

DETROIT LAKES MIDDLE SCHOOL STAFF HANDBOOK (AUGUST 2020)

DETROIT LAKES PUBLIC SCHOOLS

District Vision:

Educational Excellence for All

District Mission:

The mission of the Detroit Lakes Public Schools is to nurture and develop the full potential of all learners in an environment where lifelong learning is valued, educational excellence is expected, and improvement is continuous.

Beliefs:

The Detroit Lakes School Board, elected by the citizens, base their decisions on a set of common beliefs.

We believe that.....

- education begins at birth and is the number one obligation to society, creating a caring, working partnership – children/students, community, family and school.
- the educational environment should promote a feeling of self worth in all children/students and other members of the partnership.
- we must seek means to allow students the opportunity to succeed.
- education should develop programs which allow students to grow healthy; academically, artistically, emotionally, and physically.
- every person learns in different ways and at different times.
- education is an investment, not an expense.
- education must preserve and encourage freedom of thought, responsibility, and expression.
- The educational system, students, and community must be receptive to and able to accommodate change.
- Students and staff have the right to a safe and orderly school environment.
- Teachers should be dedicated, effective, and qualified professionals.
- Quality education requires on-going staff development.
- Excellence should be encouraged, identified, and rewarded.
- Education should enhance the quality of life.
- Students should develop a positive work attitude that will prepare them to be productive citizens.
- Curriculum should be respectful to all people and cultures.

Aims:

- Safe, Compassionate, and Dignified Environment
- High Academic Achievement
- Effective and Efficient Operations

DETROIT LAKES MIDDLE SCHOOL

Mission Statement

The mission of the Detroit Lakes Middle School is to be a safe environment that challenges and nurtures all learners to achieve their full potential.

Belief Statements

We believe.....

- in promoting self-worth
- we will provide a challenging academic program which allows for individual differences
- in the philosophy of teaming and cross-curricular activities and projects
- collaboration is essential for successful learning
- in life-long learning for all
- that every human being has unlimited potential
- teachers must be positive role models
- quality teachers are motivated, professional, positive, dedicated and flexible
- diversity must be acknowledged, encouraged and valued
- technology should be integrated throughout the curriculum and the community
- in responsible and respectful behavior
- staff and students must be accountable for their actions
- we will promote the development of respect and responsibility
- everyone has a right to feel safe and secure in school
- enforcement of school policy should be consistent and fair
- our school should be a clean and safe building
- continuous improvement should be integrated throughout the curriculum and educational environment

****Draft - 2020-2021 Goals - **Draft**

Academic Achievement

- Detroit Lakes Middle School will score above state average on MCA Math, Reading, Science.
- Detroit Lakes Middle School will reduce the proficiency gap between Non-Free and Reduced students and Free and Reduced students on state reading assessments by 3%.
- Detroit Lakes Middle School will increase the percentage of proficiency on MCA Math, Reading, and Science in accordance with achievement and integration plan goals set early in the 2020-2021 school year.

Safe and Caring Environment

- DLMS will improve student and staff perception of climate, communication and consistency as measured by a yearly staff survey.
- DLMS will implement Top 20 tenants as part of Positive Behavior Interventions and Support (PBIS) to decrease the number of disciplinary incidents and referrals from the 2019-2020 school year..
- DLMS will maintain a 95% daily attendance rate and maintain less than a 1% truancy rate

Professional Learning Communities

- DLMS will utilize a PLC model to improve student learning. The PLC model will focus on the DuFour's four guiding questions:
 - What do we want all students to learn? (Essential Learning Outcomes – ELO's)
 - How will know if they have learned it? (Common Assessments Summative/Formative)
 - What will we do if they haven't learned? (Interventions/instruction)
 - What will we do if they have or already know? (Enrichment)

Three Elements to Approach with “simplicity and diligence.”(Schmoker, Focus, 2011 – Pages 10-11)

1. **What We Teach** – decent, coherent curriculum with topics and standards (Essential Learning Outcomes) collectively selected by a team of teachers from a school or district – that is **actually taught**. (About ½ of what is contained in standards to teach with depth, with time for reading, writing, and talking. This “guaranteed and viable” curriculum (Marzano, 2003) is perhaps the most significant school factor that affects learning. Such a curriculum is found in very few schools.
2. **How We Teach** – Simply ordinary, structurally sound lessons that employ the same basic formula that educators have known for decades but few employ consistently. (See Instructional Template – Madeline Hunter)
3. **Authentic Literacy** – Integral to both what and how we teach. Is the spine that holds everything together. Simply means purposeful – and usually argumentative – reading, writing, and talking. Literacy is still the unrivalled, but grossly under-implemented, key to learning both content and thinking skills. Authentic Literacy is categorically different from so-called “reading skills” and pseudo-standards in much of language arts today.

2020-2021 Instructional Focus Areas

- Engagement
 - Student engagement is visible and related to Outcomes/Learning Targets
- Implementation of Essential Learning Outcomes/Learning Targets
 - ELO/Learning Targets Posted
- Common Assessments
 - Formative
 - Summative (STAR 3X Reading/Math)
 - Grading
 - Common Gradebook with peers
- Differentiation Strategies
 - Core Instruction
 - Formative Assessment Drives Differentiation

2019-2020 Grading – Standards Based Grading Implementation

- Grading - 5/6 Grades Standards Based Report Cards
 - Common Gradebook with peers
 - “How to Create and Use Rubrics” Brookhart (13-14 staff reading)
 - Criteria/Rubric Grading (4 point scale)
 - Language/Criteria
 - Exceeds Standard/Exemplary 3.5-4.0
 - Meets Standard 2.75-3.49
 - Partially Meets Standard 1.5-2.74
 - Does Not Meet Standard 1.0-1.49
 - No Evidence 0.0-0.9

Positive Behavior Interventions and Support DLMS School Wide Expectations

	ATTEND	ACHIEVE	BEHAVE
CLASSROOM	<ul style="list-style-type: none"> • Be on time • Understand expectations when absent 	<ul style="list-style-type: none"> • Complete Assignments • Turn in quality work • Ask for assistance when needed 	<ul style="list-style-type: none"> • Have materials ready • Stay on task • Speak appropriately
LUNCHROOM	<ul style="list-style-type: none"> • Be in the lunch line at appropriate time • Stay in appropriate areas inside/outside • If inside, stay seated 	<ul style="list-style-type: none"> • Clean up after self • Use time wisely • Thank lunch staff • Leave table neat 	<ul style="list-style-type: none"> • Be aware of surroundings • Hands and feet to self • Use inside voice
RESTROOMS	<ul style="list-style-type: none"> • Use in between classes and during lunch • Go by yourself 		<ul style="list-style-type: none"> • Flush • Practice good hygiene • Clean up after self • Respect property
ASSEMBLIES	<ul style="list-style-type: none"> • Stay for entire performance • Take breaks before or after performance 		<ul style="list-style-type: none"> • Sit where you are directed to sit • Respect speakers • Be attentive
HALLWAYS	<ul style="list-style-type: none"> • Enter hallways no earlier than 7:55am • Vacate hallways by 3:40pm 	<ul style="list-style-type: none"> • Efficiently use your time to get materials 	<ul style="list-style-type: none"> • Go directly to class • Hands and feet to self • Stay in own hallway • Stay to the right
SCHOOL GROUNDS	<ul style="list-style-type: none"> • Stay on campus once you arrive until the end of the day • Leave campus by 3:40 	<ul style="list-style-type: none"> • Take pride in school grounds and building 	<ul style="list-style-type: none"> • Take care of your own possessions and litter • Be where you are directed to be
BUS	<ul style="list-style-type: none"> • Be in line and on time • Be prepared to leave at the end of the day (especially those riding early bus) 	<ul style="list-style-type: none"> • Respect the bus driver • Keep track of belongings while on the bus 	<ul style="list-style-type: none"> • Hands/feet to self when in line • Be good example for younger students • Food and drink not allowed • Keep litter off bus
OPEN GYM	<ul style="list-style-type: none"> • Come and be active! • Everyone can play 	<ul style="list-style-type: none"> • Demonstrate good sportsmanship 	<ul style="list-style-type: none"> • Play safe • Respect property • Food and drink not allowed • Use equipment appropriately • Pick up equipment

DETROIT LAKES PUBLIC SCHOOLS
Detroit Lakes, Minnesota

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Justin Messer.....Assistant Principal, High School
Mike Suckert.....Principal, Middle School
Justin HeggAssistant Principal, Middle School
Trish Marriotti.....Principal, Roosevelt Elementary School
Jason KuehnPrincipal, Rossman Elementary

For administrative details and general procedure, teachers should consult principals in charge, and efforts will be made to adjust matters without consulting the Superintendent.

Questions regarding organization and administration should be referred to the Superintendent only and not to the Board of Education.

**2020-2021
MIDDLE SCHOOL BUILDING DIRECTORY**

<u>Rm. #</u>	<u>Staff Member</u>	<u>Assignment</u>
Main Office	Mike Suckert	Principal
Main Office	Justin Hegg	Assistant Principal
St Services	Kari Swoboda	Student Services
St Services	Karin Fritz-Staley	Student Services
244	Anna Aakre	ASD Teacher
212	Ben Aastuen	Math 7
FACS	Jade Arntson	Family & Cons. Science 7, 8
215	Jennifer Barberg	Language Arts 6
222	Tucker Bergmann	6 th Grade
225	Julie Berntson	Language Arts 8
219	Katelyn Biggar	Science/Social 6
217	Zack Biggar	Math 6
108	Ken Birkeland	Head Custodian
Gym	Jake Blow	Physical Education
110	Kim Boe	Art 7/8
232	Heather Bridgeman	Media Center Assistant
134	Laura Broderius	Vocal Music
141	Joe Carrier	Title IX/Home School Coordinator
125	Brianna Byer	Reading Exploration/Strategies/LA 7
Main Office	Mark Champa	Office Assistant
216	Nicole Courneya	Language Arts 6
St Services	Maggy Doll	Student Success Coordinator
206	Mike Even	Social Studies 7, 8
Gym	Mark Gulseth	Physical Education
202	Andrea Klug	Math 8
204	Michael Fiedler	Social Studies 8
129	Jon Freeman	Science 7
131	Christine Gerdes	Science 7
208	Sam Gulon	Language Arts 7, 8
126	Laura Jensen	Science 7, 8
223	Shea Henderson	Grade 6 Language Arts
111	Jason Hendrickson	Technology Applications
220	Mike Hoganson	Grade 6 Science/Social
207	Justin Horne	Math 7, 8
226	Laura Hunt	Special Education
243	Nicole Jensen	Special Education
121	Terri Jernberg	Math 7/8 - Title
218	Jacob Johnson	Grade 6 Science/Social
245	Jessica Johnson	Special Education
230	Justin Johnson	Special Education
202	Andrea Klug	Math 7/8
Gym/143A	McKenzie Oistad	Physical Education
201	Linda Mallow	Social 7, 8
226A	Graham Newman	Special Education
231	Melissa Ostlie	Special Education
221	Lynn Reading	Special Education
227	Kayla Rasmussen	Special Education
146	Kim Sayer	School Psychologist
Gym	Sara Schnathorst	Physical Education

213	Jason Schnathorst	Liaison Officer
Main Office	Danielle Schmitz	Social Studies 7
232	Jean Schwartz	School Nurse
Main Office	Joyce Schweigert	Media Center Assistant
245	Stefanie Eidenschink	Office Assistant
241	Al Squires	Industrial Technology 7, 8
135	Amanda Swanson	Special Education
Gym	Nino Tarara	Instrumental Music 6, 7, 8
128	Amy Truedson	DAPE, Physical Education
205	Linda Vagle	Science 8
Main Office	Rebecca Vinje	Language Arts 8
214	Colleen Weigel	Student Services
143C	Steve Zamzo	Math 6
	Lori Zick	Special Education

THE DAILY SCHEDULE

There are few times during the day when we will use bells. At 8:10 a.m. a bell will ring to let the students know they need to begin moving to Primetime; at 8:20 a.m. to begin Primetime, and 3:30 p.m. to end the school day. Lunch bells will ring at 11:26, 11:51, and 12:16.

The complete time schedule is posted on the master schedule. Please refer to the master schedule for individual teacher and team schedules.

TEACHER DUTY DAY

The duty day for middle school teachers is 7:50 a.m. - 4:05 p.m. If you leave before 4:05, you should let Dr. Suckert, Mr. Hegg, or the office know you are leaving and the reason. In the evening, when you leave for the day, please check to see that the lights in your room are off and the door is locked.

ABSENCE FROM DUTY

Anytime you are absent from your teaching duties and a substitute is hired, you must fill out an ERMA request. This request should be completed the day you return to work after illness or other absence. Erma requests are electronically forwarded to Dr. Suckert.

ILLNESS

The sick leave regulations for the Detroit Lakes Public Schools are designated in the master contract. If you are ill and need a substitute, please call or go online with AESOP. AESOP is the district sub calling system. Please complete the ERMA request when you return to work.

PERSONAL LEAVE REQUESTS

Teachers wanting permission to be absent for personal reasons must request approval from the Superintendent. Teachers planning to use a personal day must notify the district as early as possible, but at least 5 days in advance, except in cases of emergency. ERMA requests must be submitted to Dr. Suckert who will forward them to the Superintendent. Office staff will make arrangements for a substitute. A teacher, under no circumstances, is to pay a substitute.

REPORTING CLASSROOM ATTENDANCE

We will be using computer attendance reporting procedures. Teachers who need assistance should check with Dr. Suckert.

The attendance procedure will be as follows:

1. Attendance will be taken at the start of Primetime, approximately 8:20 a.m. each morning. You will enter those students who are absent on your computer which will be read in the office. We will attempt to find which of these students will be absent the entire day and enter that at the office.
2. It is necessary that you keep a written record of students who are absent or tardy for each of your classes in the blue memo book. If there is a discrepancy, the office can cross-check attendance with what you have recorded.

STUDENT ATTENDANCE

Students are expected to be in classes they are scheduled for. If students are not in your class, they should be marked as absent. If a student is not in your class, but you have seen that student in school during the day or other students indicate the student is in school contact the office immediately.

STAFF WORKROOM

The staff workroom is located behind the office. The mailboxes, copy machine, and various forms are in the workroom. If you are working in the workroom before or after school/office hours, please turn off the copier and lock the door when you leave.

MAILBOXES

Each person has a mailbox. The mailboxes should not be used as a place to store your supplies. Do not have students pick up mail from your mailbox. There may something in your mailbox that should not be seen by students. Check your mailbox before school, after lunch and the end of the day.

COPY MACHINE

Copy machines are in the staff workroom and media center. The copy machine should be used for copies, front/back copies, and collating of copies. It is important that you let someone in the office know if any of the machines are not working properly. Don't just ignore a problem and leave it for the next person. Stefanie, Mark or Colleen can help you with the machines if you need assistance.

LESSON PLANS

Probationary teachers are to turn weekly lesson plans in to Dr. Suckert on Fridays for the following week.

Staff Meetings/PLC Leaders/Technology Meetings/ Tuesday Meetings

Full staff meetings will be held throughout the year. The Principal will meet with teams/departments on the second Tuesday as staff meeting and for staff development. PLC Leaders will meet with the principal every other month. Technology sharing sessions will be held throughout the year as well. These meetings will be posted in the weekly bulletin.

Tuesday meetings are scheduled at the following times: 8:45 Quest, 10:00 Imagination, 11:20 6th Grade, 12:30 Spirit, 3:30 Music/PE/SpecEd/Other

MIDDLE SCHOOL CURRICULUM

All students in grades 6-8 will have a full year of English, mathematics, science and social studies. Sixth grades students will also have a full year of reading. All students will have opportunities in art, family and consumer science, and technology applications during their years at the middle school. Physical education will meet every day for the entire year. Fifth grade students will have music and have the option of band as well. Students have the option of being in both band and choir at grades 6, 7 & 8. All 6th, 7th and 8th grade students who decide not to be in band or choir will have industrial technology.

GRADE REPORTING PERIODS

The Middle School will be using trimester grade reporting periods. Report cards will be mailed home for Trimester I & III and Trimester II report cards will be pick up at conferences in March.

Trimester I ends.... December 4
Trimester II ends.....March 5
Trimester III ends.....May 28

Progress grades for Trimester I will be picked up at conferences in October. Progress grades for Trimester II & III will be mailed home. The dates of the progress reports are:

Trimester I progress reportOctober 9
Trimester II progress reportJanuary 22
Trimester III progress reportApril 16

GRADING

Student grades are standards based on a five point (0-4) proficiency scale. The grade on the report card will be the standard based proficiency level average achieved. Detroit Lakes Middle School has implemented the full use of standards based proficiency averages in grading. In general, a grade must reflect an accurate measure of each student's level of achievement pertaining to established local, state, or national standards and the essential learning outcomes related to those standards. The standards based proficiency scale, with the mathematical averages for standards based grade computation (in parentheses), are as follows:

<u>Description</u>	
Exceeds standards	Student performance demonstrates thorough mastery and
Exemplary	(exceeds learning expectations by completing all requirements)

3.5-4.0	in a manner exceeding standard.
Meets Standards 2.75-3.49	Student performance demonstrates mastery of course standards that meet established proficiency criteria.
Partially Meets Standards 1.5-2.74	Student performance demonstrates incomplete mastery of course standards but meets some criteria relating to essential learning.
Does Not Meet 1.0-1.49	Student performance demonstrates incomplete and inadequate mastery of essential standards.
No Evidence 0.0-0.9	Student performance indicates no achievement after all remediation efforts.

PARENT/TEACHER CONFERENCES

The first conference dates will be Monday, October 21 from 4:00 – 7:00 p.m. and Thursday, October 24 from 4:00-8:00pm. The second conference dates will be Thursday, March 5 from 4:00 – 8:00 p.m. and Monday, March 9 from 4:00-7:00pm. These conferences will be a combination of scheduled and unscheduled conferences. Scheduling information will be sent out prior to the conference dates.

Parents and/or teachers can schedule a conference anytime during the year when the need arises. Don't hesitate to call a teacher if you feel there is a need for a conference.

SCHOLASTIC ELIGIBILITY

Middle School students will adhere to the same eligibility rules in extra-curricular activities as outlined in the District Eligibility Policy, with the exception of scholarship.

Middle School students participating in co-curricular activities will follow these rules on scholarship:

- To be scholastically eligible, a student must be making satisfactory progress towards school requirements for graduation.

Satisfactory progress is defined for students at Detroit Lakes Middle School as follows:

- Passing all subjects.

Academic status will be reviewed at each grading period. Students not making satisfactory progress will be ineligible to participate in activities for two weeks and/or two events. Students can be pulled from activities at any time if proper academic progress is not being made in the classroom or for inappropriate conduct at the discretion of the building principal. All Minnesota State High School League rules apply to middle school students.

Students in regularly organized special classes for educable students must be making satisfactory progress toward the school's requirement for this program.

STUDENT PROMOTION CRITERIA

Students in grades 5-8 are promoted to the next grade level by earning credits and passing the core classes of English, math, science, and social studies.

Students who do not earn the credit in three of their four core classes will repeat the entire grade unless they earn the credits during summer school.

Students who do not earn credits in one or two of their core classes can use the following options for earning the credit(s).

- Summer school
- Independent study during the summer.

The parents or guardians of students not passing a core class will be contacted to review possible options.

Students must complete the required Middle School curriculum and be recommended to enter the high school program by the Middle School Principal.

MINNESOTA COMPREHENSIVE ASSESSMENT

All students in grades 5, 6, 7, & 8 will take the Minnesota comprehensive assessments in reading, mathematics and science. These tests are typically administered late April to early May.

PRIMETIME

Primetime will be our advisor/advisee period. Primetime will meet for 24 minutes each day. All 7th/8th grade students are assigned to a Primetime advisor and will report to their assigned room at 8:20 each day.

The purpose of the Primetime period is to give students a home base and for the Primetime teacher to get to know the student and to become an advocate for the student. Activities relating to our Positive Behavior Interventions and Support (PBIS), specifically Top 20 for 6-8th grades, have been designed and given to each teacher. You will be expected to follow the routine and be involved in the program. The bulletin should be shared with students on Monday and highlighted on the other days. Unless otherwise designated, Primetime is not to be used as a study period for students or as a prep period for staff.

DIRECTED STUDY

Students are assigned to directed studies during encore periods when they don't have another scheduled class. Students are not scheduled into their directed study by team. Students in grades 7 & 8 will have directed study unless they are in both band and choir.

Directed study will give students an opportunity to work with students on classroom assignments as well as enrichments and remediation. **This is not to be a time for students to just sit.** There may be exceptions, but it is not to be a social time for students. If they leave the directed study they should be going to the library, computer lab, or to see another teacher. There should be a sign-out/sign-in sheet for each directed study.

This is not a prep period for teachers. The expectation is that you will work with students who need assistance.

PLEDGE OF ALLIGANCE

The Pledge of Allegiance will be recited the first day of each school week.

DISCIPLINE

Discipline is an issue that has to be dealt with on a continuous and consistent manner. Refer to the Respect and Responsibility plan that is found elsewhere in this handbook. Behaviors are designated as Level I or Level II.

For the most part, classroom discipline is the classroom teacher's responsibility. Set high expectations for your students and be consistent with the enforcement. Be sure that students and parents are aware of the expectations. Communicate with parents as soon as you see issues beginning to develop.

STAR Testing

STAR testing is a series of tests that measure a student's general knowledge in reading, and math. All 5th, 6th, 7th, & 8th grade students will take the tests in the fall and in early spring in preparation for MCA testing. These tests measure a student's progress or growth in school. The STAR tests uses scores to measure growth in reading, language usage, and math. Scores depend on two things; how many questions are answered correctly and the difficulty of each question. These tests are un-timed and are taken using a computer. Although every test has questions covering the same goal areas, not every test has the same questions, and the test questions vary in difficulty. In a computerized adapted test, the difficulty of the test is adjusted to the student's performance so each student sees different test questions. The difficulty of each question is based on how well the student has answered questions up to that point. As the student answers correctly, the questions become more difficult. If the student answers incorrectly, the question becomes easier. The exact testing dates have not been established but the fall testing will take place in mid September.

SUPERVISION DUTY

Staff is assigned supervisory duties - before and after school in the building and outside for bus supervision after school. With the lockers located in the hallways it will be the responsibility of staff to monitor the hallways. When assigned supervision it is important that you be visible and move around the assigned area. It is important that staff be out in the hallways when students are moving between classes. There are some areas in the building that need more supervision than others because of their location. If your classroom is located by one of these areas it is even more necessary for the hallway supervision.

Upper Commons AM – Supervision of the North commons/foyer area.

Lower Commons PM – Supervision of lower commons seating/foyer.

Lower Commons AM – Supervision of lower commons breakfast area.

Outside Bus MS PM – Supervision of North pad area bus pickup.

Outside Bus Roosevelt PM – Supervision of North of Roosevelt bus area.

North Foyer PM – North Foyer Supervision

Lower Door Pickup PM – Crosswalk South of building traffic regulation

STUDENT ATTIRE/HYGIENE

While we have no formalized dress code at Detroit Lakes Middle School, we ask that students wear clothing that is appropriate to wear in the school setting, for weather conditions and in good taste. There are some guidelines that students need to follow:

- Caps, bandanas or any other head covering will not be worn in the school from 8:20-3:30.
- Clothing with alcoholic, gang related or other inappropriate slogans will not be allowed.
- The length of skirts and shorts should be appropriate, the bottom of which should extend to or beyond two inches above the knee.
- No tank tops or tops with spaghetti straps.
- Shirts and tops must be appropriate so no midriff area or cleavage is visible.
- No visible undergarments.
- Clothing with cuts or tears in inappropriate locations are not to be worn.
- Shoes must be worn at all times.

Parents will be notified of a violation. The student will call home to make arrangements to change clothing. If parents cannot be reached, an alternate clothing option, provided by the school, will be offered to the student. When in doubt about what to wear, use common sense and/or ask a staff member for an opinion. These standards for proper attire also apply for school sponsored activities.

POP, GUM, CANDY, CELEBRATION FOOD

There is to be no pop or candy consumed in the building by students during the school day, unless it is special day or circumstance that would allow it. These special days or circumstances need to be cleared through the office. Groups or individuals who sell candy as a fund-raising effort are not to sell during the school day. Gum chewing in the classroom is at the discretion of the individual teacher. Using food for celebrations is prohibited and our Wellness Policy is in full effect for the 2019-2020 school year

It is up to all staff to model and enforce this expectation. Don't ignore instances where you see it being compromised.

COMMUNICATIONS

There are telephones in all classroom areas. Each phone has voice mail so each teacher should know how to utilize this function. The phones should be used to contact parents and for other school related matters. This should be done before school, after school and during prep periods. Phone calls should not be made when you have students in your room for class or directed study.

Students are not allowed to use phones in classrooms. If students need to make a phone call during the day, they should use a phone in the office or in the commons area. Do not send students to the office to use the phone during class.

ANNOUNCEMENTS

Weekly Bulletin: A weekly bulletin will be prepared in the principal's office on the afternoon of the day preceding the last day of school each week. The bulletin should be

read to students during Primetime each morning, giving the announcements for the day. The bulletin should be posted in your room in a place where students can read it. An announcement for the weekly bulletin must be turned in to Dr. Suckert by 4:00 p.m. on Wednesday each week. The bulletin will be emailed on the afternoon proceeding the last day of each school week.

Daily Announcements: The P.A. system will be used for daily announcements and emergency announcements. Daily announcements will be made at **3:25 each day**.

Electronic Message Board: Information for students and staff will be on the message board each day. If you would like to have something put on the board, please give the information to Kristin.

Newsletter: A newsletter will go home with students periodically . Staff who have articles they would like included in the newsletter should get them to Dr.Suckert.

STAFF PARKING

Staff is expected to use the lot on the northeast side of the building. There is room for 132 vehicles.

We do not want staff to park on the street on the north side of the school or on the street on the south side of the school. If you choose to park on the street, you will be reminded to use the parking lots.

SURVEILLANCE EQUIPMENT

To help ensure the safety of students and staff, Detroit Lakes Middle School uses video cameras for surveillance on school property including, but not limited to, halls, auditoriums, cafeterias, gymnasiums, and parking areas. Video cameras are not to be used for classroom surveillance unless the principal of the school and the teacher of the classroom consent to the surveillance.

Video cameras will not be used at a time or location that would violate a student's reasonable expectation of privacy including, but not limited to, a locker room, lavatory, or another area where a student may disrobe.

SUBSTITUTE TEACHER FOLDER

Each teacher should have a folder in their room for substitute teachers. You should keep an updated class list for each of your classes, your seating chart, and some activities that a substitute can use with the students. This folder should be updated regularly.

LUNCH PROGRAM

Staff who utilize the hot lunch program must have a lunch account set up in the office. You will be given a lunch number that is used each day you eat hot lunch. Cash is not used in the lunch line. Staff must have money in their lunch accounts. Lunch bills must be paid in full by the last day of school. Adult lunches will cost \$3.85 this year if you go with the "full meal deal." The ala carte menu is still available and is priced per item.

CLASSROOM PARTIES

Classroom parties must be arranged through the principal's office. If you have a classroom party or team activity scheduled and students will not be eating hot lunch, please notify food service as early as possible to let them know how many students will not be eating.

DANCE/PARTIES

Student dance/parties are held periodically from 3:45 – 5:30. Teams and organizations have an opportunity to supervise a dance/party. The profit from these activities can be used to fund team activities, such as field trips and team rewards. The dance sponsor is responsible for providing someone to serve as a D.J. and finding an adequate number of chaperones. The student council will assist with ticket selling and getting set up for the activities. Details and arrangements need to be discussed with Mr. Hegg.

GOOD HOUSEKEEPING

Teachers are asked to keep their rooms locked when they are away from them. Please turn off the lights if you are leaving for any extended length of time.

Desks and tables should be inspected often for unnecessary markings. In cases of defacement, attempt to identify the offender and notify the office immediately.

Please ask students to assist in keeping your room neat and orderly. They should be asked to pick up paper at the end of each class period and to place desks and chairs in order at the end of the last class scheduled in your room each day.

INSTRUCTION/LESSON PLAN TEMPLATE – MADELINE HUNTER

Research conducted by Dr. Madeline Hunter showed that effective teachers use a methodology when they are planning and presenting a lesson. Dr. Hunter discovered that no matter what the teacher's style, grade level of students, the subject matter being taught, or socioeconomic background of the students, an organized lesson consists of eight elements that enhances and maximizes student learning. The elements of Dr. Hunter's lesson plan design/template have withstood the test of time and are still utilized today (see Schmoker, Focus, 2011). Embedded in each element of the lesson design are many sub skills, methods, and techniques that require training, practice, and review in order to achieve mastery of the Hunter lesson plan model. Following is an adaptation of the Hunter lesson plan template with ISD #22 language embedded:

1. **Objective/Purpose of the Lesson** – Essential Learning Outcome/Learning Target – Clearly visible and known to students – Posted in classroom.
2. **Anticipatory Set** – How you activate prior knowledge and experiences, focus attention, brief practice on previous or related learning.
3. **Instructional Input** – Your instructional methodology for the lesson. Disseminates new information and activities to achieve the stated objective. The experiences and activities students are engaged in for learning.
4. **Modeling** – How will you show/demonstrate the skill or competence so students will also be able to achieve it. Demonstration and/or example of the acceptable finished product or process. Rubric or criteria for assessment.
5. **Checking for Understanding** – Formative Assessment – **The single most important element/impact on student learning**– How you will check to see that students have understood/learned/achieved objectives. Activities and evidence which examine the student's mastery of learning targets to meet the Essential Learning Outcomes.
6. **Guided Practice** – What activities the students perform under your supervision to ensure they are able to practice material. If they make mistakes, you are able to show them how to do it correctly. Close monitoring and direction of the students by the instructor as they practice the whole task for the first time independently of each other.
7. **Independent Practice** – List homework or seatwork assignments the students will be given to successfully practice material/skill **without teacher supervision**. Only after you **know** the students can proceed, the continued practice of the whole task by the students without the instructor's monitoring and practice.

***Note – Not all steps are present in every lesson.** In some cases, some of these steps can occur more than once. This is not a rigid formula. It is intended to guide thinking about what is necessary in a particular lesson. Sometimes it can take more than one class session to complete all necessary steps.

BLOOM'S TAXONOMY

In 1956, Benjamin Bloom with collaboration, published a framework for categorizing educational goals: *Taxonomy of Educational Objectives*. Familiarly known as Bloom's Taxonomy, the framework has been applied by generations of K-12 teachers and college instructors in their teaching. The original framework consists of six major categories: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. The categories after Knowledge were presented as "skills and abilities," with the understanding that knowledge was the necessary precondition for putting these skills and abilities into place. While each category contained subcategories, all lying along a continuum from simple to complex and concrete to abstract, the taxonomy is popularly remembered according to the six main categories:

The Original Taxonomy (1956)

- Knowledge – "involves the recall of specifics and universals, the recall of methods and processes, or the recall of a pattern, structure or setting"
- Comprehension – "refers to a type of understanding or apprehension such as the individual knows what is being communicated and can make use of the material or ideas being communicated without necessarily relating it to other material or seeing its fullest implications."
- Application – refers to the "use of abstractions in particular and concrete situations."
- Analysis – represents the "breakdown of a communication into its constituent elements or parts such as that the relative hierarchy of ideas is made clear and/or the relations between ideas expressed are made explicit."
- Synthesis – involves the "putting together of elements and parts so as to form a whole."
- Evaluation – engenders "judgments about the value of material and methods for given purposes."

THE REVISED TAXONOMY (2001)

A group of cognitive psychologists, curriculum theorists and instructional researchers, and testing and assessment specialists published in 2001 a revision of Bloom's Taxonomy with the title *A Taxonomy for Teaching, Learning, and Assessment*. The authors of the revised taxonomy use verbs and gerunds to label their categories and subcategories. These "action words" describe the cognitive processes by which thinkers encounter and work with knowledge:

- Remember
 - Recognizing
 - Recalling
- Understand
 - Interpreting
 - Exemplifying
 - Classifying
 - Summarizing
 - Inferring
 - Comparing
 - Explaining
- Apply

- Executing
- Implementing
- Analyze
 - Differentiating
 - Organizing
 - Attributing
- Evaluate
 - Checking
 - Critiquing
- Create
 - Generating
 - Planning
 - Producing

In the revised taxonomy, knowledge is at the basis of these six cognitive processes, but its authors created a separate taxonomy of the types of knowledge used in cognition:

- Factual Knowledge
 - Knowledge of terminology
 - Knowledge of specific details and elements
- Conceptual Knowledge
 - Knowledge of classifications and strategies
 - Knowledge of principles and generalizations
 - Knowledge of theories, models, and structures
- Procedural Knowledge
 - Knowledge of subject-specific skills and algorithms
 - Knowledge of subject-specific techniques and methods
 - Knowledge of criteria for determining when to use appropriate procedures
- Metacognitive Knowledge
 - Strategic knowledge
 - Knowledge about cognitive tasks, including appropriate contextual and conditional knowledge
 - Self-knowledge

WHY USE BLOOM'S TAXONOMY?

1. Objectives (Essential Learning Outcomes and learning targets) are important to establish in a pedagogical interchange so that teachers and students alike understand the purpose of this interchange.
2. Teachers can benefit from using the frameworks to organize objectives because
3. Organizing objectives helps to clarify objectives for themselves and for students.
4. Having an organized set of objectives helps teachers to:
 - a. Plan and deliver appropriate instruction
 - b. Design valid assessment tasks and strategies, and
 - c. Ensure that instruction and assessments are aligned with objectives.

(Vanderbilt University, Patricia Armstrong – Center for Teaching)

CLASSROOM OBSERVATIONS

Visits to classrooms will be made by the principals periodically throughout the school year, with the hope that these visits will aid the individual instructors in planning, class presentations, and general teaching methods. If you believe that you are going to have a good class period, the principal would appreciate an invitation to visit. The school district teacher evaluation was revised in December, 2003 as follows:

Detroit Lakes Public Schools Teacher Evaluation Policy

1. Observers will conduct a pre-evaluation meeting with staff each school year. The Detroit Lakes Performance Appraisal System process will be explained at that time.
2. The formal evaluation process shall consist of a minimum of three classroom observations and a summary evaluation for probationary teachers. Tenured teachers will be on a three-year cycle for evaluation. During their scheduled year, a minimum of two observations, each followed by a post-observation conference using the district observation report will be completed.
3. Non-tenured teachers shall be evaluated in accordance with Minnesota State Law and ISD #22 guidelines.
4. The first observation will be scheduled. Subsequent observations will be scheduled or unscheduled.
5. It is recommended, but not required, that all teachers be observed at least once each year. This process may be done informally.
6. A post-observation conference shall be held after each observation. These conferences should be held as soon as possible following the observation.
7. Section One (1) of the Detroit Lakes Public Schools Performance Appraisal Observation Report and data on the components observed/evaluated of the Detroit Lakes Public Schools Performance Appraisal System shall be completed/gathered by the observer and given to the teacher prior to the post-observation conference. The teacher will have the opportunity to comment on section Two (2) on what the observer has written.
8. The observer and the teacher should complete section Three (3) of the Detroit Lakes Public Schools Performance Appraisal Observation Report during the post-observation conference if applicable.
9. Using the Detroit Lakes Performance Appraisal Professional Evaluation Report and data on the components observed/evaluated of the Detroit Lakes Public Schools Performance Appraisal System, the observer shall complete a summary evaluation for each tenured teacher at least once every three years and each year for non-tenured teachers.
10. This procedure does not preclude evaluators using additional evaluation components as long as the district observation reports and the summary evaluation are placed in the teacher's personnel file.

GUIDANCE

Guidance is a process of assisting the individual to adapt successfully to problems in all phases of life. Guidance means more than the giving of friendly counsel, assistance with problems or the giving of information. Guidance assists the individual in the self-realization of his/her own strengths and weaknesses and his/her social, mental and emotional development. An effective guidance program can only aid in this self-realization process.

Guidance should not be thought of as a separate or specialized service that is carried on by one or two people; the classroom teachers and other staff also serve in the role of guidance for students.

Testing results, along with past and present cumulative information, can help school personnel understand and work with the students more effectively. This, in turn, can help the students understand themselves better. The ultimate goal of guidance is to help each individual improve his or her self-concept.

HEALTH SERVICES

The school nurse has an office in the building, but she is also scheduled throughout the entire district. Students who become ill or have an accident should be brought to the office. The office will contact the nurse, if she is not in the building, and call the parents.

All accidents occurring under school jurisdiction are to be reported to the office and the school nurse immediately. An accident report will need to be completed. Many students fail to report accidents, especially those occurring in physical education.

All medications are to be dispensed through the nurse's office. School personnel without the written permission of the parent and doctor cannot give aspirin to students.

No student can be dismissed from school without notification of parents or person in charge of the student.

LIBRARY/MEDIA CENTER

The Library/Media Center has been established as a computer lab/reading center as well as a teaching center. It is an essential component of the school program and strives to carry out the basic purpose of the school itself. It is open to all students without a pass before and after school and during the lunch period. During the school day, students are admitted with a class pass or passport. Students are asked to act as they would in any library/media center. Most books are checked out for two weeks. Reference books and other special books are checked out overnight. Encourage students to use the library as much as possible.

All audio-visual equipment is available from the library/media center and may be checked out to teachers.

AREA LEARNING CENTER – MIDDLE LEVEL Individual Learning Center

The mission of the middle level program is to provide the support and structure necessary so students can make satisfactory progress in the areas of academics, social and emotional development. The middle level program will be a "school within a school" concept.

Entrance into the program will be based on a case-by-case basis as determined by the Student Assistance Team (SAT). The target population will be academically at-risk students in grades 7-8 who exhibit two or more of the following behaviors: has changed schools often, is one or more grade levels below in achievement (MCA), has a history of school academic failure, is chronically absent and/or truant, has high level of ability with low performance, show a need for social skill development, has family issues, or demonstrates repeated classroom behavior problems.

Referrals can be made to the SAT team by: parents, self-referral, teacher, grade level team, special education team, support services, administration, or other agencies.

Once referral has been made and it has been determined that the ILC is an appropriate placement, a continuous learning plan will be developed and the areas of need will be identified. The academic portion of the program will be parallel to the regular academic program.

ADVISORY COUNCIL

The advisory council is made up of representatives from departments/teams and the principal. The role of the advisory council is to bring together various individuals and groups to work collaboratively to help the school be successful. The advisory council works to improve student achievement, shape school policies and procedures, promote understanding and communication among cultures, involve the broader school community in council projects and activities, and drive school change and develop conditions for success.

The responsibilities of the advisory council are to facilitate the design of the school continuous improvement plan, recommend the approval of the school continuous improvement plan, and oversee the implementation of the school implementation plan.

The members of the site council for the 2020-21 school year will be named shortly after the start of the school year.

STAFF DEVELOPMENT COMMITTEE

The staff development committee is made up of four teachers and the principal. The committee considers staff requests for funding staff/professional development activities. The requests will be approved or disapproved. Any staff member wanting the staff development committee to consider a funding request must submit a completed staff development request form.

STUDENT ASSISTANCE TEAM

The Student Assistance Team (SAT) is made up of representatives from each interdisciplinary team, counselors, assistant principal, school psychologist, the Indian education coordinator, and the area learning center representative. This team serves as a pre-referral group for students being considered for referral to special ed. services or the area learning center. Students who are experiencing academic, social, emotional, and/or physical problems are also discussed.

CHILD STUDY TEAM

The child study team discusses students who have been referred for special education assessment and students already in the special ed. program. This group makes decisions about whether to proceed with the assessment. They decide which assessments should be utilized and which staff will be responsible for assessing the student. The team is made up of special education teachers from each disability area, counselors, school psychologist and principal.

PEST CONTROL MATERIALS NOTICE

Detroit Lakes Public School personnel may apply pest control materials inside or on school grounds as needed.

Pest control materials are registered by the U.S. Environmental Protection Agency (EPA) and are selected and applied according to label directions. The long-term health effects on children from the application of such pest control materials, or the class of materials to which they belong, may not be fully understood.

An estimated schedule of interior pest control inspections and possible treatments are available for review or copying at the district office located at 702 Lake Avenue. Parents of students may request to receive, at their expense, prior notification of any application of a pest control material, should an application be deemed necessary on a day different from the days specified in the schedule.

TITLE IX POLICY NOTIFICATION

It is the policy of the Board of Education of School District #22 not to discriminate on the basis of sex in its educational programs, activities or employment policies as required by Title IX of the 1972 Education Amendments. Inquires regarding compliance with Title IX may be directed to Lowell Niklaus, Title IX Coordinator at 702 Lake Avenue, Detroit Lakes (218-847-9271) or to the Director of Civil Rights, Department of Health and Welfare, Washington, D.C.

TITLE IX GRIEVANCE PROCEDURE

BE IT RESOLVED, by the School Board of Independent School District #22, as follows:

That anyone, student or employee, of Independent School District #22 who feels that he/she has been discriminated against in violation of the District's policy shall avail themselves of the following grievance procedure:

Section 1: Filing, Time Limit for Filing:

A student or employee who believes himself or herself to be a victim of sex discrimination in violation of Title IX of the Education Amendments of 1972, may file a grievance in writing with the district's Title IX compliance office if not grievable by means of another grievance procedure. The grievance must be filed within 7 calendar days of the alleged discriminatory act/conduct or it is waived.

Section 2: Investigation; Informal Conference:

Subd. A: The district compliance officer shall make a prompt investigation of each charge filed.

If, after an investigation, it is the compliance officer's opinion the charge lacks foundation, he/she

shall inform the complainant within 15 calendar days of the date of filing of the charge.

Subd. B: However, should the compliance officer's investigation disclose the possibility that the charge is valid or has some foundation, he/she shall meet informally with the complainant and the district officials/employees involved and endeavor to arrive at an equitable solution to the problem.

Section 3: Appeal and Time Limits of Appeals:

If the complainant is dissatisfied with either the results of the informal conference or the compliance officer's finding that no violation of Title IX has occurred, he/she may appeal that decision to the School Board. Such an appeal must be taken within 5 days from the date the complainant was informed of the compliance officer's decision.

The appeal must be in writing and state with particularity the reasons the complainant disagrees with the compliance officer's disposition of his/her case.

Subd. A: If the grievance is not informally resolved, both complainant and the alleged discriminator shall have an opportunity to be heard on their own behalf.

Subd. B: The hearing will be held before any one of the following, at the option of the school board: (1) the full school board; (2) a committee of three school board members appointed by the board chairman; (3) district administrator recommended by the Compliance Office and approved the school board.

Subd. C: The written decision issued as a result of a hearing held pursuant to this section shall be final, subject to review by the full school board as provided in Subd. D.

Subd. D: The school board may accept, reject or modify the relief recommended

SECTION 504 INFORMATION

Section 504 is an Act which prohibits discrimination against persons with a disability in any program or activity that receives benefits from Federal Financial assistance. The Act defines a person with a disability as anyone who:

1. has a physical or mental impairment which substantially limits one or more major life activities, including activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning or working;
2. has a record of such an impairment; or
3. is regarded as having such an impairment. (34 Code of Regulations Part 104.3)

In order to fulfill its obligations under Section 504, the Detroit Lakes School District #22 recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and learners. No discrimination against any

person with a disability will be permitted in any of the programs and practices of the school district.

The school district has specific responsibilities under the Act, which include the responsibility to identify, evaluate and, if the child is determined to be eligible under Section 504, provide access to appropriate education services.

If the parent or guardian disagrees with the determination made by the professional staff of the school district, he/she has the right to a hearing with an impartial hearing officer.

The Family Educational Rights and Privacy Act(FERPA) also specifies rights related to educational records. The Act gives the parent or guardian the right to: 1) inspect and review his/her child's educational records; 2) make copies of these records; 3) receive a list of all individuals having access to those records; 4) ask for an explanation of any item in the records; 5) ask for amendment to any report on the grounds that it is inaccurate, misleading, or violates the child's rights; and 6) a hearing on the issue if the school refuses to make the amendment.

If there are any questions, please feel free to contact Mark Jensen, 504 Coordinator for the school district at 847-9271.

MIDDLE SCHOOL BEHAVIOR AND RESPONSIBILITY PLAN

Statement of Purpose

The Detroit Lakes Middle School believes that:

- every teacher has the right to teach
- every student has the right to learn

To allow this to occur, students need to learn that they are individually responsible for their actions and attitudes. The process of maturation requires the student to develop the skill of self-discipline. To allow this goal requires continuous communication between teacher, student and parents in terms of expectations of student behavior and the consequences for inappropriate behavior.

School-Wide Behavior Expectations

The purpose of the school-wide behavior expectations is to provide a safe, positive and orderly environment conducive to academic, social and emotional development for our students. To accomplish this goal students are expected to:

- show respect for themselves, others, and all property
- be responsible for their behavior
- cooperate with others
- solve conflicts and problems in a constructive manner
- put forth their best effort and be actively involved and committed to their learning

Behaviors:

Behaviors are classified as Level I and Level II. Level I behaviors are usually less severe and are dealt with immediately by the teacher. Level II behaviors are more serious and are dealt with through a referral to the office. Examples of Level I and Level II behaviors are listed below:

Level I Behaviors	Level II Behaviors
<ul style="list-style-type: none">• gum/candy/soda• tardies• cheating• running in halls• tipping in chairs• late/incomplete assignments• note writing in class• not prepared/not dressing for P.E.• littering• public displays of affection• toys/gameboys/headsets• inappropriate dress• inappropriate behaviors (hitting, pushing, tripping)• disrespect for self and others• destroying personal or others property• inappropriate language	<ul style="list-style-type: none">• bullying – intimidating, making others feel unsafe• inappropriate language/gestures• misusing and/or destroying school property• physical/verbal assault• sexual/racial/religious harassment• vandalism• weapons• insubordination• truancy• leaving school grounds• alcohol/tobacco/drugs• threats, verbal or written• inappropriate materials• causing injury to others• theft• persistent Level I behaviors

Level II Behaviors/Disciplinary Referrals:

➤ Procedures

1. Level II behaviors will be sent directly to the office for administrative intervention.
2. When a level II behavior occurs, the teacher will send, (or escort if necessary) the student to the office with the Student Conduct Report. He/she will then call the office to let the office know the student(s) being sent to the office.
3. The administrator will complete the Student Conduct Report, notify parent/guradian and determine the consequence.
4. The administrator will place the original copy on file and place the duplicate copy in the teacher's mail box with any follow up information that needs to be completed.

- **Possible consequences:**
 - Restorative Measures
 - Detention
 - Monetary Repayment
 - Non-participation in School Activities
 - In School Suspension (ISS)
 - Out of School Suspension (OSS)
 - Expulsion
 - Exclusion

Definitions:

- **Restorative Measures** – The philosophy and process by which a person who does harm repairs the damage caused so that order is restored to those affected.
- **Detention** – a period of time designated by the school where the student is under the supervision of an adult as a consequence for inappropriate behaviors. Detentions do not occur during the students academic day.
- **Corporal Punishment** – Corporal punishment is not to be used, but staff may use reasonable force for the purpose of restraining a student to prevent or minimize damage to property or injuries to themselves or other persons. Any staff member may use reasonable force to transport a student to the office or other place where the staff member may secure assistance.
- **Removal from Class** – the short-term removal of a student from class. The student remains in school under the supervision of the administration or designee. There will be an informal administrative conference and the removal will not exceed three class periods.
- **Suspension** – an action by the school administration that prohibit a student from attending school for a period of no more than ten days. Suspension may be in-school or out of school. Students will not be allowed to participate in school activities during the period of the suspension.
- **Expulsion** – an action by the school board to prohibit an enrolled student from further attendance for up to 12 months from the date the student is expelled.
- **Exclusion** – an action by the school board to prevent enrollment or reenrollment of a student for a period that shall not extend beyond the school year.
- **Due Process** – the opportunity for all parties involved in an incident to tell their side of the story before a final decision is made.

K-12 DISCIPLINE AND VIOLENCE PREVENTION POLICY

(This is condensed version of the policy. The complete policy is in the school office.)

RIGHTS AND RESPONSIBILITIES OF STUDENTS

Every student has the right.....

- To citizenship in the school community as granted by the U.S. Constitution and the State of Minnesota. Civil rights may not be abridged, obstructed, or in any other way altered, except in accordance with due process law.
- To freedom from racial and sexual bigotry, discrimination, or intolerance.
- To fair, consistent uniformity of application of rules without discrimination or bias within the construction of the total learning environment.
- To air grievances, problems, and concerns through legitimate channels and to propose changes in rules or policy through channels provided by the school and all students.
- To express opinions, feelings, and criticisms, and to make choices.
- To be fully informed orally or in writing of any and all disciplinary charges and reasons for corrective measures taken with an explanation of the evidence school officials have used against him or her.

- To be allowed to present his/her version of an incident in question in a fair hearing before any consequences are determined.
- To expect authority to protect these rights.
- To expect a safe, educationally stimulating, non-violent, and productive learning environment without interruptions, disruptions, or distractions from within or without the classroom setting.
- To a productive educational environment in which they may learn the social skills necessary to develop into mature, responsible young adults, accountable for their own actions.
- To learn in an environment or atmosphere in which there is a fostering of self-discipline as an aspect of responsibility.
- To participate in student activities and organizations.
- To be informed of all policies, rules, and regulations they shall be expected to follow in the classroom, building, school bus, and district via easily understood form using written, visual, and oral approaches as necessary.
- To homebound instruction when extended absence is due to medical reasons.
- To make up work missed during an excused absence without discrimination or harassment.
- To be known, to be somebody, to be appreciated as a person and to be treated with dignity and respect.
- To expect positive behavior by others in the educational setting.
- To avail themselves of the counseling, social, and psychological services provided by the school district.
- To choose their own manner of dress and personal grooming unless it presents a clear danger to the students' health and safety, causes a clear interference with work, or creates disorder in the learning environment, causes others to be intimidated by fear or violence, promotes an illegal activity, is offensive or discriminative in nature.

Every student has the responsibility to ...

- To become knowledgeable about this policy.
- To assist in efforts to establish and maintain a safe, stimulating, and productive learning environment in the democratic school society.
- To abide by accepted standards of good conduct and discipline while participating in any school function or activity and while going to and from school, whether riding on public or private conveyance, or walking.
- To know and comply with established school rules and regulations and established school district policies promulgated by local school boards. (MN Statute 120-6, 1974).
- To refrain from disruptive behavior that may interfere with a teacher's right to teach and a students right to learn.
- To attend regularly scheduled class sessions as established by the schools.
- To bring to class materials required for daily classroom use.
- To complete assigned class work on time and according to instructions given by the teacher.
- To accept the authority of faculty and school district officials on school property and during school sponsored off-campus events, on school busses, etc.
- To follow policy and regulations during school sponsored activities away from school regardless of time or place in such a manner as not to impede the safety or educational value of the activity.
- To obey all safety regulations in the educational setting.
- To use appropriate language avoiding cursing, using profanity, or vulgar language.
- To refrain from physical force, verbal abuse, threats, blackmail; the use, sale, or exchange of alcohol or any illegal drugs; smoking; stealing; vandalism; and other illegal activities.

- To bring a written excuse from parent or guardian when returning to school following an absence.
- To accept the consequences of actions committed outside the boundaries of the rights.
- To communicate with appropriate school staff if there are grievances, problems, or concerns regarding the learning environment.

B. Staff Responsibilities

- Each staff member shall become knowledgeable about this policy; staff members are required to instruct students, where appropriate, about the contents of the discipline policy.
- To encourage, in students, self-discipline and respect for authority.
- To treat students with dignity.
- To recognize individual differences among students.
- To insure the enforcement of school rules as listed in the student handbook.
- To use such reasonable measures as may be necessary to maintain a safe and orderly environment in the classroom, in the school building, on school property, and at school functions. A teacher has the authority to remove pupils from the classroom pursuant to procedures and rules established in the district's policy.
- To record and report classroom discipline problems to the building administrators.
- To confer with support personnel for possible solutions to discipline problems.

II. THE FOLLOWING SCHOOL BOARD POLICIES APPLY DISTRICTWIDE:

Students may be subject to disciplinary action for conduct that has a direct and immediate effect on the discipline or general welfare of the school. This policy is particularly applicable where disciplinary action is reasonably necessary for the physical or emotional safety of the student, other students, teachers or other school personnel, or for the safety of the school property. Measured by this standard, acts which may result in disciplinary action include but are not limited to:

A. Assault:

1. **Verbal Assault:** Abusive, threatening, profane, or obscene language either oral or written by a student toward a staff member or another student including but not limited to conduct which degrades people because of their gender, race, religion, ethnic background, or physical or mental characteristics.
2. **Physical Assault:** Is an act that intentionally inflicts or attempts to inflict bodily harm upon another.

B. Damage/Loss to School and Personal Property

1. **Vandalism:** Damage to or destruction of school property or property of others by students.
2. **Theft:** The act of intentionally and without claim of right taking, using, transferring, concealing, or retaining possession of movable property of another without his consent and with the intent to deprive the owner permanently of the property, or the finding of lost property and not making reasonable effort to find the owner.

C. Disruptions

1. **Dangerous Threats:** Threats to normal school operations or school activities, including but not limited to the reporting of dangerous or hazardous situations that do not exist.
2. **School Disruptions:** Any action that disturbs or interrupts the peace and good order of the school or school-sponsored activities.
3. **Failure to Identify Oneself:** Failure to provide proper/correct identification or information upon request of a staff member.
4. **Student Attire.** Students are expected to be appropriately dressed and acceptably groomed for school at all times. No gang-related jewelry,

insignia, colors, paraphernalia, materials, apparel, clothing or attire may be worn or carried on campus or at school activities, including, but not limited to, gloves, bandanas, shoestrings, wristbands, and jewelry which are likely to cause others to be intimidated by fear or violence. Student dress should comply with reasonable standards of cleanliness, safety, and should not be offensive, discriminatory, or disruptive to the operation of the school. Student dress should not display emblems, designs or insignias that promote an illegal activity.

D. **Weapons**

For the purposes of this policy, the prohibition of weapons includes:

- Any device other than a firearm that constitutes a dangerous weapon within the meaning of Minnesota Statute 609.66, which means:
- Any device capable of producing death or great bodily harm, that in a manner is used or intended to be used, is calculated or likely to produce death or great bodily harm, or that is used to produce death or great bodily harm.
- Firearm, as defined in this policy, including destructive devices.
- Replicas or look-a-likes as defined by Minnesota Statute 609.713, subd. 3 (b) (2).

1. **Possession or use of a weapon:** Possession or use of a weapon is prohibited. Anyone found to be in possession of a weapon on school premises before, during, or after school hours or at any school-sponsored activity is subject to administrative and/or legal action. All weapons or instruments which have the appearance of a weapon are prohibited within all school environments, except for educational purposes as authorized in advance by the building principal or designee.

No person may knowingly or voluntarily possess, store in an area subject to one's control, handle, transmit, or use an instrument that is considered a weapon or a replica or look alike in school, on school grounds, at school activities, on school buses or school vehicles, or entering upon or departing from school premises, property, or events. This prohibition applies to all school-owned buildings and grounds, leased or owned, and within all school-owned, leased, or contracted vehicles.

A student who finds a weapon on the way to school or in the school building and takes the weapon immediately to the principal's office shall not be considered in possession of a weapon.

2. **Possession of a chemical agent:** Possession of a chemical agent that is not a destructive device, such as mace, for purposes of deterring criminal or violent conduct or for self-protection from such conduct is prohibited under this policy unless the student receives prior authorization from school district officials. Any student authorized to possess mace or other chemical as a deterrent or for self-defense is prohibited from using such object for any other reason.

Weapons:

(a) **"Firearm"**

Definition: means any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; any destructive device for the purpose of this definition only, as defined in 18 U.S. C. 921(a)(4).

- Report of a student in possession of a firearm:
- Report of a person with a firearm out or shots fired
- Corrective action including but not limited to:
 1. Mandatory confiscation of weapon by police
 2. First offense: Expulsion from school for a period of not less than one year except that the Superintendent of Independent School District #22 may modify the expulsion requirement for a student on a case-by-case basis.

(b) "Weapons, excluding firearms"

Definition: means any device capable of producing death or great bodily harm, that in a manner is used or intended to be used, is calculated or likely to produce death or great bodily harm, or that is used to produce death or great bodily harm. The following are examples of dangerous weapons, excluding firearms, but are not limited to: ammunition, knives of all types, clubs, numchucks, black jacks, lead pipe, throwing stars, metal knuckles, darts, chains, or unauthorized tools; explosives, including fireworks, fire crackers, smoke bombs or other chemicals; flammable or combustible liquids; and any other device or instrument used to intimidate, threaten, or inflict harm

- Corrective Actions including but not limited to:
 1. Mandatory confiscation of weapon
 2. First offense: warning and parent contact
 3. Successive offenses: K-6 from 1 to 5 days suspension; grade 7-12 a five-day suspension
 4. Parent conference; possible behavioral contract

(c) Any object used to inflict bodily harm and/or intimidate, or cause fear. The following are examples of such objects but not limited to: belts, combs, pencils, files, compasses, scissors, poisonous chemicals, replica firearm: as set forth in M.S. 609.71, Subd.

- Corrective Actions would be the same as those for weapons excluding firearms (b).

E. Substances (Dangerous, Harmful, Illegal, or Nuisance Substances or Articles)

1. Alcohol: Students are prohibited from using, possessing, distributing, or being under the influence of alcoholic beverages at school, on school grounds, on school buses, or at school-sponsored activities. Corrective action likely would include suspension and law enforcement contact. Suspensions may be in-school or out of school
- Drugs: Students are prohibited from using, possessing, distributing, or being under the influence of alcoholic beverages at school, on school grounds, on school buses, or at school-sponsored activities. Corrective actions are the same as those for alcohol. Suspensions may be in-school or out of school.
- Use of Tobacco: Tobacco use by students is prohibited at school, on school buses, at school-sponsored activities, and on school grounds. Corrective action likely would include suspension and law enforcement contact. Suspensions may be in-school or out of school
- Inhalants: Students are prohibited from using, possessing, distributing, or being under the influence of an inhalant at school, on school grounds, at school-sponsored activities, or on school buses. Corrective action likely would include suspension and law enforcement contact. Suspensions may be in-school or out of school.
5. Harmful or Nuisance Articles: The possession or use of articles that are nuisances, illegal, or that may cause harm to persons or property is prohibited on school grounds, on school buses, and at school and school-sponsored activities.

F. The following also constitute unacceptable behavior.

- Willful conduct which materially and substantially disrupts the right of others to an education;
- Willful conduct which endangers school district employees, school bus drivers or chaperones, the pupil or other pupils, or the property of the school; or
- Willful violation of any rule of conduct specified in this discipline policy.

G. The violation of any state or local law or the violation of any federal law is unacceptable behavior.

FIRE DRILL AND CIVIL DEFENSE EMERGENCY

Procedures to be used in the evacuation of the building:

PURPOSE: To insure the safe and orderly evacuation of our building and to afford the utmost safety for all students and staff.

PROCEDURE: When the alarm sounds, precede your class to your door and see that they go in the proper direction. After they are out of your room, turn out the lights, close the door and follow the students out of the building.

When outside the building, assemble your students and check attendance to be certain all your students that were in your class are present. Explain to your students where you want them to assemble in the future if a drill or emergency develops during the particular period they are in your room.

UNLESS the exit is blocked, students will go as follows from their respective rooms:

EXIT #1 - Main South Door [S6] (Lower Level). When outside, move to upper level parking lot away from the building. Rooms - 101, 102, 103, 104, 105, 113, 114, 115, 116, 117, offices, 118, 121, 125, 126, 128, 129, 140, 141, 143, 144A, 144B, 146

EXIT #2 - Southwest [S3] (Lower Level). When outside, move to the parking lot. Rooms – 108,109, 110, 111, 206, 207, 208, 209, 226, 226A, 227

EXIT #3 - Northwest [W2] (Upper Level). When outside, move northwest towards parking lot. Rooms - 131, 134, 212, 213, 214, 215, 216, 222, 223, 224, 225

EXIT #4 - Main Door North [N15] (Upper Level). When outside, move across driveway to boulevard. Rooms - 201, 202, 204, 205, 217, 218, 219, 220, 221, 229, 230, Library.

EXIT #5 - Northeast Entrance Door [E13] (Upper Level). When outside, move across parking lot to east side of parking lot. Rooms - 241, 243, 244, 245, 246

EXIT #6 - East Shop Door [E10]. Move to east side of parking lot. Room 247 (Shop)

EXIT #6 - East Gym Doors [E9,E8]. All physical education classes in locker room and gym. When outside, move to street south of the gym.

EXIT #7 - Northwest Music Entrance [N17] (Upper Level). Room - 135. When outside, move to sidewalk north of school.

*** If you regular exit is blocked, you go in the opposite direction to the nearest exit on either level.

Detroit Lakes Middle School
Interdisciplinary Team Planning Guidelines

Foreword:

The main focus of the interdisciplinary team planning approach is the concept of the planning period, where, curriculum integration, student academic/social/emotional concerns, and teacher collegiality are emphasized.

The purpose of this guide is to provide a framework for team members to use during the school year; it also provides an explanation of this concept for parents and other interested individuals.

The information presented herein is an accumulation of ideas, incorporated with criteria gleaned from several nationally recognized middle schools.

Rationale for Interdisciplinary Planning:

There are many obvious reasons why interdisciplinary planning works well for the middle level student. Below we have included seven of the most salient advantages that promote this organizational pattern.

1. Curriculums among subject areas can be coordinated so that the students can relate one subject to another. This leads to greater breadth of understanding for students. The student learns or “sees” more relationships.
2. Teachers can better understand individual differences in students when more than one person is making observations and evaluations; can therefore “cope” with those differences more effectively; discipline problems are more easily handled; guidance for the student is discussed among the team.
3. The team approach enables teachers to contrast a student’s behavior and ability from class to class, thereby helping them develop a systematic and consistent approach to helping the child.
4. The team approach for closer work with guidance and specialists.
5. Teachers are more aware of what their students are learning in other classes...what assignments, tests, and projects are making demands on their time.
6. Common planning time can lead to more creativity in teaching approaches and consistency in teaching strategies.
7. An interdisciplinary team scheduling arrangement promotes the professional growth of the teachers by encouraging the exchange of ideas among the members of their teaching team.

(“Comprehensive Planning for Middle Schools” - Wiles/Bondi)

Utilization of the Team Planning Period:

The utilization of the team planning period will, of course, vary somewhat from team to team, but the following ten items will, at some time during the school year, be addressed by the team. This is not meant to be an all-inclusive list, but it does provide a framework of reference to be used by all team members.

1. To discuss and implement procedures to monitor student academic progress.
2. To identify students with academic/emotional/social adjustment problems and plan appropriate intervention strategies.
3. To develop and implement interdisciplinary teaching units within both the team and sub-groups.
4. To meet with parents to promote a better student/parent/teacher relationship.
5. To coordinate, on a regular basis, activities and special projects within the team.
6. To plan the team's weekly schedule.
7. To develop the team's student behavioral rules to foster a consistent classroom climate.
8. To discuss and implement a variety of teaching techniques within the team.
9. To meet with support personnel, such as counselors, human service staff, and the school nurse.
10. To offer a support group for staff members regarding school related problems.

Team Process:

1. The process is successful when...
 - needs of students are met
 - team members are willing to share thoughts, ideas, and responsibilities
 - the team leader successfully involves all members of the team in team activities
 - team members practice good human relations skills
 - teams take the time to evaluate their effectiveness
 - teachers believe in the middle school concept
2. The team process is not successful when...
 - members do not participate
 - negative instead of positive attitudes exist
 - when we become inflexible in meeting with student needs
 - when used primarily to complain about students
 - when members do not believe in the middle school concept
 - when team members do not remain on task during meetings
 - when the team does not utilize support personnel

Responsibilities of the Team Leader:

1. Preside over daily meetings
2. Delegate the responsibility of keeping written records of each meeting
3. Responsible for maintaining confidentiality of written records
4. Involve all team members in the meetings.
5. Develop an agenda for each meeting using input from other team members.
6. Act as a liaison between the team, the guidance counselor and the administration.
7. Coordinate planning interdisciplinary units to be taught by the team.

8. Attend meetings scheduled by the principal

Responsibilities of the Team Members:

1. Carry through respectfully with team decisions. Support them as if they are your own. If you feel uncomfortable with a team decision, discuss with your team, not with others. Keep the trust of your colleagues.
2. Work together. If members think they cannot support something, find out why; what could be done or modified to make the member more comfortable?
3. Be flexible...such as in scheduling tests and interdisciplinary units. (students should not have three or four tests in one day, or should have more than one major project due at the same time)
4. Do your share of the work. Use your personal talents to make the team stronger than the individual teachers.
5. Be willing to share your ideas and projects with other team members.
6. Show respect for the team by being on time for team meetings. This is part of your daily assignment; it is not free time.

Possible Weekly Agenda:

Monday: - Set agenda for the week
- Work on curriculum concerns and coordination
- Administrative concerns

Tuesday: - Coordinate Special Ed. concerns - complete referral forms, IEP forms, SAT forms

Wednesday:- Student concerns (anecdotal records) - update anecdotal records
- Student conferences
- Parent conferences
- Support personnel (counselor, nurse, social services)

Thursday: - Curriculum discussion, study-group discussion, instructional strategy discussion

Friday: - Meet as team – discuss necessary issues and items

Team Meeting Daily Log

Team: _____ Date: _____

Team Members Present:

Visitors:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Agenda Items and Concerns:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Follow-up Procedures: (refer to agenda numbers 1-5 above)

Student Anecdotal Records

Name: _____	Members Present: _____	Others: _____
Grade: _____	_____	_____
School Year: 200__ to 200__	_____	_____
Date: _____	_____	_____

I. Item of Concern: _____

II. Discussion Points:

1. _____
2. _____
3. _____
4. _____
5. _____

III. Actions Taken:

1. _____
2. _____
3. _____

IV. Outcomes: (state outcomes and date comments)

Detroit Lakes Middle School
Professional Learning Communities Guidelines

Foreword:

Rationale for Professional Learning Communities:

Utilization of PLC Time:

Team Process:

Norms:

Goals of the PLC: (Attached)

Essential Learning Outcomes: (Attached)

Assessments – Summative/Formative: (Attached)