LUND SCHOOLS STAFF HANDBOOK

2020 - 2021



LUND COMBINED SCHOOLS

TO: All Lund Staff

FROM: Tim Moser, Principal

DATE:

This handbook has been redesigned to reflect a continuing effort to improve. Please read it and keep it on hand as a reference throughout the school year.

**LUND COMBINED SCHOOLS FRAMEWORK**

As we begin this new journey together, one of our first goals will be to define our school’s framework by identifying our Beliefs, Mission, Vision, Values and Goals. However, I have included in this handbook what I believe are necessary guidelines and expectations for our staff.

**Beliefs**

All students are entitled to a safe, positive learning environment.

All school stakeholders belong to a collaborative, educational community.

The educational community believes in high standards of personal achievement, including matters of academics and self-esteem.

Assessments of student learning should provide students with a variety of opportunities to demonstrate their achievement.

An education gives students options that they can use to succeed in a rapidly changing global society.

The commitment to continuous improvement is imperative if our school is going to enable students to become confident, self-directed, lifelong learners.

**Mission**

Our school community inspires greatness by developing, encouraging, and recognizing leaders

**Vision**

Our Vision is to change the World

**Values**

Mighty Mustangs are: Motivated, United, Skilled, Thinkers, Appreciative, Noble, Generous, and Stivers of Excellence

**Goals**

College and Career Readiness

Increase the percentage of students meeting all four college readiness standards as defined by the ACT to 28%

Increase the number of students earning dual college credit per year to 10.

Increase the number of students earning an advanced diploma to 3.

Increase the number of students earning a 3 or better on AP exams to 3.

Increase the percentage of students graduating with a CTE endorsement.

Increase the graduation rate to 95%

1. **Status and Growth Measures of Achievement**
   1. Establish baseline data and subsequently increase the percentage of students performing at Meets or Exceeds Standard using the new End of Course exams.
   2. Increase the percentage of students earning 8 or better on team-wide common assessments to 80%.
   3. Increase the percentage of students earning final grades of As and Bs in all core and elective classes.
2. **School Climate**
   1. Increase percentage of students and parents reporting a trusting relationship with an adult in the school.
   2. Students and parents will demonstrate school pride and engagement as measured by survey.
   3. Parents will report strong communication with teachers and staff regarding academic and behavior issues.
   4. Parents, community members, and students will report a welcoming and inviting environment.

**School Improvement Information**

1. All staff members must make a commitment to professional learning and collaboration. Every Monday afternoon, teaching staff will have opportunities to demonstrate these qualities during professional development. Thursday mornings Elementary and Secondary teams will meet to collaborate. All teachers are required to participate in accomplishing the goals of their respective teams.
2. There must be focus on the classroom in learning and mastery as opposed to coverage.
3. Essential outcomes for courses must be posted in the classroom.

**AN EXEMPLARY SCHOOL**

This school is a learning community for both students and staff. We will strive to be exemplary. To ensure future development and growth, the school must have a clear sense of the goals it is trying to accomplish, the characteristics of the school it seeks to become, and the contributions the various stakeholders in the school will make in order to transform ideals into reality. The following statements are intended to provide the standards our school should strive to achieve and maintain. All staff members, both instructional and non- instructional, must commit to these principles.

1. **Curriculum, Instruction, and Assessment**

An exemplary school community provides students with a coherent curriculum complemented, within our constraints, with elective/specials courses and co- curricular activities. This balanced program stimulates intellectual curiosity, requires students to demonstrate they have learned how to learn, and leads students to develop into productive and responsible citizens. The school articulates the outcomes it seeks for all of its students and monitors and assesses each student’s attainment of those outcomes through a variety of indicators. In such a school:

* 1. The curriculum addresses important academic content and essential life skills. The curriculum broadens each student’s perspective in order to understand and appreciate diversity.
  2. Instructional strategies reflect best practice and stimulate student engagement.
  3. Instructional practice promotes and integrates appropriate technology to enhance curricular outcomes and co-curricular pursuits.
  4. Assessment is an ongoing practice containing both formative and summative components.
  5. Assessment is used to ensure quality learning and to inform teachers and teams regarding curricular and instructional decision-making.
  6. Curriculum, instructional practice, and assessment recognize and accommodate individual differences, interests, and abilities.
  7. Curriculum, instructional practice, and assessment reflect the District’s support of innovation and commitment to continuous improvement.

1. **Emphasis on the Individual Student: Equity and Access for All**

An exemplary learning community recognizes and values the importance of the individual student. Staff members are committed to understanding the uniqueness of each student. In the final analysis, the effectiveness of any school is based on the conduct, character, and achievement of its students. In an exemplary learning community, these qualities are a result of genuine concern for the individual student. In such a school:

* 1. Each student will be provided the information, assistance, and support to develop appropriate educational and career goals for transitioning to and through high school.
  2. Attention will be paid to the whole student, including academic progress, behavior, and emotional well-being, with the initiation of appropriate services as needed.
  3. Staff will facilitate students’ development of the skills necessary to become independent, life-long learners.
  4. Staff will guide students in accepting increasing responsibility for their learning, decisions, and actions.
  5. Each student is encouraged to explore and take advantage of the variety of opportunities for participation in the curricular and co-curricular programs.
  6. Students will fulfill the expectation that they will be actively engaged and give their best efforts, intellectually and ethically, to their academic and co- curricular pursuits.
  7. All members of the Lund Schools’ learning community will conduct themselves in a way that contributes to a safe and orderly environment that respects the rights of others.

1. **Working Within A Professional Learning Community**

An exemplary learning community operates on the premise that success for every student is dependent upon the people in the organization. Therefore, the Board, administration, and staff are committed to recruiting, developing, and retaining individuals with exceptional expertise in their respective fields and a passionate commitment to the school as a professional learning community. In such a school, the Board, administration, and staff:

* 1. Actively promote and honor the school’s vision, values, and goals.
  2. Have high standards and expectations for student success and engage in reflection and collective inquiry regarding best practices.
  3. Are committed to contributing to high-performing collaborative teams.
  4. Model the importance of lifelong learning through a commitment to ongoing professional development.
  5. Are committed to collective inquiry and reflection on the results of student achievement in order to improve student learning.
  6. Are committed to a high level of mutual support and trust between all members of the learning community.

1. **A Culture For Learning**

An exemplary learning community creates a safe, caring environment and fosters a culture which promotes collaboration, enables staff and students to explore their full learning potentials, and results in meaningful learning experiences. This culture contributes to a shared sense of pride in the school. In such a school:

* 1. There is a commitment to maintain an emotionally and physically safe, supportive environment.
  2. Well-maintained physical facilities meet the needs of all members of school community and reflect pride in the school.
  3. There is an ongoing effort to provide a school that is free of alcohol, other drugs, and violence.
  4. The community of students and staff treat each other with mutual respect, consideration, and acceptance.
  5. There is an open and ongoing communication between all members of the school community.
  6. Staff and students are encouraged to participate in curricular and co- curricular challenges in order to promote personal growth.
  7. Individual and collective effort and achievement is promoted, recognized, and celebrated.
  8. Learning is recognized as dynamic and socially constructed requiring student engagement, collaboration, and supportive relationships with one’s peers and teachers.

1. **Community Engagement**

An exemplary learning community values the importance of collaborative relationships with its extended community -- families, residents, businesses, government agencies, and other educational systems. It strives to develop a strong commitment between the community and the school. In such a school:

* 1. The extended community shares and promotes the vision and values of the school.
  2. The extended community provides the various resources that enable the school to offer exemplary academic and co-curricular programs and expects effective stewardship of those resources.
  3. The community and the school value and recognize the mutual benefit of exchanging information and feedback.
  4. The community is encouraged to utilize school resources and facilities.
  5. Parents play an active role in the education of their children, monitor their children’s academic performance, and work collaboratively and positively with staff to maximize their child’s educational experience.
  6. The school, business community, and other organizations collaborate to provide authentic learning experiences for students and staff, thereby reinforcing the relevance of the academic and co-curricular programs.
  7. The school continually seeks effective partnerships with sender districts and institutions of higher education.
  8. The school serves as a lighthouse, interacting and collaborating with the educational community at large.
  9. The school provides opportunities for students to serve and participate within the extended community.

**INSTRUCTIONAL RESPONSIBILITIES**

**Essential Elements of Instruction.**

1. Begin when the bell rings.
2. Communicate the day’s learning objective to the students and connect it to the big picture essential outcomes. In your mind as a teacher, be able to identify which school improvement goal your learning objective addresses.
3. Begin instruction (could be teacher led, student led, cooperative, discussion, a continuation from the day previous, etc.). As a teacher, be able to identify the levels of both rigor and relevance in your lesson.
4. Close with a student based summary or formative assessment.
5. Conclude when the bell rings.

Note: Certainly this list is not exhaustive. It is, however, a minimum of what must occur every day. Going above and beyond this is encouraged.

**Instructional Framework.**

**Final Exams.** All secondary classes must have a final of some sort. It may be a project, activity, assignment, test, journal, paper, or other activity.

**Grading.** Grades must be entered into Infinite Campus **at a minimum** of once per week. It is imperative that both students and parents are able to monitor the student’s progress.

**Learning Plans.** All teachers will be expected to post learning plans weekly. This is to be done before school begins on Monday mornings. Included in the learning plans should be which essential outcome is being addressed, what activities are being used, and how the students’ mastery of the outcomes are being determined. Learning plans are to be submitted electronically to Mr. Moser.

Teachers will complete a set of detailed “Emergency Learning Plans” and submit them to Mrs. Allred by the end of the second week of school so she has them on file if you happen to get sick or miss school unexpectedly. If an emergency arises and those lessons are used, you will need to provide Mrs. Allred with a new learning plan within two weeks.

**Portfolios.** Board policy requires students in 12th grades have a portfolio.

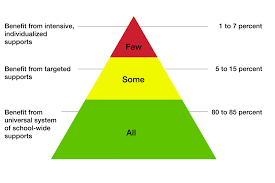
**Syllabi.** Each secondary class must have a syllabus. Syllabi must be distributed to students during the first week of instruction and posted on the teacher’s webpage if applicable. On the syllabus, the following must be discussed.

1. Title of the course.
2. Teacher’s name and email address.
3. Essential outcomes for the course. These are the skills the students will learn.
4. Statement that all LHS rules will be enforced.
5. Particular classroom rules and expectations.
6. Copy of your Grading Rubric included in syllabus.

**Use of Classroom Time.** It is imperative that classroom time be used productively. Students are expected to be engaged in learning from bell to bell. It is not acceptable to give students “free days” or to have “free time” during or at the end of class.

**Video Usage.** Only videos that correlate to essential outcomes will be approved. All showing of videos must be documented in Learning Plans and approved before students view. School Board Policy does not permit PG-13 movies.

**Interventions.** Please refer to the following pyramid when dealing with students who are struggling. All teachers are expected to assign students tutoring when important assignments are not turned in or when they are struggling in any other way. Following this pyramid is not optional. It is each teacher's responsibility to adhere to this pyramid immediately when a student’s grade is unsatisfactory.



**Tier 1: The Whole Class**

* In the general education classroom, all students are taught using instruction methods that research has shown to be effective
* The entire class is screened to identify students who are at risk of failing. Kids may work in small groups in the classrooms as the teacher uses differentiated instruction to target different skill levels and learning styles.
* All students’ progress is tracked using a validated measurement tool. The school will let you know if your child is struggling and will update you on his RTI progress.

**Tier 2: Small Group Interventions**

* If your child isn’t making adequate progress in Tier 1, he’ll receive lessons in small groups two to three times a week, as well as the regular, classwide instruction
* Skills assessments will be conducted weekly or every other week to monitor your child’s progress.
* The school will keep you updated. They may ask yo to work on certain skills with your child.

**Tier 3 Intensive Interventions**

* If your child isn’t making adequate progress in Tier 2, he’ll receive more intensive instruction in specific skills. You’ll continue to receive progress updates
* Tier 3 students usually spend part of the day in the general education classroom. Then they break off into small groups to receive targeted lessons while the rest of the class is in enrichment or elective activities.
* If your child isn’t making adequate progress in Tier 3, he may be referred for an evaluation for special education services. In some schools, Tier 3 support is provided to a mix of special education and general education students.

**OTHER RESPONSIBILITIES**

**Absences.**

1. Staff members who are sick must call Mrs. Allred and schedule a substitute. Specific lesson plans for the substitute must be given to Mrs. Allred no later than 7:30 am.
2. When requesting advance sick leave, approval must be obtained and noted on time sheets. Please do not schedule your doctor’s appointment in your mind and in Subfinder and not with the school.
3. Staff members who wish to use personal leave must obtain an absence form from Mrs. Allred, have the leave approved by Mr. Moser, and then schedule a substitute.
4. Staff members who use all of their sick leave and vacation time will need to obtain permission for leave without pay prior to the day of absenteeism.
5. Staff members who will be absent for athletics must meet with Mrs. Allred at the beginning of the season and schedule all absences.
6. When leaving campus for any reason other than lunch, staff members are expected to inform the principal.

**Attendance.** All teachers are expected to input attendance daily into Infinite Campus. ‘The letter “A” is used for absent, “T” is used for tardy, and “P” is used for present. If possible, please do this during the class period. All teachers are expected to input at least one grade per week into Infinite Campus for every student in every class. This is an essential and very important part of the teachers daily duties. There is no “grace period” for updating student record books. Class Records in Infinite Campus must be up-to-date at the end of each school day.

**Attire.** Teachers, secretaries, teachers’ aides, and other classroom-oriented support staff should dress in a manner consistent with their duties. Staff members are not to wear flip- flops, ratty jeans, or dress in a manner that is distracting to education. Clothes should be clean, well-maintained, and neat. As we are professionals, casual business attire is strongly encouraged, except on Mustang Mondays or school spirit days.

**Enforcement of Rules and Expectations.** All teachers are expected to enforce district and school expectations. This includes dress code, personal electronic device use, food and drink in the classroom, and tardy policy. Please refer to the Student and Parent Handbook for more details.

**Fire Drill Procedure.**

1. Everyone must exit the building when the fire alarm sounds.
2. An exit map is posted in each room, know the best route out! Teachers should have a hard copy of their class roll in hand when they exit from the building. They should check the roll, and report any missing students to an administrator or office staff as soon as possible. All doors should be unlocked and all lights should be turned off. It is important that students exit quickly, know where to gather, and that the teacher checks roll immediately.
3. Everyone should move at least fifty feet from the building and not return until called back by an administrator.

**Alternate Route Fire Drill**

This drill is essentially the same as a fire drill, the only difference is that you will use an alternate route to exit the building.

**Shelter in Place/ Active Shooter**

1. Shelter in place means finding a safe location indoors and staying there until you are given an “all clear” or told to evacuate. You may be asked to shelter in place because of an active shooter, tornado, or chemical, radiological, or other hazard.
2. Flip the latch to lock your door and if available place the fire hose over your door closer hinge.
3. Is there furniture nearby that you can use to barricade the door? Can you close or black the windows?
4. You may need food, water or medication if the shelter-in-place notice lasts many hours. You will find these essentials plus a bucket that can be used as a bathroom in each classroom. They are yellow and black buckets. Each teacher is responsible to ensure that these buckets are stocked with fresh/updated supplies.

**Earthquake Drill**

1. Drop where you are, onto your hands and knees. This position protects your from being knocked down and also allows you to stay low and crawl to shelter if nearby.
2. Cover your head and neck with one arm and hand
   1. if a sturdy table or desk is nearby, crawl underneath it for shelter
   2. If no shelter is nearby, crawl next to an interior wall (away from windows)
   3. Stay on your knees; bend over to protect vital organs
3. Hold on until shaking stops (or told the drill is over)
   1. Under shelter; hold on to it with one hand; be ready to move with your shelter if it shifts
   2. No shelter; hold on to your head and neck with both arms and hands.
4. What not to do:
   1. Do not get in a doorway!
   2. Do not run outside!

**Hall Passes.** Every time a student leaves the classroom, he or she must have a hall pass. No more than one student at a time may use a hall pass.

**Hall Duty.** All teachers are expected to be on hall duty at their doors greeting students as they enter the classroom. All teachers are on duty during class changes.

**Keys.** Staff members are not to loan out facility keys to anyone. Community members needing a key must go through the office.

**Leaving the Building During Prep Time.** When teachers or other staff members need to leave the building to conduct school related or personal business during contract work hours, they must check in with the principal prior to departure.

**Personal Business.** It is recognized that there are times when an employee must deal with personal issues while at work. These issues are to be dealt with, except in an emergency, during scheduled breaks and lunch time. Teachers are not to make or receive personal phone calls during class time. Support staff and office personnel must use scheduled break time for personal calls.

**Responsibility for Supervision of Students.** Students are never to be left without the supervision of a teacher or advisor in a classroom or in the building. Additionally, students are not to be given permission to leave the building for any reason without checking out through the office. This includes students serving as teachers’ aides. Teachers do not have the authority to give their students permission to be anywhere other than their classroom. This includes other teachers’ classrooms, the gym, the weight room, the commons, and the vocational shops.

**Scheduling the Building.** Anytime an activity is planned after hours, it must be scheduled through Mrs. Allred.

**Staff Children at school.** Some staff members may have their young children come into the school before or after school hours. Employees who have children on campus must be responsible for them! This means that children must never be left unattended, allowed to use the gym unsupervised or use the cafeteria and hallways as a play area.

**Students off campus.** Teachers must notify the office before taking students/classes off campus. Teachers must receive written parental permission before taking individual students off campus.

**Work Day.** Teachers work from 7:00 to 4:30 Monday through Thursday. Teachers will have Professional Development each Monday from 3:45-4:30, and Collaboration Thursday mornings from 7:00-7:40. As professionals, it is expected that we arrive to work on time. When it is necessary to leave work early, please request to do so with the principal.