardies should be recorded daily on the school attendance software. Please strive for accuracy in tardies and 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. 1<sup>st</sup> hour attendance must be submitted by 8:35 am so office staff can begin to contact parents to verify absences.

### **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 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>
K	Parent reading to student	15-20 minutes daily total
1	Reading and Math fact	15-20 minutes daily total
2	Reading, Math facts, and Spelling	20-30 minutes daily total
3	Reading, Math facts, and Spelling	30-40 minutes daily total
4 & 5	Assignments for Reading, Math, Spelling research, etc.	30-50 minutes daily total
6	Reading, daily assignments, & weekly Spelling	up to 60 minutes daily total
7 & 8	Varies based on schedule	15-20 minutes per subject
9 - 12	Varies based on schedule	30 minutes per subject



### **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.

### **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 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 Reyes 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.

### **Assembly Programs**

All teachers, not on prep, are to attend assembly programs 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.

### **Care of the Building**

Correct student attitude toward our building can only be developed if every teacher will cooperate and enforce strict regulations. Students marring 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.

### **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 as soon as possible. The commons will be the designated area for students waiting for transport after school.

#### **Mail boxes**

Faculty mail boxes are located in the Teacher Mailroom #151. It is imperative that all teachers check their mail boxes as soon as they arrive. Mail boxes 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).

#### **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. Blue jeans are acceptable dress only in special casual circumstances.

#### **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, 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.

#### **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 Appendix.

#### **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.
5. If you are in charge of students in the building when custodians are off duty must be the last to leave and the doors must be locked.

#### **Chaperone Responsibilities**

Faculty members will be appointed chaperone responsibilities by administration. Beginning the 2003-2004 school year, 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.

Roles for Class Advisors as assigned in the past have been eliminated under our present Student Council system. Chaperone responsibilities are still 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.

Chaperone Responsibilities	Chaperones
Jr. High Fall Dance	Ms. Wick, Mr. Whitman, Mr. Bon, Ms. Ridenour, Mr. Ott
Jr. High Spring Dance	Ms. Olson, Ms. Hoha, Ms. Schelling, Mr. Merrigan, Mr. Tratz
Homecoming Decorations & Dance	Mr. Duffy, Mr. Powers, Ms. Wagner, Ms. Buendorf, Ms. Hoefs
<p>Student Council will coordinate:</p> <ul style="list-style-type: none"> <li>-Voting for Royalty</li> <li>-Jr. Attendants at Coronation</li> <li>-Publicity</li> <li>-Appoint students to serve as Master of Ceremonies</li> <li>-Order crowns and flowers for royalty nominees</li> <li>-Pick decorations and DJ/band for Homecoming Dance</li> <li>-Transportation of royalty during half-time of FB game.</li> <li>-Other Homecoming activities</li> </ul>	
Snow Week Decorations and Dance	Ms. Goblirsch, Ms. Thursby, Ms. Keskey, Ms. Powers, Mr. Smith
<p>Student Council will coordinate:</p> <ul style="list-style-type: none"> <li>-Select band/DJ for dance</li> <li>-Select decorations for dance</li> <li>-Select attendants if necessary</li> <li>-Other Snow Week activities</li> </ul>	
Prom Grand March, and Dance	Mr. Johannes, Ms. Mohr, Ms. Brock, Mr. Larson, Ms. Routh
<p>Student Council will coordinate:</p> <ul style="list-style-type: none"> <li>-Select band/DJ for dance</li> <li>-Select decorations for Grand March and dance</li> <li>-Select dance location</li> <li>-Select Sophomore attendants</li> <li>-Other Prom activities</li> </ul>	
Graduation	Appointed as needed.
<p>Student Council will coordinate:</p> <ul style="list-style-type: none"> <li>-Individual flowers for each graduate</li> <li>-Supply floral arrangements for stage</li> <li>-Posting of Sr. Class motto</li> <li>-Provide student ushers</li> <li>-Arrange Commencement speaker(s)</li> </ul> <p>Sr. Class will determine with administration:</p> <ul style="list-style-type: none"> <li>-Class motto, colors, flower, and announcements by mid-December</li> </ul>	
Concessions	<u>Divided between the K-12 Faculty.</u>
-For Home FB, VB, Basketball, Wrestling, Softball, and Baseball	

### **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. Each classroom will be issued one plastic pass to be used by students. Only one student should be allowed to leave the classroom at a time.

Require an ADMIT slip from any student who was absent the previous day(s). Check to see if the slip is marked “excused” or “unexcused” by office personnel. 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 planners 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.

#### **Electronic Information and Acceptable Use**

In addition to daily announcements and grades, other communications will be handled through the e-mail system. Read e-mail on a regular basis. Calls will be stored on voice mail 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. Use of a personal calling card will cut back on the need for billing.

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 considered held harmless.

#### **Daily Announcements**

Daily high school announcements will be e-mailed to all staff members & students every morning during second 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. Sport activity 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.

#### **Pledge of Allegiance (District Policy #531)**

Students in this school 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 the first school day of each week in the Social Studies 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.

#### **“Cast” Contributions**

The school district newsletter, “THE CAST,” is published monthly. It 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 via e-mail to Heidi Langeslag. We urge everyone to contribute to this monthly newsletter. You will be informed of monthly copy deadlines, usually falling about the 15<sup>th</sup> of the month.

#### **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 your room (which may be in addition to general school policies) should be carefully explained to your 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 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.

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: Discipline 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 High School office. The removed student shall be accompanied by a staff member and seated in the High School office until the principal or their designee conferences with the student.

The principal or designee shall conference with the teacher and may request a written report regarding the removal of the student. 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 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.

#### **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.
3. Make your assignments reasonable and clear. Assignments and instruction must be different for Jr. High compared to Sr. High students.
4. Be a good and neat dresser, be businesslike, and be friendly.
5. Be prepared for the unexpected (whatever it may be).
6. Keep rules to a minimum -- basic rules are needed, but many rules have no real purpose.
7. Be consistent for the entire school year.
8. Don't punish the entire class for the actions of a few.
9. Never say anything to a student in front of a class that you would not say in the presence of his or her parents.
10. Never, never, never humiliate a student in front of others.
11. Students have plenty of buddies. Don't be a buddy; be a teacher.
12. Don't be afraid to apologize.

13. Use the telephone. Let the parents work with you.
14. Never argue with a student in front of the class. The odds are 25 to 1 that you'll lose.  
Conference in private.
15. Believe it or not – students will be getting away with things all the time. You will not be able to catch them all.
16. Be enthusiastic -- it's contagious.
17. Don't be a screamer. Be steady and calming.
18. Don't make study a punishment. You cannot motivate a student to "learn a punishment."  
Think about that statement.
19. Know your students' hobbies, interests, problems, friends, etc., and show a sincere interest in these things.
20. 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 sometime 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 in Discipline Problems**

1. The principal is here to help you **but** – his office should not be considered an automatic dumping ground for every child who makes you feel trapped, threatened or thwarted.
2. The principal's major responsibility concerning student discipline is for the total, overall procedures and policies of the school...just as you are responsible for the procedures and policies in your classroom. In addition, as time allows, he can be very helpful on an individual basis by counseling a student, arranging to discipline a student or arranging a conference with the teacher, parents, etc.
3. But before you call in the principal, or send a student to his 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.

Occasionally you may need the principal's help--but it shouldn't be **too often**. Otherwise, you are learning on him to do what is basically your job.

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. In using the 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 him informed. He may be able to offer some very helpful suggestions.
6. Always inform the principal before sending the student to them. To be forewarned is to be forearmed. Nothing is more disconcerting to a student than to find -- when he arrives at the principal's office, that full information concerning his attitudes and activities had preceded him and that the principal is already well aware of the problem he has 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 page 13, 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!

7. You need the principal's support and cooperation -- and he/she needs yours.



8. Due Process will be followed before a student is permanently removed from a class.
9. 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 important, 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.

#### **Detention & Saturday School**

An after school detention 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 3:08 PM to 4:00 p.m.. Be sure to check and report attendance to the office at the end of the session.

Saturday school has been provided for chronic offenses in past years. It may be continued this year as needed. It is allowed for in policy. When held, it runs from 8:00 a.m. until 12:00 Noon, staffed by volunteers who receive a \$50 stipend for the four-hour assignment.

### **APPENDICES**

#### ***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 Nonschool-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, through out the year.