

**Lund Schools
Faculty-Staff Handbook**

PHILOSOPHY FOR EDUCATION

Because our democratic form of government is dependent upon educated informed citizenry, the primary goal of the American Public School System is the preparation of the individual for worthwhile citizenship. Each child must have the opportunity to develop to his highest potential and to recognize his own human worth and that of his fellow men in the best possible educational climate. The skills of self-government are not inherited. For this reason our Nation's future is dependent upon our public schools.

Our society is constantly changing. All progress affects education particularly in the many areas of research. New methods and materials are continually being introduced. It is the task of the school to recognize innovations of value and to keep abreast of the times.

The cooperation and dedication of home, community, and school is required for the wholesome and complete development of our children. When children are educated with this goal in mind, we can look forward to the continuance of freedom in the United States.

A MESSAGE FROM THE PRINCIPAL

Welcome to Lund Schools.

This handbook is designed to assist you in your years at Lund. It contains a variety of information and I hope it will be beneficial to all staff.

This book is for your information and direction concerning rules, regulations, and policies for the efficient operation of our school. Please refer to this guide when your questions need to be answered.

There are some sections that pertain to the students. Please call this to their attention. They also have more detailed information in their Student/Parent Handbook.

Please don't hesitate to ask your colleagues both here and in other parts of the district as well as myself for assistance.

This handbook is evolving as a living and working document for us all.

The White Pine County School District is an equal opportunity employer and provider of educational services and does not discriminate or deny services on the basis of race, color, national origin, sex, disability or age.

Lund Schools
Faculty-Staff Handbook

LUND SCHOOL PHILOSOPHY

We believe students . . .

- at the Lund Schools come to our school as special human beings, unique in their own physical, social, intellectual, and emotional development
- have a need to care and be cared for and are equal in their human worth and dignity
- should strive to acquire a love for learning and an understanding that learning is life long
- should be encouraged to apply their acquired skills through constructive, independent exploration
- should be encouraged to develop a sense of responsibility for personal behavior and academic progress
- should be recognized for their efforts, accomplishments and achievement
- should be encouraged to pursue a variety of interests
- should be helped to achieve a sense of personal worth and exhibit a concern for others
- should be encouraged to maximize their potential to the fullest

We believe teachers . . .

- can make a positive difference in our students' lives
- are committed to showing students their caring concern
- should advise, guide, counsel, and most importantly, listen to students
- have a responsibility to develop in the child an ability to appraise values and attitudes
- should provide a flexible yet structured program that contributes to academic excellence
- should provide exploratory experiences for our students
- should modify instruction to accommodate a variety of student needs and learning styles
- should cooperate with peers to share teaching strategies and resources in a team approach
- are role models demonstrating positive attitudes and behaviors
- should be sensitive to the students' growing need for socialization and independence and provide avenues for expression
- should feel that responsible behavior results in happiness and success

We believe our school . . .

- is at the heart of the community and provides learning experiences which reflect the needs of our students and our society
- provides programs that will help accomplish goals such as:
 - the development of positive and enriching relationships between adults and students
 - the development of improved human relationships in a climate where personal skills can be learned and practiced
 - the opportunity for all students to improve their self-esteem
 - the development of provisions for the help and encouragement of individual students
 - the nurturing of the natural inquisitiveness and curiosity that each student brings with him/her to school
 - the implementation of a curriculum that stresses academic excellence

OUR RESPONSIBILITIES

The school community is made up of the student body, the teachers, the administrators, the school board, the parents and all community members of Lund and its environs. To establish and maintain a school atmosphere in which everyone's personal worth and dignity are respected, the entire community must work together. As members of the school community we assume the following responsibilities.

Students

It is the responsibility of each student: to be honest and ethical; to put forth my best effort in the classroom; to develop and improve my learning skills; to contribute to make the school a better place to learn; to assist in protecting the health, safety, and welfare of the school community and in protecting school property; to dress and groom myself to meet health and safety standards and not cause a disruption in school; to be aware of the rules and policies of the school and follow them; to be aware of state and local laws and obey them; to exercise proper care when using school equipment; to attend school daily, report to all classes, and be on time; to make necessary arrangements to make up work when absent from school; and, to avoid indecent, obscene and abusive language.

Parents

It is the responsibility of parents: to be honest and ethical; to teach my child respect for self and others and take pride in appearance; to respect my child's interests, abilities and limitations; to instill in my child a positive attitude toward school; to be aware that my attitudes and opinions often become those of my child; to provide a suitable place for my child to do homework and be available for help when it's needed; to encourage my child to bring home all notices, forms or letters from school, read them, and if necessary,

Lund Schools Faculty-Staff Handbook

discuss them; to build a good working relationship with my child, the teachers and the school; to recognize that each school employee deserves consideration and respect; to insist on prompt and regular school attendance in accordance with state law; to contact the school when my child has an extended absence; to teach my child to respect the law as well as the rights and property of others; to be aware of the school's rules for behavior and encourage my child to follow them to help my child understand that rules are necessary; and, to cooperate with school personnel in resolving misbehavior.

School Personnel

It is the responsibility of secretaries, teachers' aides, para-professional, maintenance personnel, custodians, bus drivers and all who contribute to the successful operation of the school: to be honest and ethical; to promote mutual respect and dignity; to be aware of the programs offered by the school and their responsibilities for their success; to realize that while their individual responsibilities are important, they are a part of the total school program; enforce proper discipline; and, report to the principal any student who behaves in a way that endangers anyone's safety, or who seriously interferes with learning in the classroom.

Teachers

It is the responsibility of each teacher: to be honest and ethical; to expect the best from each student; to promote mutual respect and dignity; to refrain from using sarcasm and ridicule; to encourage each student to develop a positive self-image and recognize the self-worth of others; to strive to make each student enthusiastic about learning; to be aware of the programs offered by the school and encourage and assist in their success; to realize that while my class is important, students have other commitments as well; to build a good working relationship with the student and his/her parents; to provide proper classroom discipline; to report to the principal any student who behaves in a way that endangers anyone's safety and who seriously interferes with the learning in the classroom; to teach students, by example, the common courtesies that promote better relationships; to handle discipline problems individually; to show concern for students whose behavior suggests they are having problems, to talk to students about their problems and to suggest they talk with a counselor or the principal if necessary; and, to build good relationships with their fellow teachers.

Principal

It is the responsibility of the principal: to be honest and ethical; to promote mutual respect and dignity; to be available to students, teachers, and parents; to review the school's programs regularly and to make sure they are meaningful; to help the teachers to review and improve their own professional attitudes and procedures; to help acquaint new teachers with the school; to work with teachers to prevent problems and to solve those which do arise; to work with students and teachers to develop school rules; to work closely with parents in establishing a good relationship between home and school; to encourage parents and students to talk with other staff members and community agencies in solving problems; to make sure the school building is safe and healthy; to deal with discipline problems promptly; and, to carry out school district policies.

District Administration and School Board

It is the responsibility of the district administration and school board: to be honest and ethical; to promote mutual respect and dignity; to establish a positive setting for learning; to assist in protecting the health, safety, and welfare of the school community and in protecting school property; to be aware of the programs offered by the school and their responsibilities for the success of those programs; to work closely with parents and school personnel in establishing a good relationship between home and school; to work closely with the community and school personnel in establishing a good relationship between the community and the school; to encourage parents, students, and school personnel to talk with other staff members and even community agencies to solve problems; to be sensitive to the needs and expectations of the different people who make up the school community; to be available to parents, students, staff and community members; and, to respect the feelings judgments, and concerns of students, parents, school personnel and community members.

ABSENCES

Policy of the White Pine County School District and the State of Nevada

Nothing is more important to education than time on task in the classroom. Every effort must be made to attend classes every day. Students who are ill or who otherwise are unable to attend school will have their parent call the office on that day to ask to have the absence excused. If this is not possible, a phone call or note must reach the office on the day the student returns to school. School activities are an exception to this policy. A student who is absent from school shall be considered truant unless the student's parent(s) or legal guardians furnish an acceptable excuse. Student absences will not be excused for such reasons as "overslept", "babysitting", "personal business" or "late getting back from lunch". "Car trouble" must be excused by the administration. Students

Lund Schools Faculty-Staff Handbook

who are 18 years of age and living with their parents MAY NOT write their own excuses.

Excused Absence - A medical, dental, legal appointment, illness, family crisis, death in the immediate family, certain religious holidays or exceptional circumstances approved by the principal are excused absences. In special circumstances the principal may excuse some family emergencies. No absence will be excused unless the student brings a note from parent or the parent called to report illness. It is recommended that medical appointments be made before or after school hours and that family vacations be scheduled other than during the school year.

Students receiving an excused absence will have one day to make up work missed for each day absent. Assignments and tests that all students are aware of ahead of time will be due on the day the student returns. For example, a student missing Monday and Tuesday will be expected to turn in work due or take a test on Wednesday if they knew about it before being absent. An exception may be made in case of extreme illness or injury.

Unexcused Absence - a student receiving an unexcused absence will not be able to make up tests or work turned in during the absence. Students will receive no grade on work missed until an excused absence form is presented. This responsibility lies with the student.

Attendance Enforcement

Attendance enforcement is a shared responsibility. The parent(s), legal guardians, or other person(s) in the State of Nevada having control or charge of any student from the ages of seven to seventeen shall be required to send the student to school during all times that the public school is in session. The White Pine County School District is responsible for maintaining an accurate record for each student enrolled and for notifying the student, parent(s) or legal guardians of absences.

1. Students are in attendance when they are attending classes or school sanctioned activities.
2. Students are absent when they fail to meet classes as scheduled for any reason other than attendance at a school sanctioned activity.
3. Students may accrue, without penalty, five (5) absences in any class during a nine-week grading period. Absences will be identified as excused and unexcused. Makeup work will not be permitted for unexcused absences and students will be subject to disciplinary action.
4. Students who exceed five (5) absences during a nine-week grading period will lose half credit earned for those classes affected by absences.
5. Students who have ten (10) absences or less at the end of the 18-week grading period may petition the Attendance Review Board for Restoration of lost credit. The Attendance Review Board (ARB) will consist of one administrator, one counselor (if available), two certified staff and two parents, at each school.
6. Students who exceed ten (10) absences during the 18-week grading period shall lose half credit for those classes. Students may petition and appear before the Attendance Review Board (ARB) for consideration to restore credit.
7. Any student who is absent more than 18 days in a school year may, at the discretion of the principal, be considered for retention in the same grade for the next school year, and/or be considered for placement in alternative program(s).
8. Tardies and class latenesses will not be tolerated. Students are tardy when they enter the classroom after the bell has rung. There will be varying consequences for tardies including after-school, before-school and lunchtime detentions.
9. Attempts will be made to contact parents when an absence occurs. All phone calls will be documented and parents will be notified of the current absence status.

Students who miss all or part of a day without a valid excuse are truant. Students who are unexcused for three days are, by state law, habitually truant and may be taken to court, fined \$100 and have their driver's license suspended for thirty days. Those not yet having a driver's license will be delayed by thirty days from getting one. On the next truancy, and for every one after that, the consequence rises to \$200, a two month suspension, and ten hours of community service.

ACADEMIC HELP

Each student's academic success is important. Any student having difficulty is urged to seek help. Teachers are available for individual help after school or before school.

Lund Schools
Faculty-Staff Handbook

ACCIDENTS

And student injured in school or at a school activity should immediately report the accident to the teacher, coach, advisor, or the office staff. A report in writing is to be turned into the office within 24 hours.

ACTIVITY ACCOUNTS

All monies collected by any school organization must be deposited in the General Fund Activities Account in the Principal's Office. Any request for withdrawal of funds must be accompanied by an invoice or certified request of the class or club treasurer and approved by the class or club advisor and the principal. Check vouchers may be secured from the Principal's Office, and the office staff will prepare the check.

ACTIVITY CARDS

All students are to purchase a student activity card for \$5.00. The activity card allows students to attend athletic events without charge. It also allows the administration to offset the expenses incurred by activity and athletic events. Faculty and Staff are issued courtesy cards for use across the district. Cards for spouses may be obtained from the office.

ASSEMBLIES

Assemblies will be scheduled periodically at Lund Schools. They will be held during class time and attendance is required of all students and teachers. Teachers are expected to assist in the orderly movement of children to and from the assembly as well as maintaining a proper order during the event.

ATHLETICS

Lund Schools offer a wide athletic program which may include cheerleading/dance, volleyball, football, basketball and track [varsity, junior varsity, and middle school levels].

Notification will be given to staff of departure times. Do not dismiss students early for whatever reason without clearance from the Athletic Director or the Principal.

Athletic competition builds character and shapes lifetime attitudes. Lund Schools' Citizenship Through Sports Program, reinforces and promotes the principles of good sportsmanship which are integrity, fairness, and respect.

A good sport, whether a student or a parent, is a true leader in the community. Sportsmanship goals should include:

- Realize that athletics are part of the educational experience, and the benefits of involvement go beyond the final score of a game;
- Encourage all students to perform their best, knowing that others will always turn in better or lesser performances;
- Participate in positive cheers that encourage and boost players; and discourage any cheers that would redirect that focus — including those that taunt and intimidate opponents, their fans and officials;
- Learn, understand and respect the rules of the game, the officials who administer them and their decisions;
- Respect the task our coaches face as teachers; and supporting them as they strive to educate; and,
- Respect our opponents as student athletes, acknowledging them for striving to do their best.

Be a fan ... not a fanatic!

ATHLETIC/EXTRA-CURRICULAR ACTIVITIES RULES AND REGULATIONS

Lund School maintains an Athletic/Activities Handbook. All participants must sign that they have received this handbook and will abide by the instructions contained within it.

1. Physical Examinations: Every athlete who participates in an NIAA sport or activity must have a NIAA physical examination completed and on file in the school office before participating in any practices or competitions. A student needs only one physical examination during his/her high school years. However, the sports participation health record must be completed and signed by a parent/guardian each year.

**Lund Schools
Faculty-Staff Handbook**

2. Insurance: Every student who participates in any school sport or activity must be covered by an insurance policy. School insurance is available at the school office. If a student's injury requires hospitalization, it is the parent/guardian responsibility to make arrangements for the student's transportation. Our activity buses are unable to remain for indefinite periods of time.
3. Tobacco: Any student using or in possession of tobacco will be denied the privilege of participation in all athletic/extracurricular activities for 10 calendar days for first offense and 20 school days for the second offense. Student is also subject to disciplinary action.
4. Alcohol: Any student using or in possession of an alcoholic beverage will be denied the privilege of participation in all athletic/extracurricular activities for a period of 30 calendar days for the first offense and 60 school days for a second offense. Student is also subject to disciplinary action.
5. Controlled Substance and Narcotics: Any student using or in possession of a controlled substance and/or narcotic will be denied the privilege of participation in all athletic/extracurricular activities for a period of 120 school days. Student is also subject to disciplinary action.
6. Criminal Offenses: Any student involved in any criminal offenses will be denied the privilege of participation in all athletic/extracurricular activities for a period of 60 school days.

(Students please note: Penalty for 3-5 above will be served before you can be eligible to participate in any other sport or activity, including tryouts. Also each sport/activity may require you to sign a contract between yourself and the coach/advisor which will supersede these statutes. Contracts will be signed at the beginning of each sport/activity.)

7. Attendance: Every student must be in attendance in all classes to participate in any extra-curricular activity or practice for that school day. Professional appointments will be honored for an absence the day of the activity. All professional appointment excuses must be accompanied by verified documentation. The Athletic Director, activity advisor, sponsor or principal will evaluate emergency situations. Any student participating in an athletic/extra-curricular activity who has an unexcused absence will be ineligible to participate in any activity during the week in which the unexcused absence occurs.
8. Absence from Practice: There will be no excused absences from practice unless approved by the head coach/advisor. This includes all athletic/extra-curricular activities, meetings, class offices, clubs, etc.
9. Listed are the general guidelines applicable to all:
Travel: White Pine County School district activities require a great deal of travel and involve overnight trips. Students are to adhere to the school and athletic/extra-curricular codes throughout the trip. Coaches and sponsors will review their specific requirements with their individual teams or organizations.

Dress: Clothing should adhere to the White Pine County School District Policy 7400 (Administrative Guide).

Bus Conduct: All White Pine County School District rules apply on activity buses. Students who cannot follow the bus rules will be suspended from the bus, with the length of time being determined by the coach/advisor and the building principal.

Hotel/Motel: Frequently our school teams and organizations are required to stay in a hotel/motel. Remember that you are a guest and should behave accordingly. Any behavior on your part that brings discredit to yourself, your group and your school will result in appropriate disciplinary action upon your return to your school. If hotels/motels have negative experiences with our students, it has a major impact on all of us.

Law Violation: Any action by a student which brings discredit to the student or any organization of White Pine County School District may be subject to disciplinary action. This includes, but is not limited to, inappropriate use of language, indecent exposure, or violation of any local, state or federal law. If members of a law enforcement agency detain a student, the parent/guardian will be notified. It will be the parent/ guardian's responsibility to make arrangements with local law enforcement and, if need be, for transportation of their student. Activity buses may not wait for students who are in police custody.

10. Training Facilities: The head coach/ advisor will advise his/her team in relation to dressing room and training room procedures. It is the responsibility of the students and coaches/ advisor to keep the areas clean and leave them in good condition.
11. Equipment: The head coach/ advisor will advise and instruct athletes and participants in relation to the care and use of equipment. Players are responsible for the equipment that has been checked out to them. Any play will be billed and charged for lost or damaged equipment. If an athlete needs to replace equipment or make other adjustments, he/she should see the equipment manager.
12. Lettering Requirements: All coaches/ advisors will provide athletes/ participants with the lettering requirements at the

Lund Schools Faculty-Staff Handbook

- beginning of each season. The head coach/advisor is the final authority on the awarding of an athletic or activity letter.
13. **Citizenship:** Students participating in athletic/extra-curricular activities are required to display respect for their fellow students and the staff at their respective schools. A student may be deemed ineligible if his/her personal conduct is unsatisfactory. Classroom teachers and the administration have the authority to declare a student ineligible based on citizenship. A student will remain ineligible for a minimum of one week and must submit a signed statement from the teacher or administrator to the athletic director before he/she will be permitted to compete.
 14. **Academic Eligibility:** Student athletes must have earned two credits (passed four classes) the previous semester before they are eligible to participate in any NIAA sanctioned activities. Freshmen students must have met this requirement during their last semester in the eighth grade. All students participating in athletics or extra-curricular activities must be passing all their classes in order to compete. The White Pine County School District Policy 7440 will be adhered to.
 15. **Detention:** Students are not excused from detention because of any athletic/ extra-curricular participation. Students need to make arrangements with their coach or sponsor if they have a detention to complete. They will be allowed one day to make arrangements. Students should take care not to allow detention to interfere with their opportunities to compete.
 16. **Suspension:** Students who are serving in-school or out-of-school suspensions are also suspended from participation in all other after school activities, including participation in practices or competitions.

The following forms must be completed and on file at the student's school office before a student may participate in any athletic/ extra-curricular practice:

- A. Physical Examination Record
- B. Sports Participation Health Record
- C. Emergency Medical Information and Release with proof of insurance and parent/ guardian notarized signature.
- D. Signed Athletic and Extra-Curricular Activities Handbook Codes.

It is realized that some of the above are not required for some extra-curricular groups.

White Pine County Administrative Regulations

ATMOSPHERE

A calm atmosphere is essential for most students to learn. Such an atmosphere is usually recognized by quiet: quiet voices, gentle handling of lockers, books, and desks; silence traffic areas such as halls and lobbies. Obviously, the library is also a silence zone! It is important that students arrive promptly at all assigned areas and begin their classwork immediately.

Courtesy will gain students respect from their teachers and fellow classmates. Teachers, aides, secretaries, maintenance, custodial personnel and bus drivers are legally responsible for student well-being and, therefore, students are expected to obey their requests quickly and cheerfully. If a student does not agree with something he/she is expected to do, then the student should talk about the problem privately with the teacher or with the school principal. Remember, students are expected to meet reasonable requests made by those persons in charge while at school. Students should not refuse to comply with reasonable demands just because they do not agree with them.

No teacher will tolerate "freshness", "swearing", or back talk. In all school activities students should use courtesy, good taste, and common sense.

Every teacher, regardless of his/her subject, or any other position has complete authority over all students.

Sarcasm has no place in the classroom.

ATTENDANCE FOR PARTICIPATION IN SCHOOL SPONSORED ACTIVITIES

Prompt daily attendance is required by law and is a prime reason for success in and out of school.

A day of absence shall be considered as any situation of nonattendance of three and one-half hours of absence from school on a given day.

Students participating in a school sponsored activity must be present by 9:15 A.M. on the day of the event. If the event is scheduled

**Lund Schools
Faculty-Staff Handbook**

on a Saturday, the student must be present the day preceding the event by 9:15 A.M. This lateness must come under the guidelines as set forth for an excused tardy. Exceptions to the Saturday event rule may only be made through the school administration. Doctors appointments and excuses will be reviewed for approval by the school administration.

BELL SCHEDULE

Time	Activity
[7:15 - 8:05]	0 Period IAV Class Taught
7:58	Warning Bell
8:00 - 8:40	1 st Period
8:42 - 9:22	2 nd Period
9:24 - 9:39	Elementary Recess
9:24 - 10:04	3 rd Period
10:06 - 10:46	4 th Period
10:48 - 11:28	5 th Period
11:30 - 12:00	6 th Period [Interim/Lunch]
11:45 - 12:15	Elementary Lunch
12:02 - 12:32	7 th Period [Interim/Lunch]
12:34 - 1:14	8 th Period
1:16 - 1:56	9 th Period
1:58 - 2:38	10 th Period
2:45	Bus Departs

BUS BEHAVIORS

Rules

1. Follow directions of the driver.
2. Stay in your seat.
3. Keep all parts of your body in the bus.
4. Pushing or shoving is not allowed on the bus.
5. Tobacco, eating, or drinking is not allowed on the bus.

Consequences

- 1st Report - Report to teacher and school authorities.
 2nd Report - A parent conference before student is allowed on bus.
 3rd Report - Bus privileges denied for 10 school days. (Student is to be in attendance at school.)
 4th Report - Bus privileges denied for the remainder of the school year. (Or 180 school days)

BUS PROCUREMENT

Lund Schools Faculty-Staff Handbook

If you wish to procure a bus for your classroom or activity, forms are available through the office. Itineraries must be precise and unaltered after they are approved. Complete lists of students participating must accompany this request.

Bus Requests must be completed at least 10 days before the event.

Bus Requests for out-of-county and out-of-state activities must be presented for approval to the White Pine County Board of School Trustees through the Principal and Superintendent.

BUS SCHEDULE

Use of the school bus system is a privilege. Inappropriate behavior may result in the student being barred from further use of the school busses.

CAMPUS

The Lund School campuses includes the buildings, grounds, and parking areas. The Lund campus is open only to registered Lund students. Guests and visitors must be approved by the administrator. All others will be considered trespassers. Students are not to invite friends or relatives to come to school.

CLASS ADVISORS

Suggested Duties and Responsibilities:

1. Arrange an agenda, planned with the class officers.
2. Impress upon the group, that matters concerning the whole class can not be decided by individuals.
3. There is to be an "Executive Council" incorporating the president, vice president, secretary, treasurer and a others as deemed appropriate.
4. Executive Council meets with the sponsor(s) to prepare the agenda and budget for class meetings. The budget is to be approved by the class. The council can take care of the other routine matters thus cutting down on the number of class meetings. A copy of the agenda should be sent to the office.
5. Class advisor must attend all class meetings unless the absence is approved by the principal.
6. Instruct the officers and council members on the proper parliamentary procedure and insist that it is used during class meetings.
7. Class must be present at all class activities, unless absence is approved by the principal.
8. Instruct the class treasurer on the proper methods of handling class accounts. All monies must be deposited with the secretary in the principal's office. All disbursements must be on a voucher, accompanied by an invoice, and signed by the advisor, class treasurer, and the high school principal.
9. Class dues are permitted, but must be approved by the high school principal
10. The advisor is responsible for submitting, at the end of the year, a report on the activities held, financial status of each, and any recommendations.
11. Pre-approval is to be secured from the principal for preliminary planning of any major class activities - play, prom, etc.
12. Each class must maintain a file and keep all class records, treasurer's books, etc.
13. Class advisor or student officer will be responsible for advertising all activities.
14. Register, one (1) week in advance, in the principal's office, for the use of school facilities, during and after school hours. Teachers can not permit students to stay after school unsupervised.
15. Class time CAN NOT be used for rehearsals, decorations or preparation for any money making activities unless approved by the principal.
16. Class advisors are responsible for class officer nominations, elections, and preparation of necessary forms.
17. Class advisor(s) must receive administration approval for any and all fund raising projects. These projects must be registered on the calendar and not conflict with other fund-raising endeavors. Again, all monies must be deposited and all disbursements paid by check.
18. Contracts, proms, plays, athletic events, etc. must be approved and signed by the principal.
19. For any group planning a trip, outing, etc., guidelines are to be established and a copy sent home to the parents. Also, a copy must be placed on file in the principal's office.

Lund Schools
Faculty-Staff Handbook

CLASS/ORGANIZATION FUNDS

School groups who demonstrate a need may sponsor various types of fund raising activities. Requests and plans for fund raising activities should be developed by group sponsors or advisors and student representatives and must be presented to the principal for his or her approval prior to the activity taking place. This plan should designate the participants and suggested dates for the beginning and the end of the activity. The nature of the activities must be cleared by the principal prior to the finalization of plans. All plans should be developed in accordance with existing school district regulations.

All records of school fund raising activities are subject to audit and each group or organization is responsible for keeping detailed and accurate records. All monies collected through fund raising activities must be deposited to the proper category of the activity fund.

NO CASH TRANSACTIONS ARE PERMISSIBLE !!!

There must be demonstrated a direct benefit to the students from any fund-raising events. No project is likely to receive approval that does not show a minimum of 40% profit margin to students.

CLUBS AND ORGANIZATIONS

Groups that have been active at LHS include the following: FFA, 4-H, L-Club, Quiz Bowl, Student Council, Class Council, Rodeo Club, Yearbook, Journalism, Dramatics, Band, Handbells and Chorus.

CO-CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES

All co-curricular and extra-curricular activities must be approved by and under the direction of a coach/advisor. This coach/advisor must be present at all activities.

CODE OF ETHICS

Policy 3100

The professional conduct of every employee at White Pine County School District affects attitudes toward the profession and toward education. Aware of the importance of maintaining the confidence of students, parents, colleagues and the public, the White Pine County School District strives to sustain the highest degree of ethical conduct.

We at the White Pine County School District value the worth and dignity of every person and the pursuit of truth, knowledge and excellence. While the freedom to learn and the freedom to each is essential to education in a democracy, White Pine County School District employees balance these freedoms with their own adherence to this ethical code.

Commitment to the student

Employees will make the well being of students the fundamental value in all decisions and actions.

1. Employees will not unreasonably restrain the student from independent action in the pursuit of learning, nor deny access to varying points of view, nor suppress or distort subject matter relevant to the student's progress.
2. Employees will make a reasonable effort to protect students from conditions harmful to learning or to health and safety.
3. Employees will not intentionally expose students to embarrassment or disparagement.
4. Employees will not engage in unlawful discrimination which would:
 - a. exclude any student from participation in any program
 - b. deny benefits to any student
 - c. grant any advantage to any student
5. Employees will not use professional relationships with students for private advantage.
6. Employees will not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional service or is required by law.
7. Employees will not engage in physical abuse of a student or sexual conduct with a student and shall report knowledge of such an act.

Commitment to the profession and community

1. Employees will not make false or malicious statements.
2. Employees will not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or

**Lund Schools
Faculty-Staff Handbook**

actions.

3. Employees will foster a philosophy of education, which encourages a lifelong pursuit of learning.
4. Employees will not misrepresent professional qualifications, nor make false statements to competency, qualifications, or fail to disclose material fact.
5. Employees will know the District policies, regulations, rules and laws governing education and will work to ensure that they benefit students.
6. Employees will not disclose information about a colleague obtained in the course of service unless disclosure serves a compelling professional service or is required by law.
7. Employees will not interfere with a colleague's exercise of political or citizenship rights and responsibilities.
8. Employees will cooperate fully and honestly in professional investigations or hearings.
9. Employees will not continue in or seek professional employment while unfit to:
 - a. use of drugs or alcohol that impairs competence or the safety of students or colleagues;
 - b. physical or mental disability that impairs competence or the safety of students or colleagues.

3100 Revised 5-20-98

COMPUTER SYSTEM

1. The computer resources (systems) utilized within the White Pine County School District (hereafter referred to as WPCSD) Network are provided to WPCSD employees, registered students and specifically identified parents of registered students and school district volunteers (i.e. PAC members, etc.) approved by the Technology Directory and Superintendent.
2. The custodial parent or legal guardian must complete and sign an application in order for their child (minor) to use the system. By signing the application the guardian or parent agrees to accept responsibility for their child's (minor's) use of the system.
3. All users agree to accept full responsibility for the security, confidentiality and use of their passwords and for any and all sites accessed with their passwords.
4. WPCSD does not guarantee the safety of individual account holders' files. Users are encouraged to make back up copies of their files.
5. E-mail correspondence and system activity may be monitored if there is reasonable suspicion of a violation of the AUP [Acceptable Use Policy]. WPCSD has access to the contents of any file or e-mail in the system.
6. These computer resources (systems) are primarily for research and academic use; personal email(for staff only) and other personal Internet use is allowed so long as the use is non-profit, legal, does not interfere with the primary use of the system in any way, and the use conforms to all other use rules in this agreement.
7. WPCSD has implemented its own Virtual Locker. Users may store personal information and files in their own Locker. Users are prohibited from sending or storing any material that is licensed, proprietary, or otherwise covered under the non-disclosure agreements.
8. Certificated staff members or other personnel will monitor students when computers are in use in a classroom to ensure that the use is age appropriate and that the rules and guidelines are followed.

The following activities are expressly PROHIBITED and are subject to disciplinary action:

1. It is prohibited to use, or attempt to use, anyone else's account.
2. It is prohibited to use swear words, vulgarities or other inappropriate language.
3. It is prohibited to circumvent system utilities (account validation, terminal idle monitoring, etc.).
4. It is prohibited to use a CHAT program unless authorized by a computer technology teacher, school administrator or the superintendent for academic purposes.
5. It is prohibited to access pornographic sites or sites primarily showcasing sexually explicit material.
6. It is prohibited to access and/or download computer games, screen savers, or other software that has not specifically been approved by the Technology Specialist or Superintendent.
7. Downloading or listening to music and radio stations over the internet is prohibited without written permission from the building administrator.
8. It is prohibited for users to order services or merchandise for personal consumption including phone charges. Only items authorized by the District may be ordered.
9. All users are prohibited from sending spam e-mail to others.
10. Using computer system CD-ROMs to play CD music is not authorized without written permission from the building administrator on an individual basis.
11. Students are authorized to access ONLY their WPCSD First Class e-mail account while using a computer owned by WPCSD.

Lund Schools Faculty-Staff Handbook

If a student accesses any other e-mail account from a computer owned by WPCSD, it will constitute a violation of this Acceptable Use Policy.

12. Staff is allowed to access only their WPCSD First Class, Nevada School Network, Educational Specific (.edu) or local Internet Service Provider e-mail accounts while using a computer by WPCSD.

This is a school network! The user's general rule is to stay within the appropriateness boundaries for K-12 public education. Any student or adult who has a specific question about the appropriateness of accessing a particular site or acceptable use agrees to seek clarification in advance from the appropriate school principal or from the Superintendent. A student who accidentally accesses an inappropriate site must inform a teacher or the principal at his/her school within 24 hours in order to verify that the access was a mistake and in order to avoid possible disciplinary action for accessing a prohibited site. An adult who accidentally accesses an inappropriate site must inform a building principal or the Superintendent within 24 hours in order to verify that the access was a mistake and to avoid possible revocation of the account access.

Alleged violators will be contacted and given an opportunity to present an explanation to the appropriate supervisor of principal. If a violation of this agreement has occurred, the user's account may be suspended for a period of 90 school days (a school day is defined as a day when students are scheduled to attend school or when a staff member is scheduled to work) or revoked. When an account is suspended or revoked, the user (and his/her parents, if a minor child) will be notified in writing. The users (and his/her parents, if a minor child) have five school days from the date of the written notification to request a review hearing. The hearing officers will be the Superintendent and Technology Director, whose decision will be final. If the Superintendent or Technology Director is the supervisor making the initial decision to suspend or revoke an account, that review hearing will be conducted by the Board of Trustees, whose decision will be final.

CONCESSION STAND

1. The purchase of concession materials is the responsibility of the group or organization assigned to run concession.
2. The prices for concession items are to be the same for all events regardless of which organization is selling.
3. Those running the concession are to make sure their hands and working area are kept clean.
4. Hot food is to be kept hot, not warm.
5. Each organization will be responsible to have workers running and setting up concession stand.
6. Each organization will be responsible to clean concession area and bleachers after the event is over. The school will supply adequate garbage cans with liners.
7. Any organization not properly cleaning up after an event will be charged and fined.
8. Assignments and use of concession stand must be approved by the administrator through student council.

CONFERENCES

Children develop in different ways. They have their own individual personalities, and their own listening and work habits.

You are important. To help their students learn, teachers must know as much as they can about each child. No one knows more about your child than you, the parent/guardian. And no one has more influence over your child than you. This is why teachers need your help to do a first-class job. Working together, you and the teacher can help your child have a successful school year.

When you have a concern, speak calmly with the teacher about it and ask what the two of you can do together to make things better. Don't criticize a teacher in front of your child. Children learn better when they have confidence in their teacher.

The best parent-teacher conference is a sit-down, face-to-face meeting.

Before the conference

1. Time is limited. Preparing in advance helps the meeting move quickly.
2. Talk to your children. Tell them you are going to meet with their teacher. Ask them what you should look for in the classroom. See if there are any questions they want you to ask. Find out what they think is their best subject, and what subjects they like the least. Find out why.
3. Write notes to yourself:
 - a. Things about your child's life at home, personality, problems, habits, and hobbies you feel is important for the teacher to know.

Lund Schools Faculty-Staff Handbook

- b. Your concerns about the school's programs or policies, as they affect your child and family.
- c. Make a list of the questions you want to ask the teacher. They may be general ("Is my child working to his/her best ability?") or more specific ("May I see something my child has written?") Are there aspects of your child's homework that are worrying you?
- d. How you and the school can work as partners to help your child.
- e. Include the concerns and questions of other family members who may not be able to attend the conference.
4. The teachers will also have questions that will help them work better with your child. Some topics you should think about and be prepared to share with the teacher include:
 - a. Your child's reaction to school.
 - b. Your child's responsibilities at home.
 - c. The type of discipline that works best with your child at home.
5. Work together. Conferences are successful when both teachers and parents work as partners to help children make progress.
6. Decide what you want to tell the teacher about your child. If there are unusual family problems that may be affecting your child's behavior, say so without going into excessive detail. If your child seems bored or anxious about school, bring up the matter in an open and honest way. Listen to what the teacher has to say. Work on finding a solution on which you both can agree.
7. Be there on time. Start the conference right: Be there on time, and plan not to run over the short amount of time that has been set aside. Teachers often schedule a number of conferences on the same day, and being on time will insure that you have all the time necessary to discuss the issues that are important to you. Reschedule, if necessary. Notify the teacher ahead of time if you cannot attend.
8. Come prepared. Teachers will be prepared, perhaps, with samples of your child's work. And they will have ideas to help your child do even better in school. You should get ready for each conference, too.

During the conference

1. Begin on a positive note. Let the teacher know how much your child enjoys drawing or how pleased you are with your child's reading. If you can't think of anything else, at least thank the teacher for taking the time to see you.
2. Get right to the point. It's a good idea to ask your most important questions first, just in case time runs out before you and teacher have a chance to discuss them all.
3. Ask good questions. These are good questions to ask your child's teacher at conference time:
 - a. What are the children studying this year?
 - b. What are the children doing in specific subject areas?
 - c. What do you include in social studies? What kind of mathematics will the children learn? How do you teach reading and spelling?
 - d. How do you evaluate the children's progress? What tests are used? What do your grades mean?
 - e. What are the school rules? How much homework do you give? What kind of discipline do you use?
 - f. What can I do at home to reinforce what you are teaching at school? What materials do you suggest I keep at home to enrich my child's education and recreational time?
 - g. Should we set some goals?
4. Listen carefully to what the teacher has to say. Take notes if you like. That will help you think things over later.
5. Don't be bashful about saying what's on your mind. A good conference is a two-way exchange. If the teacher says something you don't quite understand, don't be shy about asking for an explanation.
6. If the teacher gives you bad news about your child (e.g., Jack doesn't get along well with others, Susan doesn't share, Mark sleeps in class.), don't get angry or apologetic. Listen carefully and try to understand. Ask questions: "Could you give me an example?" or "Does it happen often?" Find out what you can do to help. If you don't agree with the teacher, set up a separate time to discuss the issue in detail.
7. Find out what you can do. Be sure to ask the teacher for specific suggestions on ways to help your child do well. This is an important part of the meeting. It can become your action plan.
8. End the conference on a positive note. It's a good idea to end the conference by summing up decisions you've made together. If needed, ask to meet again. Thank the teacher for their time and emphasize the actions you will both take together.

After the conference

1. Share with your child. Discuss the conference with your child. Stress the good things that were said. Be direct about any problems that came up. Be clear about the steps you, your child, and the teacher will take to make things better.
2. Act quickly on any suggestions the teacher has made. If your child's eyes should be tested, make the appointment right

Lund Schools Faculty-Staff Handbook

- away. If there are books your child needs, go to the library.
3. Make sure your child knows that you and the teacher are working together on their behalf. Your child should feel secure, knowing that the important adults in their life are agreeing on matters related to their well being.
 4. Watch your child's behavior and check your child's classwork and homework.
 5. Keep working with the teacher. Stay in regular touch with the teacher to discuss the progress your child is making.

Meeting with your child's teachers should help build strong parent-teacher partnerships — partnerships that are needed if you and your child's teachers are to reach your common goal: helping your child get the best education possible.

The Principal's Advisory Committee of 2001-2002 in conjunction with the White Pine Board of School Trustees and the Superintendent entered into a sequence of scheduling these conferences each month. An attempt will be made to meet with all parents within a marking period or semester time frame. These conferences will be scheduled on either an evening or afternoon at the end of a school week, with the afternoon conferences calling for a minimum day for student attendance.

COUNSELING

Lund Schools delivers some counseling services throughout the school year. The counselor's priority is to help each student to graduate from Lund with an education that will be a foundation for the student's career choice. The counselor will help with class schedules, credit evaluation, college entrance testing, military career information, occupational and educational planning, personal problems and conflicts, etc. Students may request an appointment with the counselor.

DANCE CODE

1. Starting times will be set according to the type of dance and circumstances.
2. Any organization failing to clean up after a dance will be assessed cost plus a fine.
3. Guest passes will be required for any person other than current LHS students. Students are responsible for the actions of their guests. Inappropriate behavior by a guest may result in disciplinary action against the student. The principal may elect to allow LHS alumni to attend dances at Homecoming and/or Prom. Guest passes are available at the office.
4. Grade school and other students not yet of junior or senior high school status will not be permitted to attend dances at LHS.
5. Once a person leaves the dance, he/she will not be readmitted.
6. Good character, citizenship, and conduct are important at any school activity. Any student whose conduct, through an adverse act, reflects discredit on the school, is considered to be in violation of the Activities code, and is subject to suspension from further attendance at school activities for the remainder of the year. A violation may also result in school suspension or law enforcement action.
7. The dress code will remain in effect for school dances.

DEPOSITS - PAYMENTS

All deposits made to a specific account must state the source of revenue. All money must be deposited in the General Fund Activities Account the same day it is received. The advisor is to supervise the student treasurer's counting of money. The student treasurer is to take the money to the principal's office with a duplicate deposit slip. The secretary, in the office, will recount the money, approve and initial the deposit slip, and return the duplicate copy. **MONEY IS NOT TO BE LEFT IN ANY TEACHER'S DESK, FILE CABINETS, OR LOCKERS.** Money lost while stored in the above will be the responsibility of the advisor and the student in charge. It is a breach of public trust to divert money received from plays, etc. or use it for other than its intended solicitation. Special situations will need approval from the principal.

All charges/disbursements are to be made in check form drawn from the specified account. The student treasurer along with the advisor are to secure check voucher forms from the secretary. All vouchers must be **ACCOMPANIED BY AN INVOICE OR STATEMENT** verifying amount to be paid.

All accounts are audited at the end of each year. You must have invoices to cover every check issued from your account.

**Lund Schools
Faculty-Staff Handbook**

DISCIPLINE CODE

ELEMENTARY DISCIPLINE CODE

Adopted April 23, 2002

This document contains the Lund Schools and the White Pine School District's philosophy, goals, expectations, discipline structure, rules, and regulations for the elementary school. The actual "discipline code" has been revised to address the behaviors of an elementary school child. The purposes of these guidelines, developed by staff, are as follows:

- To ensure an understanding by parents and students of what is acceptable behavior, as well as what actions will be considered infractions of the rules
- To ensure that teachers and students using these guidelines will be able to maintain an appropriate classroom environment
- To ensure a consistency and equality of treatment for all students
- To ensure protection of students from other students who abuse the rights afforded them
- To ensure that parents and students understand the processes which lead to suspension or expulsion

This code, which reflects an on-going review, incorporates suggestions made by students, staff, administration, and parents. We thank everyone for their cooperation in this important endeavor.

Student Responsibilities

It is the responsibility of the students to conform with the following:

- Be aware of all rules and regulations for student behavior and conduct themselves in accord with them. Students should assume that, until a rule is waived, altered or repealed in writing, it is in effect.
- Volunteer information in matters relating to the health, safety, and welfare of the school community and the protection of school property.
- Dress and groom so as to meet fair standards of safety and health, and not to cause substantial disruption to the educational process.
- Assist the school staff in operating a safe school for all students enrolled therein.
- Comply with state and local laws.
- Exercise proper care when using public facilities and equipment.
- Attend school daily and be on time at all classes and other school functions.
- Make up work when absent from school.
- Pursue and attempt to complete satisfactorily the courses of study prescribed by state and local school authorities.
- Report accurately and not use indecent or obscene language in student newspapers or publications.

Code of Discipline Procedures

Philosophy

The philosophy of the White Pine County School District is based on the fundamental belief that every child who attends school is entitled to a quality education. In order to ensure a positive learning environment, the rules of behavior and good manners are expected and encouraged. Inappropriate modes of behavior are not acceptable and will be addressed in accordance with the discipline structure.

Goals

The purposes of this code of discipline procedures as developed by staff are as follows:

- To ensure understanding by parents and students of acceptable and unacceptable behaviors
- To ensure that consistent responses to unacceptable behaviors will occur
- To ensure a fair and equitable treatment of all students
- To ensure the protection of students and teachers from students who abuse their rights and responsibilities
- To ensure that parents and students understand the process which leads to detention, suspension, or expulsion

Responsibilities

- **Students**
 - Every student is expected to know and exercise positive modes of behavior and good manners.
 - Every student is expected to know inappropriate modes of behavior and accept the consequences as outlined in this

Lund Schools Faculty-Staff Handbook

discipline structure.

- Parents
 - Every parent is expected to explain and discuss the discipline structure to his/her child.
 - Every parent is expected to assure the student's compliance with the discipline structure.
 - Every parent is expected to cooperate with school personnel whenever support services and/or disciplinary responses are indicated for the student.
 - Every parent is expected to provide physical, emotional, and academic support in the student's school life.
- Staff
 - The school staff is expected to maintain a positive learning environment during the school day.
 - The school staff is expected to explain and discuss acceptable and unacceptable modes of behavior.
 - The school staff is expected to incorporate a program of effective education in order to assist students in the development of positive behaviors.
 - The school staff is expected to inform and enforce the discipline structure to students.
 - The school staff is expected to be consistent in enforcing the discipline structure to students.
 - The school staff is expected to be consistent in enforcing the discipline structure throughout the school.

The Elementary School ProSocial Skills Program

The ProSocial Skills Program is a school-wide behavior management program implemented in the elementary schools. This school-wide program:

- enables all of our students to become responsible and contributing members of our school community
- requires a common commitment endorsed by teachers, specialists, staff members, parents, and students

This is our Mission Statement:

Every child is everyone's responsibility, and appropriate social behavior needs to be taught and continually encouraged by the entire school community (faculty, staff, parents, and students).

The philosophy is supported by the following Belief Statements:

- Every child needs to feel a sense of belonging and self worth.
- It is essential to have a consistent home and school commitment.
- Children's choices are their own.

The benefits of using the ProSocial Skills Model are:

- increased academic engaged time
- increased use of critical thinking, reasoning, and problem solving skills by students
- significant reductions in discipline problems referred to the school office
- increased levels of consistency in the application of discipline strategies by teachers and staff across classrooms and the entire building

We are teaching the children to use five problem-solving steps whenever they need to make a "good choice" or solve a problem.

1. Stop and think.
2. Decide "Am I going to make a good choice or bad choice?"
3. "What steps (from a specific skill) do I need to follow to make a good choice?"
4. Follow the steps.
5. Ask "How did I do?"

Problems which occur for children might include: dealing with annoying situations, handling teasing, and calming down. Children are asked to make good choices which support their learning throughout the day. Examples of such choices include listening, following directions, ignoring distractions, and making smooth transitions. We are teaching these specific skills in the classroom within the framework of this problem-solving model.

Disciplinary Responses and Procedures for Student Misconduct

Note that the behaviors listed in each level are only examples. There may be other behaviors of a similar nature which are not listed but are included within each level.

Lund Schools Faculty-Staff Handbook

Level A

Description

Minor misbehavior on the part of the student which interferes with the orderly operation of the school and its activities. These misbehaviors usually can be handled by an individual staff member, but sometimes the intervention of the principal is required.

Examples

- Classroom/in-school verbal disruption
- Classroom/in-school physical disruption
- Refusal to carry out directions
- Improper dress consistent with Board policy
- Student possession or sale of audio devices, games, skateboards, inappropriate toys, or distracting objects
- Presence in unauthorized areas of building or school grounds
- Loitering in the lavatory
- Possession of matches or lighters
- Students removing food/beverage from the cafeteria without permission
- Misconduct on a school district vehicle or bus stop, consistent with transportation policy
- Misconduct in the hallway
- Unexcused cumulative lateness
- Failure to return notes or documents to be signed by parents/guardians
- Violation of Computer Use Guidelines
- Other behaviors of a similar nature

Level A

Disciplinary Response

Such misconduct may result in one or more of the following responses:

For a first infraction, consequences may include:

1. Verbal reprimand with removal from class
2. Notifying parents by telephone or letter

Continued infractions/misbehavior(s) at this level may result in:

1. One recess detention with parent notification
2. After-school detention with parent notification
3. In-school suspension with parent conference
4. Suspension of bus privileges if continued misbehavior on the school bus

A student may be referred for counseling and/or may have school privileges withdrawn, such as class parties, assembly programs, field trips, and/or special school events.

Level B

Description

Misbehavior which is frequent or serious in nature or which tends to disrupt the learning climate and/or orderly operation of the school or its activities

Examples

- Falsifying teacher and/or parent signatures, altering documents signed by them
- Cutting detention
- Cheating
- Walking out of class/leaving school grounds without permission
- Insubordinate, rude, defiant and/or disrespectful behavior
- Use of profanity, vulgar and/or obscene words, gestures, and/or other similar actions
- Throwing of objects without a legitimate purpose (including snowballs or dangerous objects)
- Use of racial/ethnic slurs, as well as derogatory terms
- Violation of Computer Use Guidelines
- Other behaviors of a similar nature
- Continued Level A misconduct

Lund Schools Faculty-Staff Handbook

Level B

Responses

Such misconduct may result in one or more of the following responses:

For a first infraction or offense, the consequence may be up to a two-day recess detention with parent notification.

Continued infractions/misbehavior(s) at this level may include:

1. After-school detention with parent notification
2. In-school suspension with parent notification
3. Out-of-school suspension and parent notification with re-entry conference

A student may be referred for counseling and/or may have school privileges withdrawn, such as class parties, assembly programs, field trips, and/or special school events.

Level C

Description

Acts against or affecting persons (including self) or property, the consequences of which do not seriously endanger the health or safety of others

Fighting, intimidating, or threatening others

Vandalism of school property or property belonging to others

Theft

Truancy

Gambling

Striking matches or igniting lighters

Possession of, smoking, or use of tobacco products on school district property, on school buses, or while under school supervision

Violation of Computer Use Guidelines

Other behaviors of a similar nature

Continued Level B misconduct

Level C

Disciplinary Response

Such misconduct may result in one or more of the following responses:

For a first infraction or offense, the consequences may include:

1. A three-day recess detention with parent notification
2. Revoking of school privileges, such as class parties, assembly programs, field trips, and/or special school events
3. Assignment of an after-school detention with parent notification

Continued misbehavior(s) at this level may result in:

1. In-school suspension with parent notification
2. Out-of-school suspension with parent notification and re-entry conference

A student may be referred for counseling and/or may have school privileges withdrawn, such as class parties, assembly programs, field trips, and/or special school events.

Level D

Description

Acts of violence, acts which result in harm or damage to another's person or property, or acts which pose a threat to the health or safety of others in the school, or criminal acts, on school property, in school vehicles, or at school functions, or affecting school property or persons such as students, school employees, or invitees.

Most of these acts are criminal in nature and are so serious that they require administrative actions which result in the immediate removal of the student from the school, the intervention of law enforcement authorities, and expulsion by the Board of School Trustees.

Level D

Examples

Intentionally striking, pushing, or threatening bodily harm to another student or staff member

Breaking or entering any school district building or vehicle

Lund Schools Faculty-Staff Handbook

Possession of, use of, transfer of, or selling drugs, alcohol, and/or cigarettes

Possession of weapon or dangerous instruments on school property

Possession, distribution, or use of inhalants and other prescription drugs. The school office or nurse may authorize a student to possess and use inhalants and other prescription drugs.

Possession, distribution, or use of over-the-counter drugs. The school office or nurse may authorize a student to possess and use over-the-counter drugs.

Attacking, fighting, striking, attempting to strike or harm, threatening (written or verbal or physical), and /or intimidating a student, while on school grounds or under the jurisdiction of the school or stemming from an event at school, even if the attack occurs off school property or after hours. Any person who is assaulted has the right to file charges with the proper authorities.

Attacking, striking, attempting to strike or harm, pushing, threatening bodily harm, or harassing (verbally or in writing or physically) a school district employee, school board member, or guest of the school district, whether on or off property. Any person who is assaulted has the right to file charges with the proper authorities.

Vandalism

Misusing 9-1-1, fire alarms, or other safety devices

Making bomb and similar threats

Serious violation of Computer Use Guidelines

Other behaviors of a similar nature

Continued Level C misconduct

Level D

Disciplinary Response

Such misconduct may result in one or more of the following responses:

For a first infraction or offense, the consequences may include:

1. Imposing an out-of-school suspension with parent notification and mandatory reentry conference
2. Revoking of school privileges

Depending on the severity, the misbehavior(s) may result in:

1. Referral to outside agency for intervention, and/or
2. Recommendation for Board expulsion

Possession of a weapon in school, on school grounds, while in transport to or from school, or at school-sponsored event will lead to a ten-day suspension and a formal due process hearing and may result in an expulsion from school for at least one year.

SECONDARY DISCIPLINE CODE

Adopted January 28, 2002

We are firmly committed to the belief that good discipline originates in the home. The parent is the first teacher of his/her child and should guide him/her in developing good behavior habits and proper attitudes toward school. It is essential that parents:

1. Recognize that the teacher, in accordance with Nevada school law, takes the place of the parent while the child is in school, and this can include the time required in going to and from school.
2. Teach their children respect for the law, authority, the rights of others as well as for private and public property.
3. Realize that a disruptive child not only hinders his/her own educational progress but also the educational rights of each and every student.
4. Insure prompt and regular school attendance as well as comply with state attendance laws and procedures.
5. Work with the school in carrying out recommendations, including discipline, made in the best interest of the child.
6. Talk to their son or daughter about school activities. Show an active interest in their report cards and progress as well as in his/her total school life.
7. Ask themselves the following questions:
 - a. Do we encourage our son/daughter to be enthusiastic about school?
 - b. Does our child schedule sufficient time for home study?
 - c. Is there a suitable, quiet place for our child to study during a regularly scheduled time?
 - d. Do we have family agreements that are kept regarding the use of telephone, radio, record player, or TV?

Guidelines on student discipline are essential if we are to establish an orderly procedure of punishment when infractions of school

Lund Schools Faculty-Staff Handbook

rules occur. In order to work effectively and to be utilized realistically every disciplinary system requires that all members of the staff understand and support the guidelines as well as accept the responsibility to make the system produce the desired results. Teachers must not assume that their role is only to teach and that student discipline is the responsibility of someone else. In retrospect, administrators must also not expect that good teachers can accept all the responsibility for student control without help.

As outlined below, the levels of misbehavior begin with infractions which require less intense corrective action and progress through steps to the offenses which are very serious. As the misbehavior increases in intensity and seriousness, the options and responses become more formal, more restrictive, and quite focused in administrative action. **The administrative staff reserves the right to either use lower level responses with higher level infractions or higher level options for lower level infractions in exceptional situations where the action is substantiated and justified by the student's pattern of infractions. The goal of progressive discipline is to deter the student from committing repeated infractions of either the same or other types.**

*Indicates the offenses in this category are reported to state officials

★Indicates the offenses in this category will be subject to possible prosecution and reported to local law enforcement officers/agencies

LEVEL A

Misbehavior on the part of the student which impedes orderly classroom procedures or interferes with the operations of the school system.

Examples of Level A offenses include but are not limited to:

Bus disruption [Intermediary steps can include: removal from bus, suspension of bus privileges]

Cafeteria disruption/misbehavior

[Intermediary steps can include: cafeteria suspension(student will consume his/her lunch in the in-school room; after 3rd occurrence detentions will be assigned in addition to the suspension; continued misbehavior will enter the response level below at third infraction]

*Classroom disturbance/disruption/disobedience

Classroom attendance lateness

[Intermediary steps can or may include: make-up time calculated on a multiple factor to chronic lateness treated as a second level infraction; See chart and explanation below]

*Demonstrations

*Display of disrespect to faculty, staff, administration, students (demeaning others, obscene gestures, profanity, spitting)

Failure to dress according to shop regulations

Failure to dress for physical education class

*Improper computer ethics/etiquette

[Intermediary steps can include loss of unsupervised network privileges for a minimum of one marking period; monitoring of all activity on a one to one basis]

-Writing and/or sending abusive messages to others

-Inappropriate or vulgar language (accessed, written or printed)

-Transmission of personal address and/or phone number of self, other students, or staff

-Failure to report activities of others which may be questionable

-Disruption of the network, e.g. sending e-mail messages; annoying other users using the talk or write functions

-Use of system for commercial gain or profit

-Giving password to another user

-Use of another individual's account or access

-Use of the system not in support of education and research consistent with the educational objectives of White Pine County School District

Intentional failure to follow safety rules established for lab instructional areas

Intentional misuse of school equipment, supplies or materials

Panhandling/money exchange

Skipping classes

Skipping teacher-assigned detention

*★Truancy

Possession of any squirting devices

Public display of affection

Running in the hallway

**Lund Schools
Faculty-Staff Handbook**

*★Traffic Violation I - Parking

[Intermediary steps can include: revoking of driving privileges for up to 30 days; towing of vehicle at the owner's expense]

Violation of acceptable school dress code

Response to Level B offenses:

First Infraction - Administrative conference and one night of administrative after-school detention along with or without parent notification.

Second Infraction - Administrative conference and three nights of administrative after-school detention along with parental notification.

Third Infraction - Administrative conference and three to five days of Type A in-school suspension along with parental notification.

LEVEL B

Misbehavior which by its frequency or seriousness disrupts the learning climate. Student acts directed against persons or property whose consequences endanger either the health or safety of others.

Examples of Level B offenses include but are not limited to:

Acts of incorrigibility, insubordination

Bearing false witness

Cheating

[Intermediary /additional steps can include loss of credit for the assignment/activity/test]

*★Computer security/ethical violations

[Intermediary/additional steps can include loss of unsupervised network privileges for a minimum of one academic year; monitoring of all activity on a one to one basis]

-Downloading documents without permission

-Misleading staff about document transmission requests

-Invasion or violation of system security

-Demonstration or exploitation of security weakness to other users

-Altering passwords or accounts of other users

-Transferring files from one user to another without authorization

-Offering access to any individual outside of the White Pine County School District

-Moving, repairing, reconfiguring, or modifying the hardware system; attaching external devices to the system; reconfiguring, modifying or altering system software, programs and/or operating system

*★Embezzlement of up to \$50.

Endangering others

Excessive classroom tardiness

Failure to serve assigned administrative detention

*★Fighting; physical abuse of student personnel

*★Fighting off school property to avoid disciplinary action

*★Fraud

*★Forgery - Falsifying passes/excuses/school records/report cards

*★Gang Activity

Intimidating others/verbal or physical harassment

Libel

Lying

*★Minor vandalism (criminal mischief)/graffiti of up to \$50 damage

Misconduct on bus and/or during activity event

Misrepresentation or Lying to school personnel

*★Profanity (abusive/sexual references)

Scholastic dishonesty

*★Sexual harassment

Slander

**Lund Schools
Faculty-Staff Handbook**

Student disrespect

also pulling on clothes, “wedgies”, etc.(will also be considered an act of sexual harassment)

Tampering with motor vehicles

Throwing items or receiving thrown items

Refusing to follow teacher directive

*★Traffic Violation

[Intermediary/additional steps can include: revoking of driving privileges for up to 60 days]

II - Speeding

III - Moving Violation

*★Trespassing - In an unauthorized area without permission

*★Truancy

Response to Level B offenses:

First Infraction - Administrative conference and three to five days of Type A in-school suspension along with parental notification.

Second Infraction - Administrative conference and five to ten days of Type A in-school suspension along with parental notification.

Third Infraction--Administrative conference and three to five days of Type B in-school suspension.

LEVEL C

Actions which result in violence to another person, or major damage to property; or major disruption to the school and its operation, or which pose a direct threat to the safety of others in the school, or on the way to and from school. Acts which clearly are serious enough to receive immediate administrative steps to remove the student from class and/or the school or school vehicles. These acts may lead to the direct intervention of law enforcement officials and/or action by the board of education.

Examples of Level C offenses include but are not limited to:

*★Alteration or unauthorized access to records including electronic records

*★Arson

*★Bomb threats

*★Copyright infringement

*★Criminal trespass

*★Embezzlement of over \$50.

*★Ethnic intimidation

*★Extortion

*★False fire alarm

*★Fighting

*★Gambling

*★Hazing

*★Inflammatory and/or discriminatory abuse

Misrepresentation or lying to school administration

*★Major computer security/ethical violations

[Intermediary/additional steps can include permanent loss of privileges, prosecution, and restitution]

-Accessing and/or transmission of material in violation of any U.S. or state regulations including but not limited to copyrighted material, illegal activities, threatening or obscene material, or material protected by trade secret

-Entering the system as an administrator or teacher user

-Vandalism - any attempt to harm or destroy data of another user, the NetWare system, internal system, connected agencies or any other connected networks. This includes, but is not limited to the uploading, sharing or creation of computer viruses, worms or “Trojan horses”

-Breaking in or attempting to break into another computer system

-Writing and/or running programs which would violate network security

-Destroying or altering hardware and/or software of the system

*★Major vandalism (criminal mischief)/graffiti of over \$50 damage

*★Malicious harassment/racial intimidation/hate crimes

*★Physical abuse of fellow student (punching, hitting, tripping, pushing)

Lund Schools Faculty-Staff Handbook

- *★Physical abuse of school personnel/employee
- *★Plagiarism [Intermediary/additional steps can include loss of credit for the assignment/activity/test]
- *★Pornography/obscenity
- *★Possession/use of fireworks
- *★Possession of, use of, intent to sell, or exchange of drugs, alcohol or tobacco(See section on DRUGS, ALCOHOL AND TOBACCO)
- *★Prostitution
- *★Reckless endangerment
- Refusing to follow administrative directive
- Sales or receipt of stolen property
- *★Sexual misconduct/sexual harassment
- Student disrespect
 - also pulling clothes off of a student (“de-pantsing”) (will also be considered an act of sexual harassment)
- *★Terroristic threats to school personnel
- *★Threatening harm to school personnel
- *★Theft
- *★Theft by receiving
- *★Traffic/Motor Vehicle Violation IV - Reckless driving
 - [Intermediary/additional steps can include suspension of driving privileges for up to 180 days]
- *★Weapons/dangerous items
- *★Verbal abuse of school personnel

Response to Level C offenses:

First Infraction - Administrative conference and three days out-of-school suspension with the possibility of up to seven additional days along with parental notification.

Second Infraction - Administrative conference and three days out-of-school suspension with the possibility of ten days out-of-school suspension, parent conference and action to expel. Referral to the appropriate law enforcement agency and action to expel.

Note 1: No student will be reinstated unless accompanied by a parent or guardian to the principal's office on the day they are scheduled to return.

Note 2: The issuance, completion and maintenance of records and documents is essential to the smooth and orderly operation of the school. Failure to complete requested and required documents may be disciplined by denial of services or Level I disciplinary actions not to exceed Type A In-school suspension.

Note 3: Failure to comply with health and safety requirements such as immunization or quarantine requirements can result in disciplinary action(s).

COMPUTER SUSPENSION

The use of White Pine County School District computers, the computer network and their outside networks (e.g., the Internet) is a privilege and a service, not a right. Inappropriate use can result in a cancellation of those privileges for all involved parties. Based upon the unacceptable use of the system, the administrators may suspend or terminate usage. In the case of Level I and Level II offenses, students currently enrolled in Business Education or other computer courses which involve daily use of the computers during class would retain privileges during class period only. All other use would be suspended. In serious ethical violations, all access may be suspended even if course work is jeopardized. In these cases, future enrollment in computer courses or computer-based courses would be questioned and restricted. Furthermore, students and their parents/guardians are liable for any expenses incurred in the school district's efforts to uncover or repair computer or software damages.

HARASSMENT

Harassment is defined in the policy as “offensive epithets or slurs, derogatory jokes, graffiti, and other offensive verbal or non-verbal conduct related to an individual’s race, color, religion, national origin, real or perceived sexual orientation, or disability when:

1. Submission to such conduct is made (either explicitly or implicitly) a term or condition of an individual’s employment or of an individual’s participation in an academic or other school-related activity; or

**Lund Schools
Faculty-Staff Handbook**

2. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance, or school-related activity, or creating an intimidating, hostile, or offensive environment in the workplace, classroom, or other school-related forum."

Sexual Harassment

The following behaviors are considered inappropriate and fall under the category of sexual harassment:

- Making sexual comments or jokes
- Making sexual gestures
- Being touched, grabbed, or pinched in a sexual way
- Being intentionally brushed up against in a sexual way
- Being mooned or flashed
- Spreading sexual rumors
- Having clothing pulled in a sexual way by a peer
- Being shown, given, or left sexual pictures photographs, illustrations, messages, or notes
- Having passage or exit blocked in a sexual way
- Having sexual messages/graffiti written on bathroom walls, in locker rooms, etc.
- Being forced to kiss a peer
- Being forced to do something sexual other than kissing with a peer
- Being called gay or lesbian
- Student disrespect, pulling on clothes, "wedgies", "de-pantsing"

CORPORAL PUNISHMENT

1. Corporal punishment - namely, physically punishing a student for an offense - may not be administered by teachers and school officials in the White Pine County School District. Physical restraint, however, may be used by school staff members in accordance with the policies and guidelines established by the Board of School Trustees.
2. Under the in loco parentis doctrine teachers and school officials may administer reasonable and necessary physical restraint to eliminate activities disruptive to the learning process and normal function and operation of the school and may administer reasonable and necessary force:
 - a. To quell a disturbance.
 - b. To obtain possession of weapons and/or other dangerous objects.
 - c. To provide adequate self-defense.
 - d. To protect persons or property.
3. Parental cooperation is critical in the support of reasonable behavior. To this end school authorities will make every effort to both notify parents and involve them in discipline concerns and problems.
4. If there are repeated disciplinary problems, it is recommended that the parent and the school authorities meet to confer on what additional action shall be taken. At the discretion of the administrator, a child who has been referred for disciplinary action may not be allowed to return to class until a parent or guardian has had a personal interview with the administrator at the school that the child attends. Teaching staff members and other employees of this board having authority over students shall have the authority to take such reasonable actions as may be necessary to control the disorderly conduct of the students in all situations and in all places where such students are within the jurisdiction of this Board and when such conduct interferes with the educational program of the schools or threatens the health and safety of others.

DRUG, TOBACCO AND ALCOHOL

Recognizing the debilitating effect that the abuse of controlled substances can have on human performance, the Board has prohibited the use, possession, or distribution of any drugs or controlled substances by any person under its jurisdiction. In order to meet this prohibition, the following regulations are enacted:

1. No student may possess, personally use, or furnish to others any amount of alcohol or other abusable drug substances including tobacco
 - (a) while in or upon any school owned property;
 - (b) during any school sponsored activity, whether on or off school property; and/or
 - (c) while en route to or from, or while using school provided transportation for any school sponsored activity, or when acting as a representative of the school district.
2. No student may consume, possess, and/or supply others any non-drug substance which is being mis-represented as a drug. (for example - lookalikes and medicines).
3. No student may report to school, and/or to any school function, while under the influence of drugs (including alcohol) or

**Lund Schools
Faculty-Staff Handbook**

marijuana which has been consumed elsewhere.

4. No student may make, possess, and/or supply to others any paraphernalia which may be typically used for drug use.
5. Students who are required to use medication during school hours shall follow procedures laid forth earlier in the section under the Health Services.
6. Lockers belong to the school and may be opened for administrative reasons. Students should not keep confidential materials in their lockers.
7. Automobiles parked on school property may be searched if there is probable cause to believe this policy is being violated. Refusal to comply with such search shall result in temporary impounding of the vehicle when a search warrant is being requested and/or indefinite removal of driving and parking privileges on school property.

Situation	1. Student is suspected to be under the influence of a drug, physical symptoms present
Staff Member Action	-do not leave student alone -call for emergency -summon partner teacher, principal or district nurse or emergency services
Confidentiality	-information shared only with the Faculty not discussed in the community
Investigation	-principal to investigate -locker may be searched -automobile may be searched -student may be searched -substance discovered - turned over to law enforcement or if necessary to medical personnel
Parent/Guardian Contact	-reported immediately to parents as a medical concern/emergency describing symptoms and school procedure
Referral	-required appointment with Faculty Team/District Counseling Officer
Disciplinary Action	-none required unless use is confirmed. If so follow procedure under situation 6
Law Enforcement Contact	-only if safety of victim or school population is at risk, if suspected substance is found, or if use/intoxication is confirmed

Situation	2. Student seeking drug-related help
Staff Member Action	-inform student of services and rights of confidentiality if knowledgeable -encourage student to seek help from Faculty Team -obtain referral information from Faculty Team and relay to student, if student is unwilling to contact Team
Confidentiality	-staff member must guard confidentiality -may consult with Faculty Team/Teacher Partner contact person, preferably with student consent but at least for information if without consent
Investigation	-none
Parent/Guardian Contact	-not without written consent of student -encourage student to request parental support for help
Referral	-with student consent to Administrator and/or appropriate agency
Disciplinary Action	-none

**Lund Schools
Faculty-Staff Handbook**

Law Enforcement Contact	-not warranted
-------------------------	----------------

Situation	3. Student contact regarding usage of another student
Staff Member Action	-encourage concerned student to relay to the using student information about help -encourage concerned student to see Faculty Team/Team Member, counselor and/or agency worker for further information -consult with Faculty Team/Team Member, counselor and/or nurse
Confidentiality	-consult with Faculty Team/Team Member, counselor and/or district nurse -no other contact
Investigation	-none
Parent/Guardian Contact	-none
Referral	-none
Disciplinary Action	-none
Law Enforcement Contact	-none

Situation	4. Student behavior pattern suggests drug involvement - no clear evidence from physical symptoms
Staff Member Action	-contact Faculty Team/Team Member, Guidance Office, Guidance Counselor
Confidentiality	-suspicions and confidentiality must be guarded
Investigation	-conducted by Administration
Parent/Guardian Contact	-notified only by Administration and limited to concern about behavior only
Referral	-determined by Faculty Team or Administrator
Disciplinary Action	-none
Law Enforcement Contact	-not warranted

Situation	5. Student admits to or evidence confirms use during school hours/activities or as a representative of the school district as opposed to seeking voluntary help for drug use
-----------	---

**Lund Schools
Faculty-Staff Handbook**

Staff Member Action	-urge student to accept help -inform student of help available -inform Teacher Partner, principal and Faculty Team contact person -Guidance Counselor -In emergency situations, local health authorities and law authorities may be contacted
Confidentiality	-Faculty Team and principal
Investigation	-conducted by Administration
Parent/Guardian Contact	-reported to parents by principal
Referral	-required referral Local Agencies
Disciplinary Action	-5 days out-of-school suspension 1st offense -10 days out-of-school suspension on 2nd offense -10 days out-of-school suspension with initiation of mandatory expulsion proceedings on 3rd offense and every offense thereafter
Law Enforcement Contact	-referral to be made to appropriate law enforcement agency

Situation	6. Student caught with or admits to possession
Staff Member Action	-confiscate all drugs in sight -take student to principal -isolate from student body -do not leave student alone
Confidentiality	-information limited to staff member, Faculty Team, principal, and superintendent
Investigation	-conducted by principal -may include locker and/or personal search as well as vehicle search
Parent/Guardian Contact	-shall be notified and completely informed by principal
Referral	-mandated referral Local Agencies
Disciplinary Action	-5 days out-of-school suspension 1st offense -10 days out-of-school suspension on 2nd offense -10 days out-of-school suspension with initiation of mandatory expulsion proceedings on 3rd offense and every offense thereafter
Law Enforcement Contact	-contacted for assistance and fully informed -may help with search and investigation -controlled substance collected

Situation	7. Student or other informant reporting drug possession of another student
Staff Member Action	-contact and inform principal
Confidentiality	-information limited to staff member and principal

**Lund Schools
Faculty-Staff Handbook**

Investigation	-conducted by principal -may include locker search and/or personal search
Parent/Guardian Contact	-none, unless substantiated; if so, follow procedure under situation 6
Referral	-none, unless substantiated; if so, follow procedure under situation 6
Disciplinary Action	-if possession confirmed, see situation 6
Law Enforcement Contact	-none, unless substantiated; if so, follow procedure under situation 6

Situation	8. Student caught with drugs, suspected of selling or dispensing
Staff Member Action	-confiscate all drugs in sight -take student to principal -do not leave student alone
Confidentiality	-information limited to staff member, Faculty Team, principal, superintendent, Local Authorities
Investigation	-conducted by principal and police if possible -may include locker and/or personal search as well as vehicle search
Parent/Guardian Contact	-shall be notified and completely informed by principal
Referral	-mandated referral to student assistance team
Disciplinary Action	-10 day out-of-school suspension with initiation of mandatory expulsion proceedings
Law Enforcement Contact	-contacted for assistance and fully informed with case turned over to appropriate law enforcement agency as soon as possible

Situation	9. Non-student is suspected of selling or dispensing drugs on school property or nearby
Staff Member Action	-contact and inform principal -contact and inform local law enforcement authorities
Confidentiality	-information should be controlled as required by civil law
Investigation	-conducted by law enforcement officials with the assistance of the principal
Parent/Guardian Contact	-none
Referral	-none
Disciplinary Action	-none
Law Enforcement Contact	-contacted and turned over to law enforcement agency immediately

Situation	T1. Student caught with or admits to possession and/or use on school property or property under contract such as school buses
-----------	--

**Lund Schools
Faculty-Staff Handbook**

Staff Member Action	-confiscate visible tobacco product(s) -escort or report student to appropriate school administrator
Confidentiality	-discussion guided by reasonableness or need to know
Investigation	-conducted by administrator
Parent/Guardian Contact	-notified by administrator
Referral	-mandated referral to Faculty Team -mandated contact to obtain information about smoking cessation program -mandated involvement in smoking cessation program
Disciplinary Action	-3 days out-of-school suspension on 1st offense -5 days out-of-school suspension on 2nd offense -10 days out-of-school suspension on 3rd offense -10 days out-of-school suspension with initiation of mandatory expulsion proceedings on 4th offense and every offense thereafter (NOTE: Tobacco use and/or possession on school buses may result in temporary or permanent removal of a student's transportation privilege in addition to the above.)
Law Enforcement Contact	-none, on 1st offense -notification of police department if under age 18 on 2nd offense & every offense thereafter, charges filed, Monetary Fine

Situation	T2. Student distributing/dispensing tobacco products on school property or property under contract such as school buses
Staff Member Action	-same as situation T1
Confidentiality	-same as situation T1
Investigation	-same as situation T1
Parent/Guardian Contact	-same as situation T1
Referral	-same as situation T1
Disciplinary Action	-same as situation T1 except the process begins at the 2nd offense level
Law Enforcement Contact	-same as situation T1

EXCLUSIONS FROM SCHOOL AND DETENTION
DETENTION

The detention room is used as a first level of punishment. If a student is assigned to detention, it shall be his/her responsibility to make transportation arrangements. All students shall be given 24 hours notice.

A Detention A is from the end of school until 4 PM. A Detention B is until 5:30 PM. Students must complete detention assignments/projects. Homework assignments may not be completed until all specified detention projects have been satisfactorily completed. There will be no gum, candy, etc. allowed during the time a student is serving detention. Sleeping, refusal to follow directions or other disruptive activities during the detention time will result in dismissal and the imposition of the next escalating level of disciplinary response. Detention shall supersede all other school activities.

Lund Schools Faculty-Staff Handbook

Detention shall supersede all other school activities. While in detention, students will be under the strictest discipline. Students will be assigned detention at the discretion of the administration.

IN-SCHOOL SUSPENSION

Established as a disciplinary procedure, in-school suspension is designed to exclude a student from his/her regular scheduled class through the use of a supervised intervention program.

In-school suspension allows school officials to maintain greater control over students whose disruptive behavior forces their temporary removal from regular classes. It is the school district's hope that careful consideration and judgment will be exercised by all students so as not to become involved in any situation which will result in in-school suspension. There are two types of in-school suspension (Type A and Type B).

In-school suspension will be used for, but not limited to, the following offenses:

1. repeated offenses of inappropriate behavior
2. fighting
3. truancy as per attendance regulations
4. failure to serve detentions
5. any other violation of school rules deemed serious enough to warrant in-school suspension

Type A in-school suspension includes the following times:

1. Before school (7:30 A.M.)
2. Class Period where infraction occurred
3. Lunch
4. Non-academic classes
5. Breaks and Free Time
6. After school (2:45 P.M. - 5:15 P.M.)

Type B in-school suspension is held from 7:30 A.M. to 5:15 P.M. during which time students shall be removed from all classes. Operational Procedures:

1. Students will report directly to the assigned suspension area.
2. At all times, silence will be maintained.
3. No inappropriate activity of any type (such as gum chewing, eating of candy, whistling, or sleeping) will be allowed.
4. Use of the lavatory will be a supervised procedure established by the administration.
5. **A student who is on Type B suspension shall not participate in or attend any extra-curricular activity during the period of suspension.**
6. In the event of an absence or an interrupted suspension, the in-school suspension will continue until the mandated number of days or periods of suspension has been fulfilled.
7. Violations/deviations from any of the rules will result in additional detention/suspension.

OUT-OF-SCHOOL SUSPENSION

Out-of-school suspension shall mean exclusion from school for an offense for a period of not more than ten (10) days. A student who is on out-of-school suspension shall not participate in or attend any extra-curricular activity during the period of the suspension.

EXPULSION

Expelling a student shall mean that he/she is excluded from school for an offense for a period exceeding ten (10) school days. It is possible that a student may be permanently expelled from the school roster. Expulsion may be effected only by the board of education.

OTHER DISCIPLINARY MEASURES

The board of education and/or administration may invoke other disciplinary action as shall be warranted under the particular circumstances. Such action may include expulsion from extra-curricular activities, graduation ceremonies, and school sponsored events and activities.

COMMUNITY SERVICE COMPONENT

Students may, on either regular school days or on weekends, be assigned work to do either on or off school grounds to help deter or serve violations incurred by their behavior.

Lund Schools
Faculty-Staff Handbook

FIGHTING

Fighting is an extremely dangerous mode of behavior and will not be permitted when students travel to or from school property or on the school premises at any time. "Any time" shall be defined as the time a student leaves home in the morning and shall continue until he/she arrives home at the end of the school day. The school district's strong opposition to the practice of fighting is reflected in the following discipline policy. **Any student determined to be the aggressor or equal participant in a fight shall receive a MINIMUM of THREE (3) DAYS TYPE A IN-SCHOOL SUSPENSION.** It is the intention of the school district to have an environment that is violence free and in that light there will be a maxim of zero tolerance. Acts of violence will be subject to intervention by law enforcement agencies and officials as well as prosecution.

CHEATING

Any student who gives or receives information during a test, examination, or assignment as prescribed by a teacher will be guilty of cheating. As punishment for this offense the student will receive no credit for the test or work. Suspension as outlined under Level II Offenses (see Discipline), will be assigned.

FIREWORKS

Firecrackers, fireworks, or explosives of any type are illegal and very dangerous. Possession, use, or sale will be cause for suspension, expulsion, and/or referral to the appropriate legal authorities. The determination of the severity of the offense and the corresponding punishment shall rest with the administration.

LAW ENFORCEMENT OFFICIALS

It shall be the policy of the White Pine County School District to maintain a reasonable, cooperative atmosphere between the school system and law enforcement agencies. Officers of the law may be summoned in order to conduct an investigation of alleged criminal conduct on **or near** the school premises, during a school sponsored activity, **or at other times as needed** to maintain the educational environment. They may also be summoned for the purposes of maintaining or restoring order when the presence of such officers is necessary to prevent **actual or threatened** injury to persons or property. Administrators have the responsibility and authority to determine when the assistance of law enforcement officers is necessary within their respective jurisdictions. At all times, the school district's administrators shall be responsible to protect and guarantee the rights of students.

FALSE ALARMS

The fire alarms in all schools are automatically connected to the police and fire stations. Any student found guilty of pulling the fire alarm may be subject to a minimum \$500. fine.

PROHIBITED ARTICLES

From time to time, problems arise because some students bring articles to school which either create hazards to the safety of others or interfere in the normal operation of the school. Items such as toy guns, water pistols, bean shooters, sling shots, knives, hand balls, BB's, marbles, belt chains, wallet chains, bandannas, gang-related paraphernalia, lighters, radios, cellular phones, wrist games, wrist communicators, walkie-talkies, beepers, and other electronic devices will be confiscated. Skateboards and Roller skates/blades are not to be used in the building. They may be secured in the student's locker. Lighters will be treated as smoking paraphernalia and fall under that disciplinary jurisdiction. Knives will be treated as a weapons offense and could lead to expulsion.

If so requested, these items will be returned directly to the student's parents upon a visit to the school.

PUBLIC DISPLAY OF AFFECTION

Boy-girl friendships are natural and expected during adolescence. However, public demonstrations of affection are certainly out of place in school corridors, classrooms, and assemblies as well as on buses or in any other area within the confines of the school district. An inordinate show of affection is not permitted.

SCHOOL PROPERTY

Damage to school property caused by improper use and abuse is costly and unnecessary. School property including lockers, furniture, walls, ceilings, floors, or equipment is not to be marked with pen, pencil, or any other instrument. Students are not to tamper with the fire alarms, fire extinguishers, or any electrical systems. Any student, who willfully destroys school property or creates a hazard to the safety of our students, will be referred to the proper law enforcement agency. He/she must make restitution (pay for the damage) and will be subject to suspension and/or expulsion from school.

TRESPASSING

Anyone in school buildings without permission is considered to be trespassing. This includes high school students in any of the elementary schools and vice versa. Anyone caught trespassing on school property will be prosecuted to the full extent of the law.

Lund Schools
Faculty-Staff Handbook

HABITUAL OFFENSES

In accordance with Nevada Revised Statutes:

1. Any student suspended five times in one school year will be declared a habitual disciplinary problem and must be expelled for a period equal to at least one semester of school.
2. Any student who has been suspended for initiating at least two fights on school property will be declared a habitual disciplinary problem and must be suspended or expelled for a period equal to at least one semester of school.
3. Any student who has threatened or extorted, or attempted to threaten or extort another pupil, or teacher or other personnel employed by the school will be declared a habitual disciplinary problem and must be suspended or expelled for a period equal to at least one semester of school.
4. Any student who is found in the possession of a firearm while on the premises of any public school, at any activity sponsored by a public school or on any school bus, must for the first occurrence, be expelled from school for a period of not less than one year. For the second occurrence they must be permanently expelled.
5. Any student who commits a battery which results in the bodily injury of an employee, must for the first occurrence, be suspended or expelled from that school; although he may be placed in another kind of school, for at least a period equal to one semester for that school. For the second occurrence, the student must:
 - a. Be permanently expelled from that school; and,
 - b. Secure equivalent instruction authorized by the state board pursuant to NRS.

TEACHER REMOVAL OF A STUDENT

In accordance with NRS 392.4642 and NRS 392.4648 a student may be removed from a classroom for being disruptive up to three days without interference or return privileges granted by the administration. This removal is subject to the conditions of the above statutes and calls for the intervention of a faculty team.

DESCRIPTION OF OFFENSES

Alcohol: Any manufactured substance containing alcohol in any form which possess the necessary properties to alter one's behavior and which is prohibited by law to be in one's possession.

Arson: The intentional setting of a fire.

Assault: Physical or verbal threats against a person with the intent to carry through with same. Inflicting or threatening or attempting to inflict physical injury upon another person.

Battery: An unconsented to touching or application of force to another person.

Blackmail: Obtaining money or goods by violence or threat of violence, or forcing someone to do something against their will by threat of violence or release of information.

Burglary: Breaking and entry of school property with the intent to steal or commit a crime.

Bomb threat: Willfully conveying by mail, written notes, telephone, telegraph, radio, electronic or any other means of communication, any threat of bombs or other explosives or explosive devices, knowing it be false.

Coercion: See blackmail above.

Collusion: An agreement or action between two or more persons for deceitful purpose(s).

Defiance: Intentionally provocative behavior or attitude in resisting persons in authority.

Destruction of property: Willfully and maliciously destroying or injuring real or personal property of another.

Disobedience: Refusal to follow or obey an order, rule or policy.

Disturbing the peace: Maliciously and willfully disturbing

the peace of another person, student, or teacher. Maliciously and willfully interfering with or disturbing persons in the school.

Drugs: Any controlled substance prohibited by law to be in the possession of an individual without an accompanying valid medical prescription.

Explosives: Possession of explosives or any other explosive or incendiary devices on school property including buses or at school sponsored activities.

Extortion: See blackmail above.

Fighting: Assertive, aggressive behavior in a physical altercation or conflict with another individual(s) for the purposes of inflicting injury, gaining victory, or making one's point.

Fire alarms: False reporting of or the transmission of a fire alarm or signal while knowing it to be false.

Firearms: Any weapon capable of propelling a projectile of any type with the use of any type of charge sufficient enough to cause bodily injury or loss of sight, life or limb. *Includes without limitation, any pistol revolver, shotgun, explosive substance or device, and any other item included within the definition of a firearm in 18 U.S.C. sec 921, as that section existed on July 1, 1995.*

Fireworks: Any type of explosive device intended to create a disturbance, cause bodily injury or property damage.

Forgery: The production of a counterfeit document, the appending of a bogus signature, or the transmission of fictitious information on an official matter such as school records.

Gambling: The wagering of funds in any amount on the

Lund Schools
Faculty-Staff Handbook

outcome of any event, series of events, or speculation on events for the purpose of monetary gain.

Harassment: Unwanted, persistent irritation through verbal means, physical contact gestures, or body language.

Immoral Conduct: Conduct which the Board of Trustees determines is not in conformance with accepted principles of right and wrong behavior, and which is contrary to the moral standards of the community.

Indecent Exposure: Any open incident or obscene exposure of the person or the person to another.

Insubordination: Failure to submit to authority, rebellious, act in opposition to directions provided by person(s) in authority.

Intimidation: Interference with administrators, teachers, students, or other district personnel with the threat of force or violence.

Larceny: Stealing, taking, or carrying away property of another.

Libel: A malicious defamation of another person's character expressed to impeach a person's honesty, integrity, virtue, or reputation.

Lying: Transmission of false information for deceitful purposes.

Malicious Mischief: Intentional property damage.

Misconduct: Any action, which creates a safety hazard,

distracts the attention of a driver, or disrupts the learning environment of a classroom.

Narcotics: See drugs above.

Narcotics Paraphernalia: Any object or objects used to enhance or carry out the acts required in substance abuse.

Plagiarism: Appropriation of writings or ideas of another and using them as one own.

Profanity: Use of vile, indecent language in the presence of another or directed at an individual.

Resisting an officer or school official: Willfully resisting, delaying, or obstructing an officer or school official in the performance of their duties.

Robbery: Unlawful taking of personal property belonging to another through the use of force or threat.

Trespass: Being present in an unauthorized place or refusing to leave when directed to do so by a person in authority.

Stolen Property: Property belonging to one individual, but in the possession of another individual, without the owner's permission.

Weapon: Any dirk, dirk knife, sword, sword cane, dagger, switch blade, blackjack, billy, sling shot, sand club, sandbag, metal knuckles, nunchakus, pistol, gun, or other device possessed, used or brandished in a rude, threatening, or angry manner with the intent to intimidate or do bodily harm.

DRESS CODE

White Pine County District Policy 7400

Shoes or sandals and appropriately buttoned shirts/blouses, pants/dresses must be worn at all times. Clothing must be modest; low cut tops, see-through outfits, tank tops, halter tops and midriff-revealing tops are not appropriate for school wear. Shoulders must be covered and tops must extend below the belt level; no bare skin is to be visible at the waist area.

At a minimum, shorts, dresses and skirts must extend to the longest fingertip length; undergarments, including boxer shorts, must not be visible. All clothing must be hemmed and must not be frayed. Clothing and jewelry must no include symbols advertising controlled substances, include inappropriate words or pictures, or degrade any group.

Prohibited are all items of clothing and accessories which imply known gang, sexual or alcohol/tobacco connotations. This includes apparel, the manner in which an item is worn, jewelry, pocket chains, wallet chains, accessories, notebooks or any manner of personal grooming, trademarks, etc.

Caps, hats and other head coverings are not allowed in any classroom or office area. Vocational instructors may allow appropriate headwear in shop areas only. Schools may require specific dress, including uniforms, for PE classes.

The administration shall retain the authority to grant exceptions for special occasions.

Students who violate dress restrictions will be given the choice of wearing school provided shirts/sweats for the day, send home, or serve detention. Absences from regular classes will be considered unexcused.

The school district reserves the right to insist that the dress and grooming of students is within the limits of generally accepted community standards and that students shall be required to show proper attention to personal cleanliness.

Fashions or fads which become a health or safety hazard to one's self or others will not be allowed.

Lund Schools Faculty-Staff Handbook

Each student's dress, personal appearance and conduct is to be of such character that it does not disrupt or detract from the educational environment of the school. Any style which tends to diminish instructional effectiveness or discipline control by teachers is not acceptable.

The school administration shall have the right to designate which type of dress or appearance may disrupt or detract from the educational process.

DUAL CREDIT COURSES

Through various institutions, the White Pine County Board of Trustees has entered into a Dual Credit agreement. These courses award high school credit as well as college credit. Students enrolled in these courses are responsible for their own textbooks and support materials. The Lund Schools will assume the responsibility of tuition as long as funds are available. Attendance for these classes are in accordance with the post-secondary institution. Most of these do not recognize any absences from school. Assignments are posted from these schools.

Lund will assume the responsibility of monitoring the attendance of the student as well as keeping the student on task with his/her assignments.

Communication with the school and the professor is a primary responsibility of the student enrolled.

Grades from these classes will be included in the student's GPA.

ELECTIONS

The voting constituency for student office elections and "royalty" selection shall include the enrolled student body of the individual building, the faculty and staff.

All balloting is secret. All results are destroyed.

ELIGIBILITY

To participate in activities and athletics at Lund Schools, students must meet the standards set forth by the NIAA , Lund Schools, and the White Pine County School Trustees.

1. Two credits must have been earned the previous semester before participation.
2. The student must be enrolled in a minimum of four graded classes.
3. The student must keep all his/her classes and citizenship at passing level during the season. Eligibility is checked every Tuesday afternoon with a report sent to the principal and athletic director by 3 pm.
4. The following documents must be on record before the student can practice or compete:
 - a. Proof of insurance - The school offers an insurance plan for those who wish to purchase it.
 - b. Physical examination - One exam is required during the four years of high school. Students with an exam on file from a previous year must complete a health questionnaire.
 - c. Emergency Medical Release - This form must be notarized.
 - d. Lund High School Policy Manual - The student and parent must sign this as evidence that they have read the manual and agree to follow the rules or to accept the consequences of failure to comply.

Eligibility will be from Tuesday through Saturday each week.

A student who is ineligible three (3) times during an athletic season will be dropped from the team for the remainder of the season.

Students receiving a failing grade on their report card will be ineligible for 9 days after the end of the grading period.

Teachers are to give students a warning (verbal or written) once during a grading period before a student will become ineligible. It will be the teacher's responsibility to explain to the student why he/she is ineligible. It is the students responsibility to make arrangements to make up all missed assignments, tests (if absence is excused) and to be aware of his/her grades in each class.

Lund Schools
Faculty-Staff Handbook

EMERGENCY EVACUATION AND FIRE DRILLS

Fire drills are held for the protection of all the school's population. They are required by the regulatory statute. The drills should be learned thoroughly and all directions carried out promptly when the alarm sounds. Neglect to carry out directions may result in injury or death to yourself or others. It cannot be emphasized too strongly that running and pushing are extremely dangerous and prohibited. Students must not stop at fountains, lockers, restrooms, or other rooms on the way out of the building. Signs pointing to the nearest exit are posted in each room and throughout the building. In the event the exit through which you are to pass is unusable when you reach it, proceed to the next closest exit. ALWAYS keep moving but do not push!

Teachers are to take an attendance ledger with them. Attendance is to be taken and sent to the office.

FIRE REPORTING PROCEDURE

Teachers or school personnel should:

1. Pull fire alarm station to clear the building of all personnel. MAKE SURE EVERYONE IS OUT !!
2. Report the fire to the principal's office using the house phone system or in person.
3. Procedure to be followed:
 - A. Give location of fire.
 - B. Type of fire (paper, cloth, electrical or flammable liquid, etc.)
4. Fire Department should be notified by the office personnel or principal of the building. All information given, by the person reporting the fire, should be given to the fire department.

Teachers, students, and all personnel will observe the following regulations during a fire drill:

1. The teacher will lead the students to the appropriate exit. All windows and doors, in all rooms, must be closed when the last person leaves the room. The teacher will assign this duty to a student.
2. Talking must be kept to a minimum. Students should pay close attention for special instructions.
3. Students from each classroom should walk in single file on the same side of the hallway stairs, forming a double file with those students from the room across the hall. All move in the same direction in a double file.
4. Move in a rapid, orderly and quiet manner.
5. The first two (2) students to reach the exit doors are to hold them open until all students using that exit have left the building.
6. Do not allow students to cut into another room's file line. Wait until that room ahead has walked out.
7. Each class will remain together so the teacher can check roll. Teachers are to take attendance and remain with their class for proper control.
8. Students remain with their class, in an orderly manner, so they can receive the teacher's instructions.
9. All students, faculty and personnel remain out doors until the signal is given to return to the building.

FACILITY REQUESTS

All activities, events and fund raising endeavors are to be requested by filing a Facility/Activity Request Form. These forms are available through faculty advisors, community offices, or the administrative office. These must be completed at least four school days before the onset of the activity/event.

FEES

All fees assessed to a student must be presented to the White Pine County Schools Board of Trustees for approval.

FACULTY WORKROOM

For your convenience, the Board of Trustees has provided a faculty area. Care should be taken to see that the rooms are properly used and neatly kept. Promptness to classrooms or other assignments is essential. Do not allow this area to become disorderly or unsanitary.

The faculty/staff workroom is reserved for professional and support personnel ONLY. Students are expected to refrain from entering these areas.

**Lund Schools
Faculty-Staff Handbook**

FIELD TRIPS

The Board of Trustees recognizes the importance of educational field trips which are designed to enrich the learning experience of students. The Board encourages staff members to develop field trip opportunities in accordance with administrative regulations.

School sponsored trips offer our students an opportunity to become involved in a variety of social and educational experiences that are not readily available in our community.

To ensure the continuation of and school support for trips, specific rules are established as guidelines for students.

1. At all times, chaperons are in the position of authority. They will exercise the same legal authority in reference to conduct and behavior over pupils as their parents or guardians. A school trip is an extension of the educational program of the school and as such, all rules and policies in effect at the school are in effect on the trip. Trip conditions into any large city necessitate that a decision or a directive made by a chaperon(s) has to be the decision for all and is to be followed without question.
2. Students in school or on school functions represent not only themselves but their parents, their school, and their community. Consequently, they will be expected to behave and dress appropriately. If there is any doubt as to whether an outfit is satisfactory, it is the responsibility of the student and his/her parents to check its suitability before the trip. Failure to conform will result in the student remaining at the school, being placed in a restrictive environment and/or being returned home at the student's family's expense.
3. At no time is a student to possess or consume alcoholic beverages or any other substance which will allow or cause his/her behavior to deviate from the normal.

A student who violates the previously stated rules will be subject to suspension from future school trips and from school. A suspended student will not be reinstated until he/she appears before the principal or designee with his/her parent(s).

Eligibility for participation on trips is subject to review with consideration regarding a student's ability, behavioral history and maturity evaluation during any one school year.

FOOD

Students may consume or purchase food ONLY in the cafeteria/commons area and the outside patio. No food will be permitted in classrooms, media center, specialty classrooms or gymnasium. Water in closed capped containers may be taken to classrooms or gym.

GRADE STATUS

You are considered the following status if you have completed:

Senior - 17 or more credits and 6 semesters

Junior - 11.5-16.5 credits and 4 semesters

Sophomore - 5.5-11 credits and 2 semesters

Freshmen - 5 or less credits

You must be attending and enrolled in a minimum of 330 instructional minutes a day to be a student in good standing and eligible to participate in school activities.

GRADING - REPORT CARD DEFINITIONS

Mark	Definition	Credit	Mark Cutoff	GPA Value
A+	Excellent	Yes	97	4
A	Excellent	Yes	93	4
A-	Excellent	Yes	90	4

**Lund Schools
Faculty-Staff Handbook**

Mark	Definition	Credit	Mark Cutoff	GPA Value
B+	Good	Yes	87	3
B	Good	Yes	83	3
B-	Good	Yes	80	3
C+	Fair	Yes	77	2
C	Fair	Yes	73	2
C-	Fair	Yes	70	2
D+	Poor	Yes	67	1
D	Poor	Yes	63	1
D-	Poor	Yes	60	1
F+	Failing	No	57	0
F	Failing	No	50	0
F-	Failing	No	0	0
P	Pass	Yes	80	3
CR	Credit	Yes	75	2
NC	No Credit	No	0	0
W	Withdrawn	No	-	-
I	Incomplete	No	-	-
O	Outstanding	Yes	90	4
S	Satisfactory	Yes	80	3
N	Needs Improvement	Yes	70	2
E	Excellent	Yes	95	4
NG	No Grade	No	-	-
AD	Audit	No	-	-
U	Unsatisfactory	No	0	0
WS WT	Work Study Work Training	Varies	-	-

GRADING - TEACHER CODES

Teachers may develop their own grading and weighted systems for the classes. All teacher records are open for inspection by administration and parents. Students may request, in writing, an unscheduled progress report.

**Lund Schools
Faculty-Staff Handbook**

GRADUATION REQUIREMENTS

Students must earn the following to graduate from the Lund Schools:

Credits	Subject
4	English
3	Science
3	Math
3	Social Studies
	1 World History/Geography
	1 U.S. History
	1 American Government
2	Physical Education *One credit may be substituted by playing in a school sponsored sport
½	Health
1	Computer Literacy
1	Humanities Occupational
7 ½	Electives
25 total credits	

In addition to the above listed 25 credits, the State of Nevada has mandated that every student must pass all sections of the Nevada Proficiency Examination in order to receive a standard high school diploma. Graduation exercises are open only to students who have earned all required credits.

The credits for graduation may be earned through regular classes or, with administrative approval, through several alternative sources.

GUM

There is no chewing gum permitted at school.

HOMEWORK - ELEMENTARY GUIDELINES

1. Children need some free time to play after school before sitting down to homework. However, don't let the children run around for hours. They will fall asleep in the middle of the homework assignment. Help schedule a time to do homework, showing that it is an important priority and you value its worth.
2. If possible, provide a quiet corner for your child to work; yet not isolated. For example, the kitchen table is an excellent place.
3. Help set up this area so there is good lighting and materials to work with such as pencils, erasers, etc.
4. Let your child work on his or her own. Let him or her know you are available for help.
5. Be aware that there is a difference between being a resource consultant and hovering over a child with constant advice.
6. Be available to check work if needed and to check if the assignment is completed.

**Lund Schools
Faculty-Staff Handbook**

7. If possible, help your child see how the particular assignment or skill relates to everyday life and life skills.
8. Homework is due the next morning, not any later.
9. All homework pages must have the student's name, date, and include the page number of the assignments as well as the numbers of each problem.
10. It is the responsibility of the student to ask for the make-up homework. It is district policy that a student is allowed the number of days absent plus one day to make up work and return to school.

HOMEWORK - SECONDARY GUIDELINES

Philosophy: We believe the following:

1. Assigning homework is an essential part of the total education of the student. It provides the opportunity to:
 - A. Practice, apply, integrate, or extend school learning.
 - B. Reinforce independent work-study skills.
 - C. Use school and community resources.
 - D. Develop self-discipline.
2. Homework should be based on student needs, capabilities, or interests.
3. Each teacher, student, and parent has a responsibility for insuring the success of homework assignments:
 - A. The teacher for following district and departmental guidelines assigning homework.
 - B. The student for completing the assignments according to the criteria established by or with the teacher.
 - C. The parent for providing the work area, time and conditions necessary for the student to complete the assignments.

Definition: Homework is properly defined as any work planned or approved by the teacher to be completed by the student outside of the regular classroom without the immediate and direct supervision of the teacher.

Purpose:

- A. To promote good study habits.
- B. To develop self-direction and responsibility for working independently.
- C. To aid in mastery of a skill.
- D. To provide creativity.
- E. To act as a stimulant toward new learning.
- F. To reinforce knowledge.
- G. To inform the parents/guardian of the work going on in the classroom and provide a bond of cooperation between home and school.

Guidelines: Homework is important and is to be regularly assigned.

The amount and frequency of homework shall be determined at the discretion of the teacher in consideration of the type and level of the materials presented in class.

However, the following time requirements are encouraged for each student as a guide to the quantity of homework each student should have on the average each night:

Total Average Homework Assignments

Grades Seven, Eight

Approximately 60-90 Minutes
(Total of all subjects)

Grades Nine thru Twelve

Approximately 90-150 Minutes
(Total of all subjects)

Guidelines for Homework Assignments:

1. The amount of homework given will depend on the needs and abilities of the group or individuals.
2. Homework assignments should be given during the class period of which they are a part.
3. Homework assignments should be given as carefully as any other work in the classroom.
4. Homework assignments should become a part of class work (such as for review, discussion, or further study) and should be counted as part of the final grade.

**Lund Schools
Faculty-Staff Handbook**

5. Homework assignments should not depend upon references and/or materials pupils do not have available, either at home or in the school/community.
6. An assignment should have a definite purpose related to the course or lesson objectives and should not be used as "busy work" or for punishment purposes.
7. Homework assignments should be corrected and returned promptly enough to be meaningful.

HONOR ROLL

Students will be listed on the honor roll when receiving a GPA of 3.5 or better. Honorable mention will be students with a GPA of 3.2 to 3.49.

Elementary students have three classes of honor roll with students obtaining a GPA of 4.0 designated as Principal's Honor Roll. Elementary Honor Rolls are only calculated in grades 3 through 6.

Rationale

Common and documented practice indicates that the best instruction actively engages students in learning. Through varied approaches, students' particular learning styles are developed leading to improved achievement. In light of this the White Pine County School District will be using the following resource guideline.

INSTRUCTIONAL MODEL

In order to better communicate in the world of education and improve the delivery of services to our students and community, the following topics serve as a guideline to commonality in language and approach to the classroom.

Lund Schools
Faculty-Staff Handbook

CONTENT DECISIONS
COGNITIVE DOMAIN

Taxonomy of Thinking Levels			
Level	Cue Words		
KNOWLEDGE <i>Recall</i> Remembering previously learned material	Observe Repeat Label/Name Cluster List	Record Match Memorize Recall	Recount Sort Outline/Format Stated Define
COMPREHENSION <i>Translate</i> Grasping the meaning of material	Recognize Locate Identify Restate Paraphrase	Tell Describe Report Express Explain	Review Cite Document/Support Summarize Precise/Abstract
APPLICATION <i>Generalize</i> Using learned material in new and concrete situations	Select Use Manipulate Sequence Organize	Imitate Show/Demonstrate Frame How To Apply	Dramatize Illustrate Test Out/Solve Imagine/Information Known
ANALYSIS <i>Break Down/Discover</i> Breaking down material into its component parts so that it may be more easily understood	Examine Classify Distinguish/Differentiate Outline/No Format Given Map	Relate To Characterize Compare/Contrast (Similarities/Differences) Question Research	Interpret Debate/Defend Refute Infer Conclude/Draw Conclusions Analyze
SYNTHESIS <i>Compose</i> Putting material together to form a new whole	Propose Plan Compose Formulate	Design Construct Emulate	Imagine/Speculate Create Invent
EVALUATION <i>Judge</i> Judging the value of material for a given purpose	Compare-Pro/Cons Prioritize/Rank Judge Decide Rate	Evaluate Criticize Argue Justify Convince	Persuade Assess Value Predict

**Lund Schools
Faculty-Staff Handbook**

					Evaluation
				Synthesis	Synthesis
			Analysis	Analysis	Analysis
		Application	Application	Application	Application
	Comprehension	Comprehension	Comprehension	Comprehension	Comprehension
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge

Least Complex *Most Complex*
 [Bloom, B., M. Englehart, E. Furst, W. Hill, and D. Krathwohl, *Taxonomy of Educational Objectives; The Classification of Educational Goals. Handbook 1: Cognitive Domain*, (New York, Longmans Green) 1956]

AFFECTIVE DOMAIN

1.0 RECEIVING (ATTENDING)

At this level we are concerned that the learner be sensitized to the existence of certain phenomena and stimuli; that is, that he/she be willing to receive or to attend to them. Because of previous experience (formal or informal), the student brings to each situation a point of view or set which may facilitate or hinder his recognition of the phenomena to which the teacher is trying to sensitize him/her.

1.1 AWARENESS

We are concerned that the learner will be conscious of something - that he/she take into account a situation, phenomenon, object, or stage of affairs. There can be simple awareness without specific discrimination or recognition of the objective characteristics of the object. The individual may not be able to verbalize the aspects of the stimulus which cause the awareness.

For example, the learner develops awareness of aesthetic factors in dress, furnishings, architecture, city design, good art, and the like. He/She develops some consciousness of color, form, arrangement, and design in the objects and structures around him/her and in descriptive or symbolic representations of people, things, and situations.

1.2 WILLINGNESS TO RECEIVE

We are here describing the behavior of being willing to tolerate a given stimulus, not to avoid it. The teacher is not concerned that the student seek it out, nor even, perhaps, that in an environment crowded with many other stimuli the learner will necessarily attend to the stimulus. Rather, at worst, given the opportunity, the learner is not actively seeking to avoid it. At best, he/she is willing to take notice of the phenomenon and give it his/her attention.

For example, the learner attends (carefully) when others speak - in direct conversation, on the telephone, in audiences. The learner develops an appreciation (tolerance) of cultural patterns exhibited by individuals from other groups - religious, social, political, economic, national, etc. There is an increase in sensitivity to human need and pressing social problems.

1.3 CONTROLLED OR SELECTED ATTENTION

We are concerned with the differentiation of a given stimulus into figure and ground at a conscious or perhaps semiconscious level - the differentiation of aspects of a stimulus which is perceived as clearly marked off from adjacent impressions. There is an element of the learner's controlling the attention here, so that the favored stimulus is selected and attended to despite competing and distracting stimuli.

He/She listens to music with some discrimination as to its mood and meaning and with some recognition of the contributions of various musical elements and instruments to the total effect. There is an alertness toward human values and judgements on life as they are recorded in literature.

**Lund Schools
Faculty-Staff Handbook**

2.0 RESPONDING

We are concerned with responses which go beyond merely attending to the phenomenon.

2.1 ACQUIESCENCE IN RESPONDING

We might use the word "obedience" or "compliance" to describe this behavior. The student makes the response, but he has not fully accepted the necessity for doing so.

For example, there is willingness to comply with health regulations or a willingness to obey playground rules.

2.2 WILLINGNESS TO RESPOND

There is the implication that the learner is sufficiently committed to exhibiting the behavior that he does so not just because of a fear of punishment, but "on his own" or voluntarily.

The student acquaints him/herself with significant current issues in international, political, social and economic affairs through voluntary reading and discussion. There is an acceptance of responsibility for his/her own health and for the protection of the health of others.

2.3 SATISFACTION IN RESPONSE

There is a feeling of satisfaction, an emotional response, generally of pleasure, zest, or enjoyment following the *Willingness to Respond* level. The emotional component appears gradually through the range of internalization categories.

For example, there is the enjoyment of self-expression in music and in arts and crafts as another means of personal enrichment. The learner finds pleasure in reading for recreation or takes pleasure in conversing with many different kinds of people.

3.0 VALUING

Behavior categorized at this level is sufficiently consistent and stable to have taken on the characteristics of a belief or an attitude. The learner displays this behavior with sufficient consistency in appropriate situations that he comes to be perceived as holding a value. At this level, we are not concerned with the relationships among values but rather with the internalization of a set of specified, ideal, values.

3.1 ACCEPTANCE OF A VALUE

We are concerned with the ascribing of worth to a phenomenon, behavior, object, etc. The term "belief," which is defined as "the emotional acceptance of a proposition or doctrine upon what one implicitly considers adequate ground" describes quite well what may be thought of as the dominant characteristic here. Beliefs have varying degrees of certitude. One of the distinguishing characteristics of this behavior is consistency of response to the class of objects, phenomena, etc. with which the belief or attitude is identified. It is consistent enough so that the person is perceived by others as holding the belief or value.

For example, the learner has a continuing desire to develop the ability to speak and write effectively. He/She grows in his/her sense of kinship with human beings of all nations.

3.2 PREFERENCE FOR A VALUE

Behavior at this level implies not just the acceptance of a value to the point of being willing to be identified with it, but the individual is sufficiently committed to the value to pursue it, to seek it out, to want it.

The learner assumes responsibility for drawing reticent members of a group into conversation. He/She deliberately examines a variety of viewpoints on controversial issues with a view to forming opinions about them. He/She actively participates in arranging for the showing of contemporary artistic efforts.

3.3 COMMITMENT

Belief at this level involves a high degree of certainty. The ideas of "conviction" and "certainty beyond a shadow of a doubt" help to convey further the level of behavior intended. Loyalty to a position, group, or cause would be classified here.

For example, there is devotion to those ideas and ideals which are the foundations of democracy. There is faith in the power of reason and in methods of experiment and discussion.

4.0 ORGANIZATION

As the learner successively internalizes values, he encounters situations for which more than one value is relevant. Thus necessity arises for (a) the organization of the values into a system, (b) the determination of the interrelationships among them, and © the establishment of the dominant and pervasive ones. Such a system is built gradually, subject to change as new values are incorporated.

4.1 CONCEPTUALIZATION OF A VALUE

At this level the quality of abstraction or conceptualization is added. This permits the individual to see how the value relates to those that he/she already holds or to new ones that he/she is coming to hold. Conceptualization will be abstract, and in this sense it will be symbolic. But the symbols need not be verbal symbols.

The learner attempts to identify the characteristics of an art object which he admires. He/She forms judgments as to the responsibility of society for conserving human and material resources.

4.2 ORGANIZATION OF A VALUE SYSTEM

The learner brings together a complex of values, possibly disparate values, and brings these into an ordered relationship with one another. Ideally, the ordered relationship will be one which is harmonious and internally consistent. More likely the relationship is better described as a kind of dynamic equilibrium which is, in part,

**Lund Schools
Faculty-Staff Handbook**

dependent upon those portions of the environment which are salient at any point in time.

The learner weighs alternative social policies and practices against the standards of the public welfare rather than the advantage of specialized and narrow interest groups. He/She develops a plan for regulating his/her rest in accordance with the demands of his/her activities.

5.0 CHARACTERIZATION BY A VALUE OR VALUE COMPLEX

At this level of internalization the values already have a place in the individual's value hierarchy, are organized into some kind of internally consistent system, have controlled the behavior of the individual for a sufficient time that he/she has adapted to behaving this way; and an evocation of the behavior no longer arouses emotion or affect except when the individual is threatened or challenged.

5.1 GENERALIZED SET

The generalized set is that which gives an internal consistency to the system of attitudes and values at any particular moment. It may be spoken of as a determining tendency, an orientation toward phenomena, or a predisposition to act in a certain way. It is a persistent and consistent response to a family of related situations or objects. It may often be an unconscious set which guides action without conscious forethought. A generalized set is a basic orientation which enables the individual to reduce and order the complex world about him/her and to act consistently and effectively in it.

For example, there is a readiness to revise judgments and to change behavior in the light of evidence. He/She judges problems and issues in terms of situations, issues, purposes, and consequences involved rather than in terms of fixed, dogmatic precepts or emotionally wishful thinking.

5.2 CHARACTERIZATION

This, the peak of internalization process, includes those objectives which are broadest with respect both to the phenomena covered and to the range of behavior which they comprise. Thus, here are found those objectives which concern one's view of the universe, one's philosophy of life - a value system having as its object the whole of what is known or knowable.

The learner develops a regulation of one's personal and civic life, a code of behavior based on ethical principles consistent with democratic ideals. He/She develops a consistent philosophy of life.

Lund Schools
Faculty-Staff Handbook

PSYCHOMOTOR DOMAIN

<i>Levels</i>	<i>Taxonomy Continuum</i>	<i>Definitions</i>	<i>Behavioral Activity</i>
1.00 Reflex Movements	1.10 Segmental 1.20 Inter-segmental 1.30 Supra-segmental	Actions elicited without conscious volition in response to some stimuli	Flexion, extension, stretch, postural adjustments
2.00 Basic-Fundamental Movements	2.10 Locomotor 2.20 Non-Loocomotor 2.30 Manipulative	Required: 1.00 Inherent movement patterns which are formed from a combining of reflex movements, and are the basis for complex skilled movement	2.10 Walking, running, jumping, sliding, hopping, rolling, climbing 2.20 Pushing, pulling, swaying, swinging, stooping, stretching, bending, twisting 2.30 Handling, manipulating, gripping, grasping finger movements
3.00 Perceptual Abilities	3.10 Kinesthetic Discrimination 3.20 Visual Discrimination 3.30 Auditory Discrimination 3.40 Tactile Discrimination 3.50 Coordinated Abilities	Required: 1.00-2.00 Interpretation of stimuli from various modalities providing data for the learner to make adjustments to his/her environment	The <i>outcomes</i> of perceptual abilities are observable in <i>all purposeful</i> movement. <i>Examples:</i> Auditory-following verbal instructions Visual-dodging a moving ball Kinesthetic-making bodily adjustments in a hand-stand to maintain balance. Tactile-determining texture through touch Coordinated-jump rope, punting, catching
4.00 Physical Abilities	4.10 Endurance 4.20 Strength 4.30 Flexibility 4.40 Agility	Functional characteristics of organic vigor which are essential to the development of highly skilled movement	All activities which require strenuous effort for long periods of time-Examples: distance running, distance swimming. All activities which require muscular exertion-Examples: weight lifting, wrestling. All activities which require wide range of motion at hip joints-Examples: touching toes, back bend, ballet exercises. All activities which require quick precise movements-Examples: shuttle run, typing, dodge ball.
5.00 Skilled Movements	5.10 Simple Adaptive Skill 5.20 Compound Adaptive Skill 5.30 Complex Adaptive Skill	A degree of efficiency when performing complex movement tasks which are based upon inherent movement patterns	All skilled activities which build upon the inherent locomotor and manipulative movement patterns of classification level two. These activities are obvious in sports, recreation, dance, and fine arts areas.
6.00 Non-discursive Communication	6.10 Expressive Movement 6.20 Interpretive Movement	Communication through bodily movements ranging from facial expressions through sophisticated choreographies	Body postures, gestures, facial expressions, all efficiently executed skilled dance movements and choreographies.

[Bloom, B., ed., *Taxonomy of Educational Objectives* (New York, Longman), 1956]

[Mager, R., *Preparing Instructional Objectives* (Palo Alto, CA, Fearon), 1962]

**Lund Schools
Faculty-Staff Handbook**

LEARNER BEHAVIOR DECISIONS

QUADRANT ONE LEARNERS

Perceive information concretely and process it reflectively. They integrate experience with the Self. They learn by listening and sharing ideas. Are imaginative thinkers who believe in their own experience. They excel in viewing direct experience from many perspectives. They value insight thinking. They work for harmony. They need to be personally involved, seek commitment. Are interested in people and culture. They are thoughtful people who enjoy observing other people. They absorb reality.

They seek meaning and clarity.

As leaders they:

- thrive on taking the time to develop good ideas
- tackle problems by reflecting alone and then brainstorming with staff
- exercise authority with trust and participation
- work for organizational solidarity
- need staff who are supportive and share their sense of mission.

As teachers they:

- are interested in facilitating individual growth
- try to help people become more self aware
- believe curricula should enhance one's ability to be authentic
- see knowledge as enhancing personal insights
- encourage authenticity in people
- like discussions, group work, and realistic feedback about feelings
- are caring people who seek to engage their students in cooperative efforts
- are aware of social forces that affect human development
- are able to focus on meaningful goals
- tend to become fearful under pressure and sometimes lack daring

STRENGTH: Innovation and ideas

FUNCTION BY: Value clarification

GOALS: To be involved in important issues and to bring harmony

CAREERS: Counseling, personnel work, teaching, organizational development,
humanities and social sciences

FAVORITE QUESTION: Why?

QUADRANT TWO LEARNERS

Perceive information abstractly and process it reflectively. They form theory and concepts by integrating their observations into what is known. They seek continuity. They need to know what the experts think. They learn by thinking through ideas. They value sequential thinking. Need details. They critique information and collect data. They are thorough and industrious. They will re-examine the facts if situations perplex them. They enjoy traditional classrooms. They find ideas fascinating. They prefer to maximize certainty, and they are uncomfortable with subjective judgements.

They seek goal attainment and personal effectiveness.

As leaders they:

- thrive on assimilating disparate facts into coherent theories
- tackle problems with rationality and logic
- lead by principles and procedures
- exercise authority with assertive persuasion, by knowing the facts
- work to enhance their organization as embodiment of tradition and prestige
- need staff who are well organized, have things down on paper, and follow through on agreed decisions

As teachers they:

- are interested in transmitting knowledge
- try to be as accurate and knowledgeable as possible
- believe curricula should further understanding of significant information and should be presented systematically
- see knowledge as deepening comprehension
- encourage outstanding students
- like facts and details, organizational and sequential thinking
- are traditional teachers who seek to imbue a love of precise knowledge

Lund Schools Faculty-Staff Handbook

- believe in rational use of authority
- dominating attitude tends to discourage creativity.

STRENGTH: Creating concepts and models
FUNCTION BY: Thinking things through
GOALS: Intellectual recognition
CAREERS: Natural science, math, research and planning departments
FAVORITE QUESTION: What?

QUADRANT THREE LEARNERS

Perceive information abstractly and process it actively. Integrate theory and practice. Learn by testing theories and applying common sense. They are pragmatists, they believe if it works, use it. They are down-to-earth problem solvers, who resent being given answers. They do not stand on ceremony, but get right to the point. They have a limited tolerance for fuzzy ideas. They value strategic thinking. they are skills oriented. They experiment and tinker with things. They need to know how things work. They edit reality, cut right to the heart of things. sometimes they seem bossy and impersonal. They seek utility and results.

As leaders they:

- thrive on plans and time lines
- tackle problems by making unilateral decisions
- lead by personal forcefulness, inspiring quality
- exercise authority by reward/punishment, (the fewer the rules, the better, but enforce them)
- work hard to make their organization productive and solvent
- need staff who are task oriented and move quickly

As teachers they:

- are interested in productivity and competence
- try to give students the skills they will need in life
- believe curricula should be geared to competencies and economic usefulness
- see knowledge as enabling students to be capable of making their own way
- encourage practical applications
- like technical skills and hands-on activities
- are exacting and seek quality and productivity
- believe the best way is determined scientifically
- use measured rewards
- tend to be inflexible and self-contained
- lack team-work skills

STRENGTH: Practical application of ideas
FUNCTION BY: Factual data gathered from kinesthetic, hands-on experience
GOALS: To bring their view of the present into line with future security
CAREERS: Engineering, applied sciences
FAVORITE QUESTION: How does this work?

QUADRANT FOUR LEARNERS

Perceive information concretely, and process it actively. Integrate experience and application. Learn by trial and error. Are believers in self-discovery. Are enthusiastic about new things. Are adaptable, even relish change. They excel when flexibility is needed. Often reach accurate conclusions in the absence of logical justification. Are risk takers. Are at ease with people. They enrich reality by taking what is and adding to it. Sometimes seen as manipulative and pushy. They seek to influence.

As leaders they:

- thrive on crisis and challenge
- tackle problems by looking for patterns, scanning possibilities
- lead by energizing people
- exercise authority by holding up visions of what might be
- work hard to enhance their organization's reputation as a front runner
- need staff who can follow-up and implement details

As teachers they:

- are interested in enabling student self-discovery

**Lund Schools
Faculty-Staff Handbook**

- try to help people act on their own visions
- believe curricula should be geared to learner's interests and inclinations
- see knowledge as necessary for improving the larger society
- encourage experiential learning
- like variety in instructional methods
- are dramatic teachers who seek to energize their students
- attempt to create new forms, to stimulate life
- are able to draw new boundaries
- tend to rashness and manipulation

STRENGTHS: Action, getting things done

FUNCTION BY: Acting and testing experience

GOALS: To bring action to ideas

CAREERS: Marketing, sales, action-oriented managerial jobs, education social professions

FAVORITE QUESTION: If?

LEFT/RIGHT HEMISPHERIC MODE CHARACTERISTICS

LEFT MODE

Rational
 Responds to verbal instructions
 Controlled, systematic experiments
 Problem solves by logically and sequentially
 looking at the parts of things
 Makes objective judgements
 Looks at differences
 Is planned and structured
 Analytic reader
 Primary reliance on language on thinking and remembering
 Prefers talking and writing
 Prefers multiple choice tests
 Controls feelings
 Responsive to structure of environment
 Prefers hierarchial (ranked) authority structures
 Sequential
 Is a splitter: distinction important
 Talks, and talks, and talks
 Is logical, sees cause and effect
 Draws on previously accumulated,
 organized information

RIGHT MODE

Intuitive
 Responds to demonstrated instructions
 Open-ended, random experiments
 Problem solves with hunches, looking for patterns
 and configurations
 Makes subjective judgements
 Looks at similarities
 Prefers elusive, uncertain information
 Synthesizing
 Primary reliance on images in thinking and remembering
 Prefers drawing and manipulating objects
 Prefers open-ended questions
 Free with feelings
 Essentially self-acting
 Prefers collegial (participative) authority structures
 Simultaneous
 Is a lumper: connectedness important
 Is mute - uses pictures, not words
 Is analogic, sees correspondences, resemblances
 Draws on unbounded qualitative patterns
 that are not organized into sequences,
 but that cluster around images of crystallized feelings

Lund Schools
Faculty-Staff Handbook

QUADRANT ONE RIGHT MODE - *CONNECT*
Creating an Experience

QUADRANT ONE LEFT MODE - *EXAMINE*
Reflecting/Analyzing Experience

QUADRANT TWO RIGHT MODE - *IMAGE*
Integrating reflective analysis into concepts

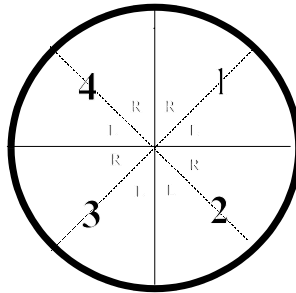
QUADRANT TWO LEFT MODE - *DEFINE*
Developing concepts/skills

QUADRANT THREE LEFT MODE - *TRY*
Practicing defined "givens"

QUADRANT THREE RIGHT MODE - *EXTEND*
Practicing and adding something of oneself

QUADRANT FOUR LEFT MODE - *REFINE*
Analyzing application for relevance, usefulness

QUADRANT FOUR RIGHT MODE - *INTEGRATE*
Doing it and applying to new more
complex experience



**Lund Schools
Faculty-Staff Handbook**

CYCLE OF LEARNING

- 1 -Human beings *perceive* experience and information in different ways.
 -Human beings *process* experience and information in different ways.
 -The combinations formed by our own perceiving and processing techniques form our unique learning styles.
- 2 -There are four major identifiable learning styles.
 -They are all equally valuable.
 -Students need to be comfortable about their own unique learning styles.
- 3 -Quadrant One Learners are primarily interested in personal meaning. Teachers need to *Give Them a Reason*.
 -Quadrant Two Learners are primarily interested in the facts as they lead to conceptual understanding. Teachers need to *Give Them Facts* that deepen understanding.
 -Quadrant Three Learners are primarily interested in how things work. Teachers need to *Let Them Try It*.
 -Quadrant Four Learners are primarily interested in self discovery. Teachers need to *Let Them Teach It To Themselves and Others*.
- 4 -All students need to be taught in all four ways, in order to be comfortable and successful part of the time while being stretched to develop other learning abilities.
 -All students will "shine" at different places in the learning cycle, so they will learn from each other.
- 5 -This system moves through the learning cycle *in sequence* ,teaching in all four modes and incorporating the four combinations of characteristics.
 -The sequence is a natural learning progression.
- 6 -Each of the four learning modes needs to be taught with both right and left brain processing techniques.
 -The right mode dominant students will be comfortable half of the time, and will learn to adapt the other half of the time.
 -The left mode dominant students will be comfortable half of the time, and will learn to adapt the other half of the time.
- 7 -The development and integration of all four modes of learning and the development and integration of both right and left brain processing skills should be a major goal of education.
- 8 -Students will come to accept their strengths and learn to capitalize on them, while developing a healthy respect for the uniqueness of others, and furthering their ability to learn in alternative modes without the pressure of "being wrong."
- 9 -The more comfortable we are about who we are the more freely we learn from others.

[Gardner, H., *Multiple Intelligences: The Theory in Practice* (New York, Basic Books), 1993]

[Gardner, H., *Frames of Mind: The Theory of Multiple Intelligences* (New York, Basic Books), 1983]

[Guilford, J.P., *The Nature of Human Intelligence* (New York, McGraw-Hill), 1967]

[McCarthy, B., *About Learning* (Barrington, IL, Excel, Incorporated), 1996]

[McCarthy, B., *The 4MAT System: Teaching to Learning Styles with Right/Left Mode Techniques* (Barrington, IL, Excel, Incorporated), 1987]

[Perkins, D., *Outsmarting IQ* (New York, Free Press), 1995]

[Sternberg, R., *The Triarchic Mind: A New Theory of Human Intelligence* (New York, Viking), 1988]

Lund Schools
Faculty-Staff Handbook

TEACHER BEHAVIOR DECISIONS

- A. MOTIVATION THEORY
1. REWARDS
 - a. Extrinsic
 - b. Intrinsic
 2. INTEREST
 - a. Different
 - b. Self
 - (1). Personalize
 - (2). Relevance
 - (3). Choice
 3. LEVEL OF CONCERN
 - a. Visibility
 - b. Expectations
 - c. Time
 4. SUCCESS
 - a. Cutting Edge
 - b. Small Chunks
 - c. Loop Back
 - d. Vary Modalities
 - e. Dignify Errors
 5. FEELING TONE
 - a. Pleasant
 - b. Neutral
 - c. Unpleasant
 6. KNOWLEDGE OF RESULTS
 - a. Immediate
 - b. Specific

Motivation Theory	
Do's	Don'ts
Do build a learner's productive concern about her learning.	Don't build so much concern the learner can't concentrate on the task.
Do use pleasant feeling tone.	Don't use pleasant feeling tone when it isn't working.
Do make examples interesting and meaningful.	Don't make things so vivid the learner thinks more about them than he does about the learning.
Do see that a learner experiences success.	Don't have the job so hard he can't possibly do it or so easy he doesn't have to try.
Do give the learner specific knowledge of results.	Don't give only general information.
Do use extrinsic motivation when the learner has no intrinsic motivation to learn a particular thing. After successful learning many things become intrinsically motivated.	Don't negotiate or bribe to get a child to learn.

Lund Schools
Faculty-Staff Handbook

- B. RETENTION THEORY
 - 1. DEGREE OF ORIGINAL LEARNING
 - 2. MEANINGFUL MATERIAL
 - 3. FEELING TONE PRESENT
 - 4. POSITIVE/NEGATIVE TRANSFER
 - 5. SCHEDULE OF PRACTICE
- C. TRANSFER THEORY
 - 1. SIMILARITY (TASK)
 - 2. ASSOCIATION (FEELINGS)
 - 3. DEGREE OF ORIGINAL LEARNING
 - 4. CRITICAL ATTRIBUTES
- D. RATE AND DEGREE THEORY
 - 1. SEQUENCE (BEGINNING, MIDDLE, END)
 - 2. ACTIVE PARTICIPATION
 - 3. DEGREE OF GUIDANCE

**Lund Schools
Faculty-Staff Handbook**

E. REINFORCEMENT THEORY

1. POSITIVE - anything needed or desired by the learner
 - a. Approval of significant others
 - b. Opportunities to do the things the learner enjoys
 - c. Special privileges
2. NEGATIVE - something that is *not* needed or desired by the learner
 - a. Useful because the behavior that is immediately followed by a negative reinforcer is suppressed or “held back”
 - b. Dangerous because *any behavior that removes the negative reinforcer is strengthened*
3. EXTINCTION - a behavior is extinguished (or weakened) when that behavior is followed by no reinforcement whatsoever
4. SCHEDULE
 - a. A *regular* schedule of reinforcement, where the desirable behavior is reinforced every time it appears, results in fast learning.
 - b. An *intermittent* schedule of reinforcement, where behavior is reinforced one time and then not reinforced the next time, and the intervals between reinforcers become longer and longer, develops a very durable behavior that is long remembered.

Reinforcement Theory	
Do's	Don'ts
Do let a child know, when he is really trying, that what he is doing is worthy of note.	Don't be insincere or praise a child for things which are easy for him and take little or no effort on his part.
Do let a child know she is making progress even though the work is not perfect.	Don't say something is really good when it isn't. Students usually know when something is not right and feel that praise for mediocre work is insincere.
When a child is learning something new or something that is hard for him, reinforce him for each part he does.	Don't wait until he is completely finished with a <i>difficult</i> task before you give him encouragement.
Do vary the words you use.	Don't use the same word for everything.
Do follow a negative reinforcer with a positive one as soon as possible.	Don't leave a child with a negative reinforcer.
Do ignore if possible, behavior that is merely attention getting.	Don't make a “federal case” out of every little incident.
Do remember to reinforce every time when new behavior is being learned.	Don't be inconsistent with your reinforcement when <i>new</i> behavior is being learned.
Do be specific when you reinforce a behavior.	Don't be so general that the reinforcer is ineffective, ignored or “tuned out.”
Do state the reinforcer as a recognition of achieving the expectation that was set.	Don't promote “teacher pleasing” with a reinforcer that is a personal value judgement.
Do determine what is a positive reinforcer for each child or group.	Don't choose an inappropriate reinforcer for individuals or groups.

Lund Schools
Faculty-Staff Handbook

- F. PRACTICE THEORY
1. HOW MUCH?
 2. HOW LONG?
 3. HOW OFTEN?
 4. HOW WELL?
 5. MEANING
 6. MODELING
 7. MONITORING

Practice Theory	
Do's	Don'ts
Do work on short meaningful units.	Don't work on a long unrelated series.
Do work for short concentrated periods.	Don't drag out practice periods.
Do review something a student learned when you previously worked with her.	Don't skip an opportunity to review previously learned material.
Do practice something new in many different contexts.	Don't practice something new only once.
Do have a student practice something new several times while you are there.	Don't have a student learn something new and then not check to see that he remembers it.
Do give a student knowledge of results.	Don't leave a student wondering how he did.

**Lund Schools
Faculty-Staff Handbook**

DEVELOPMENTALLY APPROPRIATE PRACTICES

Child Centered Practices

	Planning	Teaching Strategies	Curriculum	
Community Relationships	Knowledge of the Child Desired Educational Goals Knowledge of Learning			Physical Environment
Parent Relationships				Materials
Staff Collaboration				Classroom Management
	Leadership	Assessment	Grouping	

At the core of Developmentally Appropriate Practices are key understandings... of the child, of how learning occurs, and of the significant educational outcomes desired.

Guiding Principles

1. A child seeks to learn as a whole person, constructing intellectual, physical, social and emotional understandings through interactions with the environment.
2. Learning is something a child does, not something done to the child.
3. A Child seeks to understand by connecting new information and experiences to what (s)he already knows.
4. A child learns through experiments and social interactions.
5. Teaching strategies and classroom practices are based on current knowledge of the developing child.
6. Learning tasks are relevant and meaningful to the child.
7. Concrete and sensory materials are the natural learning media of children and purposefully used in their education.
8. Individual learning styles and intelligences are strengthened through a variety of learning experiences and cooperative ventures.
9. Thinking, problem solving, commitment, and self-discipline are promoted in an atmosphere of trust and structured freedom.
10. Each child is unique, lives in a unique environment, and will live a unique life. Teaching and grouping decisions reflect this diversity.
11. Educational outcomes are thoughtfully developed to reflect both the developmental needs of children and the changing nature of society.
12. Learning is an essential life-long process to which schools contribute.
13. The teachers is a professional decision-maker, who observes, analyses, and facilitates children’s learning while continually learning herself/himself.

[The Griffin Center For Human Development, Guilford, Connecticut]

**Lund Schools
Faculty-Staff Handbook**

TEACHER DECISION MAKING MODEL
ESSENTIAL ELEMENTS OF INSTRUCTION

- A. Lesson Design
1. Anticipatory Set
The teacher prepares students for the lesson. The first five minutes of a lesson are the most critical as that is when the teacher has the greatest degree of student attention.
 2. Statement of Objectives
The instructor should inform students of the objectives for a particular lesson: namely the three elements of an instructional objective:
 - a. State the task
 - b. Identify how the task is to be completed.
 - c. Identify minimum level of competency to be achieved, if the teacher wishes to identify a minimum level.Instruction in the deductive style is recommended for students experiencing academic difficulty. The teacher would state the rule and give students adequate practice until they could demonstrate mastery prior to introducing a new concept.
Guiding questions, prior to independent completion of an assignment, are recommended.
The teacher should clarify for the students how one day's instruction ties into what has academically preceded and how it will influence the next day's instruction.
 3. Instructional Input
The teacher should move among the students, while they are working, providing additional reinforcement when needed.
 4. Modeling
The teacher should be illustrating concepts taught, providing many and varied examples, and responding to student questions.
 5. Checking for Understanding
Students should demonstrate 75-80 percent mastery on a concept before being taught a new concept.
 6. Guided Practice
The teacher can have children working in groups of five to seven, carefully monitoring their achievement while they are working. Particular attention should be given to those children who, in the past, have demonstrated difficulty in working independently.
 7. Independent Practice
Such practice should consist of only ten to fifteen minutes for a particular assignment. Independent practice should not be used as a teaching strategy; it should only be used as reinforcement for concepts that are understood by the students.

**Lund Schools
Faculty-Staff Handbook**

Model I Rosenshine	Model II Hunter	Model III Gagne
Review-check and reteach prerequisite learning.	Anticipatory set - involves practice on previous learnings. Also includes gaining attention.	Gaining attention - stimulating recall of prerequisite learning.
	Objectives and purpose.	Inform learner of the objective.
Presenting new content/skills	Input. Modeling.	Presenting the stimulus material. Providing learning guidance.
Initial student practice.	Guided practice.	Eliciting the performance.
Feedback and correctives.	Check for understanding.	Providing feedback about performance correctness. Assessing the performance.
Independent practice.	Independent practice.	
Weekly or monthly review.		
		Enhancing transfer and retention.
	Closure.	

[Hunter, Madeline, *Improved Instruction* (El Segundo, CA, TIP Publications), 1976]

- B. Teaching to Independence/Time on Task/ Study Skills
- C. Direction Giving
 - 1. Planning
 - 2. Implementing
- D. Sponge Activities
- E. Dignifying Learner Errors
 - 1. Dignify
 - 2. Prompt
 - 3. Hold Accountable

**Lund Schools
Faculty-Staff Handbook**

F. Multiple Intelligence Theory

[Armstrong, Thomas, *Multiple Intelligences in the Classroom* (Alexandria, VA, ASCD), 1994]

Intelligence	Core Components	Symbol Systems
Linguistic	Sensitivity to the sounds, structure, meanings, and functions of words and language	Phonetic languages (e.g. English)
Logical-Mathematical	Sensitivity to, and capacity to discern, logical or numerical patterns; ability to handle long chains of reasoning	Computer languages (e.g., Pascal)
Spatial	Capacity to perceive the visual-spatial world accurately and to perform transformations on one's initial perceptions	Ideographic languages (e.g., Chinese)
Bodily-Kinesthetic	Ability to control one's body movements and to handle objects skillfully	Sign languages, braille
Musical	Ability to produce and appreciate rhythm, pitch, and timbre; appreciation of the forms of musical expressiveness	Musical notational systems, Morse Code
Intrapersonal	Capacity to discern and respond appropriately to the moods, temperaments, motivations, and desires of other people	Social cues (e.g., gestures and facial expressions)
Interpersonal	Access to one's own feeling life and the ability to discriminate among one's emotions; knowledge of one's own strengths and weaknesses	Symbols of the self (e.g., in dreams and artwork)
Naturalist	The human ability to discriminate among living things (plants, animals) as well as sensitivity to other features of the natural world (clouds, rock configurations)	Pattern recognition valued in certain sciences
Existential	The human inclination to ask very basic questions about existence. Who are we? Where do we come from? What's it all about? Why do we die?	Knowledge of the invisible, outside world

**Lund Schools
Faculty-Staff Handbook**

COOPERATIVE LEARNING

The basic motto for a cooperative classroom is, We sink or swim together. The first essential characteristic of cooperative learning is *positive interdependence*. Teachers must structure cooperative learning activities so that students are genuinely interdependent. No member of a group can be successful unless all are successful. The second essential characteristic is *individual accountability*. Every student must know that she or he will be held accountable for learning the material. No one is allowed to hitchhike or opt out of the group's task.

All cooperative learning models share both of these elements. The Johnson model adds an emphasis on teaching students the social skills they need to function well in cooperative groups.

In order for cooperative groups to succeed, teachers need to:

- monitor their students' behavior while they're working in groups;
- give their students feedback on their use of social skills and help them become conscious of their use of those skills; and
- intervene to teach needed skills whenever appropriate.

Differences between Cooperative Learning and Small Groups Activities	
COOPERATIVE GROUPS	SMALL GROUPS
Positive interdependence: we sink or swim together. Face-to-face oral interaction.	No interdependence. Students often work on their own, occasionally checking their answers with other students.
Individual accountability: each person must master the material.	Hitchhiking. Some students let others do most or all of the work.
Teacher teaches social skills needed for successful group work.	Social skills not systematically taught.
Teacher monitors students' behavior.	No direct observation of student behavior. Teacher often works with other students or prepares for next lesson.
Feedback and discussion of students' behavior.	No discussion of how well students worked together, other than general comments like "Nice job" or Next time try working more quietly."

**Lund Schools
Faculty-Staff Handbook**

Care must be taken in the selection and construction of a cooperative project so that the activity does not fall into the sphere of a small group process.

Basic Group Skills are those bottom-line skills without which a group can't get anything done.	Functioning Skills enable group members to work together effectively so that the group can accomplish its task and each member can learn the material.	Higher-Order Thinking Skills deepen group members' understanding of the material being learned and the points of view of other students.
● getting into your group quietly and quickly	● taking turns	● asking for clarification
● bringing necessary materials with you	● contributing your ideas	● providing clarification
● staying with your group until the task is done	● supporting your point with evidence	● building on another's ideas
● talking in quiet voices	● asking for help when you need it	● paraphrasing another's idea to show you understand it
● listening to your partner(s)	● encouraging others to contribute	● analyzing your group's process
● calling your partner(s) by name	● complimenting others' contributions	● coming to consensus
● knowing your task(s)	● keeping the group focused on the task	● synthesizing the several ideas
		● evaluating the group's work
		● criticizing an idea, not the person who presented it

[Ellis, Susan S. and Susan F. Whalen, *Cooperative Learning, Getting Started* (New York, Scholastic), 1990]
 [Johnson, David W., Roger T. Johnson, and Edythe Johnson Holubec, *Circles of Learning, Cooperation in the Classroom* (Edina, Minnesota, Interaction), 1990]

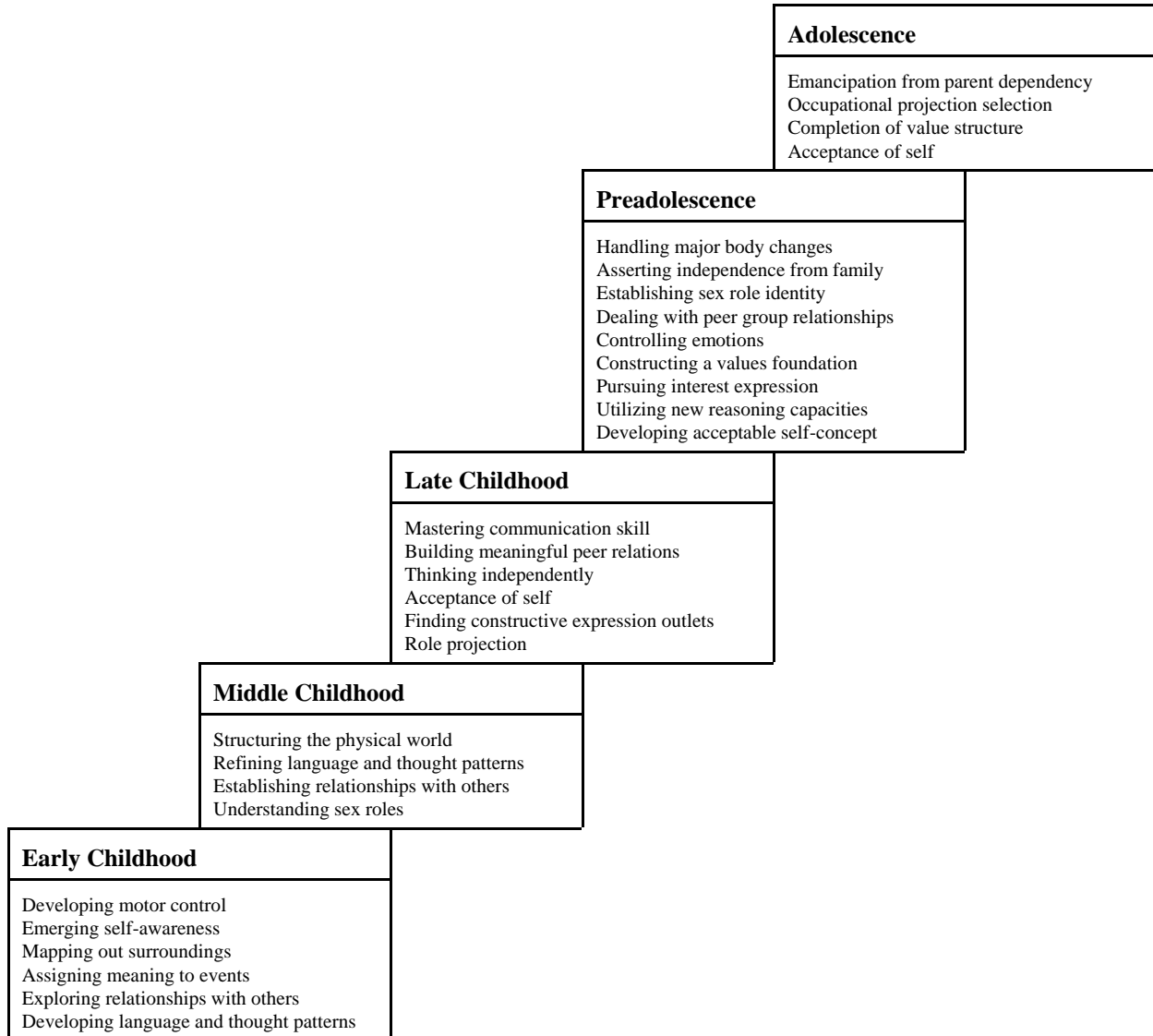
**Lund Schools
Faculty-Staff Handbook**

LEARNING THEORIES AND PRINCIPLES

Movement	Psychologist	Major Theory or Principle	Definition or Explanation
Behaviorist	Thorndike	Law of effect	When a connection between a situation and response is made, and it is accompanied by a satisfying state of affairs, that connection is strengthened; when accompanied by an annoying state of affairs, the connection is weakened.
	Pavlov-Watson	Classical conditioning	Whenever a response is closely followed by the reduction of a drive, a tendency will result for the stimulus to evoke that reaction on subsequent occasions; association strength of the S-R bond depends on the conditioning of the response and stimulus.
	Skinner	Operant conditioning	In contrast to classical conditioning, no specific or identifiable stimulus consistently elicits operant behavior. Based on Thorndike's law of effect, operant conditioning means that if an operant response is followed by a reinforcing stimulus, the strength of the response is increased.
Cognitive	Piaget	Cognitive stages of development	Four cognitive stages form a sequence of progressive mental operations; the stages are hierarchical and increasingly more complex.
		Assimilation, accommodation, and equilibration	The incorporation of new experiences, the method of modifying new experiences to derive meaning, and the process of blending new experiences into a systematic whole.
	Gagne	Levels of Learning	Eight types of learning are identified, from simple to complex, both behavioral and cognitive; they are based on orderly, prerequisite and cumulative processes of learning.
	Guilford	Structure of intellect	Three major dimensions of thought — contents, operations, and products — each subdivided into several factors combine and interact to form 120 possible factors.
		Convergent-divergent thinking	A qualitative method of thinking; the first corresponds with problem solving, reflective thinking, and the scientific method; the second corresponds with creative thinking, intuitive thinking, and the artistic method.
	Dewey	Reflective thinking	Being in a situation, sensing a problem, clarifying it with information, working out suggested solutions, and testing the ideas by application.
	Lipman-Sternberg	Critical thinking	Teaching students how to think, including forming concepts, generalizations, cause-effect relationships, inferences, consistencies and contradictions, assumptions, analogies, etc.
	Bruner-Phenix	Structure of a subject	The knowledge, concepts, and principles of a subject; learning how things are related is learning the structure of a subject.
Inquiry-discovery method		A method or quality of thinking that uses a body of organized knowledge; the first method tends to be convergent and the second tends to be divergent.	
Humanist	Maslow	Human needs	Six human needs related to survival and psychological well-being; the needs are hierarchical and serve to direct behavior.
	Rogers	Becoming a person	Becoming a person means being open to experience, developing trust, and accepting oneself.
		Freedom to learn	Becoming a full person requires freedom to learn; the learner is encouraged to be open, self-trusting, and self-accepting.
	Raths	Value clarification	Analysis of personal preferences and moral issues to reveal or clarify one's values — that is, beliefs, attitudes, and opinions.

**Lund Schools
Faculty-Staff Handbook**

DEVELOPMENTAL PROFILE CHARACTERISTICS



→ → Continuums of Growth in School → →		
Early childhood	Intermediate	Secondary
Social Adjustment	Social Development	Social Maturation
Initial Physical Development	Promotion of Physical Development	Refinement of physical Health
Self-awareness	Self-acceptance	Self-actualization
Academic Readiness	Academic Adequacy	Academic Specialization
Sensory Development	Aesthetic Stimulation	Aesthetic Refinement

**Lund Schools
Faculty-Staff Handbook**

DEVELOPMENTAL PROFILES

	Grades K - 4	Grades 5 - 8	Grades 9 - 12
Teacher-Student Relationship	Parental	Advisor	Instructor
Teacher Organization	Self-contained	Interdisciplinary Team	Department
Curricular Emphasis	Skills	Exploration	Depth
Schedule	Self-contained	Block	Periods
Instruction	Student-Directed	Balance	Teacher-Directed
Student Grouping	Chronological	Multi-age Developmental	Subject
Building Plan	Classroom Areas	Team Areas	Department Areas
Psychomotor Development	Skills & Games	Skills & Intramurals	Skills & Interscholastics
Utilization of Media	Classroom Groups	Balance	Individual Study
Guidance	Diagnostic/Developmental	Teacher Helper	Career-Vocational
Teacher Preparation	Child-oriented Generalist	Flexible Resource	Disciplines Specialist

**Lund Schools
Faculty-Staff Handbook**

	Grades 7 & 8	Grade 9	Grade 10	Grade 11	Grade 12
Physical growth and thinking changes	Accelerated physical development begins marked by increase in weight, height, heart size, lung capacity, and muscular strength. Boys and girls are growing at varying rates of speed. Students are likely to be disturbed by body changes. Boys and girls tend to tire easily but will not admit it	Girls are slightly ahead of guys; lots of hormones and sexual energy flowing; needing to develop new study habits	Guys are almost caught up; some girls “flirting” with eating disorders and guys “bulking up”; lots of sexual energy	Everyone is more comfortable with themselves; a good sense of potential adult body; lots of sexual energy; beginning to think/worry about what comes after high school — work or college?	Most comfortable year, but lots of mixed feelings about graduation and the reality of the future and college/work decisions
Friendship and social development	Affiliation base broadens from family to peer group. Peers become sources for standards and models of behavior. Students are confused and frightened by new school settings. Show unusual or drastic behavior at times — aggressive, daring, boisterous, argumentative.	Want acceptance; working to find a social niche; aware of the party scene	Sorting out friends from acquaintances; grouping around interests like sports, drama, etc.; experimenting with the party scene; looking for a girl/boyfriend	Wanting closer friends; getting bored with social scene; changing relationships with adults; driving	Sad to leave friends and concerned about making new ones later; anxious about the future
Family changes	Occasional rebellion on the part of child does not diminish importance of parents for development of values. Emerging adolescents want to make their own choices, but authority still remains primarily with family.	Feel the need for more freedom and independence	Acting on the need for more freedom and independence from parents, which includes some arguing; talking and confiding in friends more than parents	See parents as people; question their choices; want to be seen as more adult and responsible	Preparing to leave home; changing relationship with parents; excited, sad, and scared

**Lund Schools
Faculty-Staff Handbook**

Spiritual, Emotional and Intellectual	Erratic and inconsistent behavior. Anxiety and fear contrast with reassuring bravado. Feelings tend to shift between superiority and inferiority. Students have many fears, real and imagined. Prefer active over passive learning activities. Extremely curious. Display heightened egocentrism and will argue to convince others or to clarify their own thinking.	Want to fit in and feeling lonely at the same time	Who am I? Why do I act differently with different people? Which is the real me? Need more room from parents; discovering passions	Idealistic in many ways; stronger sense of self; contemplating all the shoulds and feeling guilt at unmet expectations	Reflecting and learning; getting more comfortable with personality
---------------------------------------	--	--	---	--	--

[Riera, Mike, *Surviving High School* (Berkeley, CA, Celestial Arts), 1997]

[Wiles, Jon, and Joseph Bondi, *The Essential Middle School* (Columbus, Charles E. Merrill), 1981]

CLASSROOM MANAGEMENT AND BEHAVIORS

Behavior and Misbehavior

Behavior is defined as all the physical and mental acts that humans perform. In contrast, misbehavior is a label applied to any behavior that is considered to be inappropriate to the setting or situation in which it occurs. Most classroom misbehavior is considered to be done intentionally by students.

Types of Misbehavior

1. Aggression — physical and verbal attacks by students on the teacher or other students.
2. Immorality — acts such as cheating, lying, and stealing.
3. Defiance of authority — where students refuse, sometimes hostilely, to do what the teacher tells them to do.
4. Class disruptions — talking loudly, calling out, walking about the room, clowning, tossing objects, and so forth. (Most class behavior rules focus on this category of misbehavior.)
5. Goofing off — fooling around, not doing assigned tasks, daydreaming, and so forth.

Discipline and Misbehavior

Discipline is intended to suppress, control, and redirect misbehavior — behavior that is aggressive, immoral, or disruptive to learning. The purpose of discipline in the classroom is to reduce the need for teacher intervention over time by encouraging students to develop self-control over their own behavior.

Discipline Models

Redl and Wattenberg	1. People in groups behave differently than they do individually. Group expectations influence individual behavior, and individual behavior affects the group. Teachers need to be aware of the characteristic traits of group behavior.
	2. Groups create their own psychological forces that influence individual behavior. Teacher awareness of <i>group dynamics</i> is important to effective classroom control.
	3. Group behavior in the classroom is influenced by how students perceive the teacher. Students see teachers as filling many psychological roles.
	4. Dealing with classroom conflict requires diagnostic thinking by the teacher. This thinking involves: (1) forming a first hunch, (2) gathering facts, (3) applying hidden factors, (4) taking action, and (5) being flexible.

**Lund Schools
Faculty-Staff Handbook**

	<p>5. Teachers maintain group control through various <i>influence techniques</i>. These techniques include: (1) supporting self-control, (2) offering situational assistance, (3) appraising reality, and (4) invoking pleasure and pain.</p>
	<p>6. <i>Supporting self-control techniques</i> are low-keyed. They address the problem before it becomes serious. They include eye contact, moving closer, encouragement, humor, and ignoring.</p>
	<p>7. <i>Situational assistance</i> techniques are necessary when students cannot regain control without assistance from the teacher. Techniques to provide assistance include: (1) helping students over a hurdle, (2) restructuring the schedule, (3) establishing routines, (4) Removing the student from a situation, (5) removing seductive objects, and (6) physical restraint.</p>
	<p>8. <i>Appraising reality</i> techniques involve helping students understand underlying causes for misbehavior and foresee probable consequences. Teachers “tell it like it is,” offer encouragement, set limits, and clarify situations with post-situational follow-up.</p>
	<p>9. <i>Pleasure-pain</i> techniques involve rewarding good behavior and punishing bad behavior. Punishment should be used only as a last resort because it is too often counterproductive.</p>
Kounin	<p>1. When teachers correct misbehavior in one student, it often influences the behavior of nearby students. This is known as the ripple effect.</p>
	<p>2. Teachers should know what is going on in all parts of the classroom at all times. Kounin called this awareness, “withitness.”</p>
	<p>3. The ability to provide smooth transitions between activities and to maintain consistent momentum within activities is crucial to effective group management.</p>
	<p>4. Teachers should strive to maintain group alertness and to hold every group member accountable for the content of a lesson, which allows optimal learning to occur.</p>
	<p>5. Student satiation (boredom) can be avoided by providing a feeling of progress and by adding variety to curriculum and classroom environment.</p>
Skinner	<p>1. Behavior is shaped by its consequences, by what happens to the individual immediately afterward.</p>
	<p>2. Systematic use of reinforcement (rewards) can shape students’ behavior in desired directions.</p>
	<p>3. Behavior becomes weaker if not followed by reinforcement.</p>
	<p>4. Behavior is also weakened by punishment.</p>
	<p>5. In the early stages of learning, constant reinforcement produces the best results.</p>
	<p>6. Once learning has reached the desired level, it is best maintained through intermittent reinforcement, provided only occasionally.</p>
	<p>7. Behavior modification is applied in these two main ways: (a) the teacher observes the student perform a desired act; the teacher rewards the student; the student tends to repeat the act; (b) the teacher observes the student perform an undesired act; the teacher either ignores the act or punishes the student, then praises a student who is behaving correctly; the misbehaving student becomes less likely than before to repeat the act.</p>
	<p>8. Behavior modification successfully uses various kinds of reinforcers. They include social reinforcers such as verbal comments, facial expressions, and gestures; graphic reinforcers such as marks and stars; activity reinforcers such as free time and collaborating with a friend; and tangible reinforcers such as prizes and printed awards.</p>
Ginott	<p>1. Discipline is a series of little victories, not something that occurs overnight.</p>
	<p>2. The most important ingredient in classroom discipline is the teacher’s own self-discipline.</p>
	<p>3. The second most important ingredient is using sane messages when correcting misbehaving students. Sane message are messages that address the situation and do not attack students’ characters.</p>
	<p>4. Teachers at their best use <i>congruent communication</i>, communication that is harmonious with students’ feelings about situations and themselves.</p>
	<p>5. Teachers at their worst attack and label students’ characters.</p>
	<p>6. Teachers should model the behavior they hope to see in their students.</p>

**Lund Schools
Faculty-Staff Handbook**

	7. Inviting cooperation from students is vastly preferable to damaging it.
	8. Teachers should express anger but in appropriate (sane) ways.
	9. Labeling students disable them — they tend to live up to the label.
	10. Sarcasm is almost always dangerous, and praise is often dangerous. Use both with great care.
	11. Apologies from students should be accepted with the understanding that students intend to improve.
	12. The best teachers help students to build their own self-esteem and to trust their own experience.
Dreikurs	1. Discipline is not punishment. It is teaching students to impose limits on themselves.
	2. Democratic teachers provide firm guidance and leadership. They allow students to have a say in establishing rules and consequences.
	3. All students want to belong. They want status and recognition. Most of their behaviors indicate efforts to belong.
	4. Misbehavior reflects the mistaken belief that it will gain students the recognition they want.
	5. Misbehavior is associated with four mistaken goals: attention getting, power seeking, revenge seeking, and displaying inadequacy.
	6. Teachers should identify mistaken goals and then act in ways that do not reinforce them.
	7. Teachers should strive to encourage students' efforts, but avoid praising their work or character.
	8. Teachers should teach students that unpleasant consequences will always follow inappropriate behavior.
Jones	1. Teachers in typical classrooms lose approximately 50% of their instructional time simply because students are off task or otherwise disturbing the teacher or other class members.
	2. Practically all of this lost time results from two kinds of student misbehavior — talking without permission (80%) and general goofing off, including making noises, daydreaming, or getting out of one's seat without permission.
	3. Most of this lost teaching time can be salvaged if teachers systematically employ three kinds of techniques that strongly assist discipline: (1) effective body language; (2) incentive systems; and (3) efficient individual help.
	4. Good classroom discipline results mainly from the first technique — effective body language, which includes posture, eye contact, facial expression, signals, gestures, and physical proximity.
	5. Incentive systems, which motivate students to remain on task, complete work, and behave properly, also contribute strongly to good discipline.
	6. When teachers are able to provide individual help to students quickly and effectively, the students behave better and complete more work.
Canter	1. Teachers should insist on decent, responsible behavior from their students. Students benefit from this type of behavior, parents want it, the community at large expects it, and the educational process is ineffective without it.
	2. Teacher failure, for all practical purposes, is synonymous with failure to maintain adequate classroom discipline.
	3. Many teachers labor under false assumptions about discipline, believing that firm control is stifling and inhumane to students. To the contrary, firm control maintained correctly is humane and liberating. It sets clear limits, which students want and need.
	4. Teachers have basic educational rights in their classrooms, including: <ul style="list-style-type: none"> a. The right to establish optimal learning environments. b. The right to request and expect appropriate behavior. c. The right to receive help from administrators and parents when it is needed.
	5. Students have basic rights in the classroom, too, including: <ul style="list-style-type: none"> a. The right to have teachers who help to limit inappropriate, self-destructive behavior. b. The right to choose how to behave, with full understanding of the consequences that automatically follow those choices.

**Lund Schools
Faculty-Staff Handbook**

	<p>6. These needs, rights, and conditions are best met through Assertive Discipline, in which the teacher clearly communicates expectations to students and consistently follows up with appropriate actions but never violates the best interests of the students.</p>
	<p>7. Assertive Discipline consists of the following elements, to be followed consistently by teachers:</p> <ol style="list-style-type: none"> a. Identifying expectations clearly. b. Willingness to say, "I like that," and "I don't like that." c. Persistence in stating expectations and feelings. d. Use of firm tone of voice. e. Maintenance of eye contact. f. Use of nonverbal gestures in support of verbal statements. g. Use of hints, questions, and I-messages rather than demands for requesting appropriate behavior. h. Follow-through with promises (reasonable consequences, previously established, with emphasis on the positive) rather than with threats i. Assertiveness in confrontations with students, including using statements of expectations, indicating positive and negative consequences that will occur, and noting why action is necessary.
	<p>8. To become more assertive in discipline, teachers should do the following:</p> <ol style="list-style-type: none"> a. Practice assertive response styles. b. Set clear limits and consequences. c. Emphasize the positive. d. Follow through consistently. e. Make specific Assertive Discipline plans and rehearse them mentally. f. Write things down; do not trust the memory. g. Practice the broken-record technique for repeating expectations. h. Ask school administrators and parents for support in the efforts to help students.
<p>Glaser 1 Pre-1985</p>	<ol style="list-style-type: none"> 1. Students are rational beings. They can control their behavior. They choose to act the way they do. 2. Good choices produce good behavior. Bad choices produce bad behavior. 3. Teachers must always try to help students make good choices. 4. Teachers who truly care about their students accept no excuses for bad behavior. 5. Reasonable consequences should always follow student behavior, good or bad. 6. Class rules are essential and they must be enforced. 7. Classroom meetings are effective vehicles for attending to matters of class rules, behavior, and discipline.
<p>Glaser 2 Post-1985</p>	<ol style="list-style-type: none"> 1. All of our behavior is our best attempt to control ourselves to meet five basic needs — survival, belonging, power, fun, and freedom. The school experience is intimately associated with all but survival. 2. We feel pleasure when these needs are met, frustration when they are not. 3. Today's schools must create quality conditions in which fewer students and teachers are frustrated. Students must feel they belong, have some power, have fun in learning, and enjoy a sense of freedom in the process. 4. Few students in today's schools do their best work. The overwhelming majority is pathetic. Many do no school work at all. 5. What is needed is a commitment to quality education, brought about through quality schools, in which students are encouraged, supported, and helped by the teacher. 6. In quality teaching, teachers do not scold, punish, or coerce. Instead they befriend students, provide encouragement and stimulation, and show an unending willingness to help.
<p>Levin and Nolan</p>	<ol style="list-style-type: none"> 1. The single most important factor in determining the learning environment is teacher behavior. Intentionally or unintentionally, teachers' verbal and non-verbal behaviors influence student behaviors. 2. Teachers have the professional responsibility for assuming the role of instructional leader, which involves employing techniques that maximize student on-task behavior. 3. Teachers who have clearly developed ideas of: [a] the relationship between teaching and discipline; [b] the factors motivating students to behave as they do; [c] their personal expectations for student behavior; and [d] a systematic plan to manage misbehavior, have classrooms characterized by a high percentage of on-task student behavior.

Lund Schools Faculty-Staff Handbook

4. A preplanned hierarchy of management strategies increases the likelihood of appropriate student behavior.
--

- [Bluestein, Jane, Parents, *Teens and Boundaries* (Deerfield Beach, FL, Health Communications, Inc.), 1993]
[Bodenhamer, Gregory, *Back In Control* (New York, Simon & Schuster), 1992]
[Bodenhamer, Gregory, *Parent In Control* (New York, Simon & Schuster), 1995]
[Canter, Lee and Marlene Canter, *Assertive Discipline* (Santa Monica, CA, Lee Canter & Associates), 1976]
[Charles, C. M., *Building Classroom Discipline* (White Plains, NY, Longman), 1992]
[Givener, Abraham, and Paul S. Graubard, *A Handbook of Behavior Modification for the Classroom* (New York, Holt, Rinehart and Winston, Inc.), 1974]
[Gordan, Thomas, *Teacher Effectiveness Training* (New York, Peter H. Wyden), 1974]
[Kohn, Alfie, *Beyond Discipline, From Compliance to Community* (Alexandria, VA, ASCD), 1996]
[Levin, James, and James F. Nolan, *Principles of Classroom Management, A Hierarchical Approach* (Englewood Cliffs, NJ, Prentice Hall), 1991]
[Sherman, A. Robert, *Behavior Modification: Theory and Practice* (Monterey, CA, Wadsworth), 1973]

TEACHER SUPERVISION AND OBSERVATION

A sound program of observation has as its goal the optimization of each teacher's abilities in the classroom.

The primary model for observations will be based on clinical supervision. It may include some or all of the techniques listed below.

Observations may be done by the supervisors, assistant principals, principals, and/or the superintendent. Although observations are primarily initiated by the administration, teachers are encouraged to schedule observations at times that they feel are appropriate. This may occur whenever:

1. A teacher has planned a lesson of exceptional quality.
2. A teacher is experimenting with techniques of subject matter which might benefit from an objective viewpoint.
3. A teacher is experiencing difficulties which might be resolved with outside help.

Teachers are also encouraged to engage in self-analysis of classroom work. Although all teachers do that in some fashion, a formal basis for self-evaluation is often helpful.

Teacher Portfolio

Portfolios presented by the teachers will be an integral part of the evaluation process. These portfolios will be designed and formatted according to each individual teachers design.

Clinical Supervision

Clinical supervision may be defined as supervision focused upon the improvement of instruction by means of systematic cycles of planning, observation, and intensive intellectual analysis of actual teaching performances in the interest of rational modification [Weller, Richard, H., *Verbal Communication in Instructional Supervision* (New York: Teachers College Press, 1971)].

Goals

- To provide Teachers with Objective Feedback on the Current State of Their Instruction.
 - To Diagnose and Solve Instructional Problems.
 - To Help Teachers Develop Skill in Using Instructional Strategies
 - To Help Teachers Develop a Positive Attitude about Continuous Professional Development
- [Acheson, Keith A., and Meredith Damien Gall, *Techniques in the Clinical Supervision of Teachers* (New York: Longman), 1997].

Technique 1	Identify the Concerns About Instruction
Technique 2	Translate the Concerns into Observable Behaviors
Technique 3	Identify Procedures for Improving Instruction
Technique 4	Assist in Setting Self-Improvement Goals

Planning Conference

Technique 5	Arranging Time for Classroom Observation
Technique 6	Selecting an Observation Instrument and Behaviors to be Recorded

**Lund Schools
Faculty-Staff Handbook**

Technique 7 Clarifying the Instructional Context in which Data will be Recorded

Classroom Observation

Selective Verbatim

- Technique 8 Teacher Questions
Cognitive Level of Questions
Amount of Information
Redirection
Probing Questions
Multiple Questions
- Technique 9 Teacher Feedback
Amount
Variety
Specificity
- Technique 10 Teacher Structuring Statements and Classroom Management
Structuring Statements
Directions
Disciplinary Statements

Observation Records Based on Seating Charts

- Technique 11 At Task
Technique 12 Verbal Flow
Technique 13 Movement Patterns

Wide-Lens

- Technique 14 Anecdotal Records and Scripting
Technique 15 Video and Audio Recordings (At Teacher Request Only)
Technique 16 Journal Writing

Checklists and Timeline Coding

- Technique 17 Pupil Observation Survey
Technique 18 Pre-set Forms (Teacher/Student Course/Class Reaction)
Technique 19 Question-and-Answer Teaching
Technique 20 Lecture-Explanation Teaching
Technique 21 Interaction Analysis System (Flanders)[Flanders, Ned and Edmund J. Amidon, *A Case Study of an Educational Innovation: The History of Flanders Interaction Analysis System* (Oakland, CA: Ned A. Flanders, One Spyglass Hill, 94618), 1981]
Technique 22 Timeline Coding
Technique 23 Stallings Observation System (Snap Shot and Five-Minute Interaction)[Stallings, Jane A., "Using Time Effectively: A Self-Analytic Approach," in *Improving Teaching* (1986 ASCD Yearbook), ed. Zumwalt, Karen K. (Alexandria, VA: Association for Supervision and Curriculum Development, 1986)]
Technique 24 Teacher Evaluation Rating Scales

Feedback Conference

- Technique 25 Through Objective Observational Data
Technique 26 Through Eliciting Inferences, Opinions and Feelings
Technique 27 Through Alternative Lesson Objectives, Methods, Reasons
Technique 28 Through Opportunities for Practice and Comparison

**Lund Schools
Faculty-Staff Handbook**

COURSE OBJECTIVES

SYSTEMATIC CURRICULUM INSTRUCTION PROCESS

Selection Criteria	Curriculum Development System	Curriculum (structured series of intended learning outcomes)	Instructional System	Learning Outcomes
Structuring Criteria				
Source (Available teachable cultural content)				Teaching Behavior Repertoire

This process:

- Brings about a uniform locally-generated curriculum in all the schools
- Brings uniformity to program elements (objectives, activities, test items) and performance criteria used in the classroom
- Gives teachers more time to spend on the delivery of instruction to students by providing computer support for scoring tests, tracking accomplishments, providing support material and for keeping records
- Improves the overall efficiency and effectiveness of instruction and management within the classroom, school, and district
- Improves reporting to all groups in the district that are involved with education: school board, supervisors, parents, teachers, and students
- Develops a clearer understanding of role definition, responsibility and function

Assumptions of Curriculum Construction

- Curriculum is a list of measurable learner expectations
- Curriculum precedes instruction
- Determination of curriculum is the responsibility of the local educators
- The progress of learners toward mastering elements of the curriculum must be monitored
- Records of student performance, individually and collectively, must be utilized by appropriate educational personnel
- Identification of learner needs must precede and must serve as the basis for program modifications
- Instruction is an activity or series of activities designed to facilitate learning
- The individual teacher is primarily responsible for instruction toward learner expectations specified for the district
- All students can master the basic objectives and furthermore teachers and principals share this belief
- Teachers and principals hold a high level of expectations with regard to educational accomplishments of their students

Sample of objective formation

District Goal	Objective	Objective Description	Cognitive Domain	Affective Domain	Psychomotor Domain	Intensity	Priority

**Lund Schools
Faculty-Staff Handbook**

LESSON PLANNING

Each day's lesson plan should include the goals for the day, procedures, and methods or strategies. List name of textbook, chapter and pages being utilized. Also, assignment work to be done by the students should be noted.

Administration may request to review your lesson plans at various times throughout the year. Also, at the end of the school year your of all lesson plans is to be turned into the principal's office. They will be retained for one (1) year before being discarded.

LIBRARY PROCEDURES

Lund maintains a library to assist students and the community in their educational goals and objectives. It contains a collection of nonfiction and fiction books, reference materials, periodicals, newspapers, pamphlets, audio-books and videos. Students and citizens are encouraged to utilize these resources for class assignments, for personal enrichment and for recreational reading.

All materials taken from the libraries must be checked out. Reference materials must be used in the library. Upon request, the librarians may permit overnight use of these materials. Students and citizens will be charged for unreturned materials and fines will be assessed.

Lund also maintains and has contracts with a large collection of electronic resources which can be downloaded for students when requested.

**LIFE THREATENING SITUATIONS WITH STUDENTS
STAFF PROCEDURES**

The school staff share with the home and community the general welfare of those young people in their care. The responsibilities of the staff are basically:

1. The academic and vocational preparation of the student.
2. The socialization of the student within the school.

When the social and emotional welfare of the student in the home and in the community impact on success within the school, the school staff, after careful consideration of the problems involved, must make the home aware of the problem. The student will be referred for appropriate help to administration, community agencies and private facilities.

The school staff will continue to share concern and interest in the student's problem after referral. They will continue to be the liaison for transmittal of file information for which they are, by position, responsible. They will use the contacts required in their basic responsibilities to give the student the support of the school in the areas for which they are responsible.

I. Procedure for Intervention in Life Threatening Situations

A. If any White Pine County School District employee has reason to suspect that a student/adolescent is planning suicide or other behavior destructive to himself or others, the employee shall accompany student to a guidance counselor, or school administrator.

Some of the warning signs are:

- Suicide threats
- Statement revealing a desire to die
- Previous suicide attempts
- Sudden changes in behavior (withdrawal, apathy, moodiness, isolation, sudden drop or lift in spirits)
- Depression (crying, sleeplessness, loss of appetite, hopelessness)
- Final arrangements such as giving away personal possessions
- A sudden rise in spirits and attitude of all being well.

B. The guidance counselor, and/or administrator contacted shall jointly decide the most appropriate course of action. In case of life threatening situations, the student and the members involved must understand that the issue of confidentiality shall no longer apply except as absolutely required by law. The school psychologist will be notified by either the school administrator.

Suggested procedures for making these determinations are as follows:

1. Discuss with the student feelings of hopelessness and length of time of such feelings.

Lund Schools Faculty-Staff Handbook

2. Discuss with the student any thoughts of killing himself/herself and how persistent and strong the thoughts are.
3. Discuss with the student about whether plans have been made, how detailed the plans are and whether any preliminary actions have been taken.

The school psychologist, and outside agencies are available for support and help in deciding most appropriate action.

For students considered to be at high risk, the principal or counselor or significant adult should follow the following procedures:

1. Do not let the student out of your sight.
2. Notify the parent/guardian immediately. If not reachable, use other emergency numbers.
3. Notify the appropriate building administrator who will notify Pupil Personnel (school psychologist).
4. With an administrator present, make the parent/guardian aware of sources of help and the suicide hotline number.
5. Release the student only to a parent or close relative or a responsible agency.
6. Follow up to be sure a contact is made.
7. The student should not be readmitted to school until the recommendation of a responsible agency or practitioner is reviewed by the school administrators and core team.

For suspected life threatening situations, the principal or counselor should:

1. Notify the school psychologist.
2. Notify the parent/guardian.
3. Notify the building administrator who will notify Pupil Personnel (school psychologist).
4. Refer the parent/guardian to sources of help and give them the suicide hotline number.
5. Follow up with the student and his/her parents or guardian.
6. The student should not be readmitted without confirmation of a scheduled appointment with a responsible agency or practitioner.

Through the Principal, the District will provide assistance to review the case within 24 hours, or as needed.

C. Student Records - File Notes

The file note for any student involved in serious conferences should contain the following information:

- Name of student and date of birth
- Date and time of conference
- Consultation participants
- Phone number called and person to whom spoken
- The date and time of phone calls
- Agency to which the student was referred
- Liaison contact made
- Confirmation that appointment was made
- Date of follow up contacts

II. Procedures When a Death Occurs

A. Goals

1. Prevention of other deaths
2. Support for staff
3. Increased understanding of coping with death for other students

B. Procedural Steps

1. True reporting of the incident by the building principal to those involved with the student includes the following individuals:
 - a. All administrative personnel within the building who will be responsible for notifying appropriate people.
 - b. Other staff - counselors, home and school visitors, teachers.
 - c. Students - classes of which person was a member, class in general, organizations within the school.
2. Meetings - Group and Individual with those within the school needing support by a responsible expert, e.g., a school psychologist, a support person from qualified outside agencies, and other available staff members. An administrator or counselor familiar to the group should be present.

Those needing such meetings include but are not limited to:

 - a. The suicide victim's friends and acquaintances

**Lund Schools
Faculty-Staff Handbook**

- b. Family members within the school district
 - c. Teachers and other personnel
 - 3. Follow up on individuals or groups from those listed above by the counselor, school psychologist, or capable resource persons within the school or community.
 - 4. Handling the Press and Public
 - a. All press questions should be handled through the School Principal.
 - b. Media people who appear at the school building should be directed to the School Principal's Office.
- C. Staff and Resources
 - 1. The School Principal should begin the initial implementation of all procedures.
 - 2. Immediate Resources Available:
 - a. Within the Building - other counselors, nurses with experience.
 - b. District psychologist, or those made available through local agencies.
 - c. Outside support help from qualified agencies.
- D. Notes for those Who Must be Involved:
 - 1. Training of staff within our building is a vital part of being able to handle these crises effectively. However, you may be involved in a situation with limited training.
 - Rule #1:** Ask for Help/Support Immediately!!!
 - Rule #2:** You must survive another day to help another child. Even the experts feel inadequate in the face of a real disaster. Use your involvement as a learning/growing experience.
 - Rule #3:** Don't bury your frustration with the incident itself. Continue to talk openly about it to others involved.
 - 2. Examine Your Input
 - a. What contact did I have with persons involved prior to the event?
 - b. Did I see any of the signs?
 - An actual threat
 - A veiled threat
 - Activities often pursued by potential suicides: getting affairs in order, giving away cherished items
 - c. Did I recognize the signs? Hindsight is better than foresight!! If I did, did I do something? If I did not, will I recognize them again?
 - d. What does this mean to me as a professional? How will I face the future responsibility?
 - e. How can the School District help me?
- E. How Can Such an Incident be "Truly" Reported?
 - 1. This is the Most Difficult Step - since no one but the deceased really knows. In reporting Stay With The Facts: Who? What? When? Where?
- F. Discuss about Death Itself
 - 1. The finality of death cannot be comprehended without some philosophical basis; However, romantic pictures of death cannot be part of suicide prevention.
 - 2. What impact of death do you feel and how will this help others? How can it help you?
- G. In Event a Death Occurs in a School Building During School Hours, the Building Principal Must Ensure That:
 - 1. The first adult who arrives at the scene stays with the body and instructs someone to get the Administrator in charge.
 - 2. The area is sealed. Allow no one to touch the body or immediate surroundings.
 - 3. The police are called.
 - 4. The Superintendent of Schools is advised.
 - 5. No announcements occur until appropriate factual statements can be made.

Lund Schools
Faculty-Staff Handbook

LOCKERS

Each student will be assigned a locker. Lockers are school property and as such may be searched at any time by the administration with probable cause and accordance with the policies set forth in the White Pine County School District Policy Manual.

It is suggested you keep your locker locked at all times. Do not leave valuables in your locker. Unfortunately theft may occur and recovery of stolen items is difficult or impossible. The school will not accept responsibility for items stolen at school. The school will supply all students with a district lock. A copy of the lock combination will be kept on file in the main office. Locks on unassigned lockers will be removed. Locks will also be placed on unassigned lockers.

Locks will also be issued for gym lockers. Students will take home all gym clothes and towels on a regular basis for cleaning.

Students should not share lockers.

Students are not to change lockers without permission from the office. Lockers are not to be defaced or decorated with messages or pictures advocating the use of alcohol, tobacco products, or other drugs. Pictures portraying any type of nudity or sexually suggestive messages or pictures are not permitted. Lockers will be inspected by teachers before student checkout and students will be held responsible for cleanup and/or repair of any damage. Students are to notify the office if a locker needs repair. There will be periodic locker checks by administration.

LUNCH

Currently there is an arrangement with local businesses to provide lunch at school. Under their direction, students may arrange to purchase this lunch through a meal plan or meal ticket. Students must have written parental permission or a meal ticket to charge a lunch. The Lund School will not supply loans or vouchers for students.

MACHINES/CANDY CLOSET

Candy and pop may only be purchased between classes. Items purchased during class time will be confiscated. **No food or drink is allowed in the classrooms.**

MAKEUP WORK POLICY

Students who have an excused absence will be given the number of days missed plus one day to make up the missed classwork, to a maximum of three days (class periods). It is the student's responsibility to make contact with his/her teachers to obtain assignments.

MEDICATIONS

Medication in the School Setting - Parents should make every effort to avoid the necessity of medicating students during the school hours. Any student who is expected to take medication during school hours must have on file in the school a signed Consent and Request Form. The school district has the responsibility to see that a child receives his medication if appropriately requested and ordered by parent and physician. With the permission of a parent/guardian, students in grades 6-12 may self medicate. Such students may possess medication on district property. Prescription medication must be properly labeled with the name of the student to receive the medication, name and dosage of medication, name of prescribing practitioner and the instructions for administration. School offices and teachers will not distribute any over the counter medications.

Short Term Medication (10 School days) - Any student who is on medication for 10 school days or less must have either a Consent and Request Form completed and signed by the parent and physician, or the request may be written on physician's prescription pad and must be accompanied by a written request from the parent or guardian.

Long Term Medication (continuing over 10 days) - A student who is on medication for a period of time longer than 10 days must have the Consent and Request Form signed by the parent/guardian and the physician. A physician's signature is also required for medications administered at the school for emergencies. Inhalers used by asthmatics can be carried by the student, but a Consent

Lund Schools Faculty-Staff Handbook

and Request Form signed by the parent and physician must also be on file.

1. It is preferred that parents bring the medication to school. In the event this is not possible, the child should be directed to present the medication to the teacher (elementary), the school principal or secretary.
2. The school nurse and principal should always be informed of students on medication.
3. All medication must be in a container labeled with the student's name, name of physician, name of medication, dosage and time to be given. The amount of medication kept at school will be determined in cooperation with the school nurse, principal and parent, as necessary.
4. Any change in type, frequency, or amounts of medication will require a new Consent and Request Form.
5. Medication stored on school premises is to be kept in a secured location. At no time should medication be left on a desk or computer station.
6. Students must be observed by a designated adult such as school nurse, clinical aide, secretary or principal when taking medication.
7. All medication must be recorded on Individual Medication Record.

MUSTANG AWARD

The Mustang Award is the most prestigious recognition given to a student at Lund Schools. It is earned by demonstrating outstanding performance in the arenas of academic excellence, leadership capacity and athletic accomplishment.

PEP RALLIES

Pep rallies will be scheduled through the principal and will be directed by student council and/or the cheerleaders along with their advisor. All faculty members will attend to assist and help in control of the group.

PLAYGROUND - ELEMENTARY PROCEDURES

1. Follow directions of any staff member at all times. Any act which is physically or mentally harmful or offensive to self or others is not tolerated.
2. Play in designated areas only.
 - a. Don't play in parking lot, or areas outside the fenced boundaries, bicycle stands, grass by the building.
 - b. Don't leave the playground without permission.
 - c. No yelling, playing or fooling around in the restrooms.
 - d. Only use the balls in the designated areas.
3. Play games that are not dangerous. Games not allowed:
 - a. Tackle football
 - b. Twisting or jumping from swings (one person per swing)
 - c. Underdogs
 - d. Bicycles on school grounds
 - e. Crack-the-whip
 - f. Piggy backs, camel backs
 - g. Cherry drops
 - h. Kung Fu
 - i. Wrestling
 - j. Chicken fighting
 - k. Red Rover (unless supervised by playground teacher)
4. Play only with authorized playground equipment; bring only authorized equipment to school. Prohibited objects:
 - a. Guns (water pistols, cap or dart games)
 - b. Knives
 - c. Hardballs
 - d. Rocks
 - e. Sticks
 - f. Steelies
 - g. Skateboards, roller skates, roller blades
 - h. Snowballs

Lund Schools Faculty-Staff Handbook

- i. Frisbees
 - j. Caps
 - k. Chinese Stars
 - l. Explosives
5. No profanity, fighting, teasing, rock throwing or intimidation. No gum, candy, or food on playground.
 6. Do not climb on top of backstops, swings, trees, fences, slides, and walls.
 7. Bicycles are not to be ridden on the playground.
 8. When inside the building, students will talk quietly, walk in an appropriate manner and carry appropriate pass when applicable.

Consequences

- 1st Citation - Verbal Warning - Student placed at the wall of building for the remainder of the recess.
- 2nd Citation - Student Calls Parent - Student is assigned one day of after school detention. Kindergarten determines punishment for the kindergarten.
- 3rd Citation - Considered a Severe Problem - Sent to Principal. Principal contacts parents for a conference. Three days of playground privileges lost with an assigned job. In addition, other consequences may be considered necessary by the Principal.

POLICIES AND PROCEDURES

Policies are rules and regulations set forth by the governing body of the school district, the board of school trustees. Failure to follow policies may result in suspension, expulsion or dismissal.

Procedures are sequences relevant to Lund Schools. Failure to follow procedures may result in disciplinary actions within the local governing area.

Copies of all White Pine County School District Policies and Nevada State Regulations /Administrative Code are available for perusal, inspection and study to teachers and students. Complete and updated policy books may be found in the Principal's Office and on-line.

POSTERS

All posters, signs, wall hangings, etc., must be approved by an administrator or the Student Council. Puncturing walls with tacks is prohibited. Tacky material that does not damage the paint is the only permissible adhesive. "Magic Tape" or "Scotch Tape" is allowable when hanging notices from windows. Avoid the use of masking tape for this type of posting.

PORTFOLIOS AND PLANNERS

Each student will develop in accordance with district guidelines and policies, a career planner and a portfolio of accomplished work. Each grade will also do public presentations of these documents. Students will also be engaged in a series of activities and projects that will be shown publicly.

PROGRESS REPORTS

Progress reports will be sent home once, half way through each quarter reporting each students grades in all classes.

RECORDS

In accordance with the provisions of the Family Educational Rights and Privacy Act of 1974, the Lund Schools maintains specific individual pupil records for each student. The following classification formula is used to aid in the differentiation of data:

1. Category "A" Data - This information pertains to the use of forms and official administration materials that are used to record the minimum personal data necessary for the operation of the educational system. Examples include identifying data (names and address of parents or guardians), birth date, academic work completed, level of achievement (grades, standardized achievement test scores), and attendance data. Category "A" material, which constitutes the official

Lund Schools Faculty-Staff Handbook

- administrative record of the student, will be maintained for a period of at least 100 years.
2. Category "B" Data - This constitutes verified information which is used by school personnel to help the student during his period of enrollment and to protect others. Examples include individual psychological evaluations (ability and verified clinical findings), family background information, psychological referrals, systematically gathered teacher or counselor ratings and observations, verified reports of serious and recurrent behavioral patterns, and various educational information data forms used by counselors and administrators. These records are kept for a maximum of seven years.
 3. Category "C" Data - This information is of a very personal nature and potentially useful, but not clearly needed beyond the immediate present. This includes correspondence, reports of Parent/Teacher, Parent/Counselor conferences, teacher comments on student report forms, work cooperative information, clinical reports, legal findings, disciplinary records, confidential health information and personal and social history. These records can be transferred to Category "B" if there is demonstrated usefulness and verified validity.

Parents may request to review the records of their children by contacting the Principal's Office.

The Lund Schools may release, without consent of the parents/guardians, a student's permanent record file (Category "A" and "B" information) to members of the school's staff who have legitimate educational need for the data or to state officials upon their request.

SCHEDULE CHANGES

Changes are initiated through the administration by the student. The student will take the appropriate form to all instructors affected by the change for an initial approval and then will return to the teachers for final approval and addition or deletion to the teacher's roll. Changes are not to be made lightly and a parent/guardian signature is required.

SEARCH OF PROPERTY AND STUDENTS

Students are entitled to the guarantees of the Fourth Amendment, and they are subject to reasonable searches and seizures. School officials are empowered to conduct reasonable searches of students and school property when there is reasonable cause to believe that students may be in possession of drugs, weapons, alcohol and other materials ("Contraband") in violation of school policy or state law. Students who bring Contraband on to school grounds may be searched in order to protect other students from any potentially harmful effects stemming from the Contraband. School property shall remain under the control of school officials and shall be subject to search.

1. School Property - The school owns school lockers, desks and other such property. The school exercises exclusive control over the school property and students should not expect privacy regarding items placed in school property. School property is subject to search at any time by school officials. Students are responsible for whatever is contained in desks and lockers issued to them by the school.
2. Automobiles - Automobiles on school property are subject to search by school officials if a school official has reasonable cause to believe that Contraband is in or on the automobile.
3. Person - Students and their effects are subject to being searched by school officials if a school official has reasonable cause to believe that the student is in possession of Contraband.

Policy 10103

SEARCH PROCEDURES

If a school official has reasonable cause to believe that Contraband is present, he or she may institute a search. Although the following procedures for a search are suggested, they are not mandated, because the circumstance attendant to the need for each search may vary. If practical, the student should be required to be present and asked to consent to the search. If after being informed of the basis for the school official's reason to search, the student does not consent and circumstances permit, the student's parent or guardian should be called and informed of the circumstances. If the parent or guardian will not consent to the search, the school official may proceed with the search, contact security, or if necessary, call law enforcement authorities. Ordinarily, and if circumstances permit, the search of a person or his or her effects should be conducted out of the presence of other students. The Administration is authorized to utilize canines whose reliability and accuracy for sniffing out Contraband has been established to aid in the search for Contraband in school owned property and automobiles parked on school property. Canines should not be used to search students unless school officials have established independently that there is reasonable cause to believe the student

Lund Schools Faculty-Staff Handbook

possesses Contraband on his or her person. A qualified and authorized trainer who will be responsible for the dog's actions must accompany the canines. An indication by the dog that Contraband is present on school property or an automobiles shall be reasonable cause for a further search by school officials.

Policy 10103

SOLICITING

The school, classes, or organizations of the school may not solicit for money, supplies, or any other items without expressed written consent of the principal.

STUDENT COMPLAINT PROCESS

A student complaint shall be any complaint that arises out of a policy violation or actions that directly affect the student's participation in an approved educational program or activity.

The student should first make the complaint known to the staff member conducting, supervising, or monitoring the program or activity or, if this is not appropriate, another staff member or the building administrator.

The complaint may then be submitted, in turn, the superintendent and the board and with a suitable period of time allowed at each level for the hearing of the complaint and the preparation of a response. Concerns about timelines should be addressed to the superintendent.

Every attempt shall be made to expeditiously address the complaint and resolve issues/concerns directly.

The right to confidentiality shall be respected consistent with the school district's legal obligations, and with the necessity to investigate allegations of misconduct and to take corrective action when this conduct has occurred.

STUDENT GOVERNMENT

Functions of the Student Council include approving all fund raising activities and school dances, advocating student needs to the school administration, community service, and overall advancement of student life at Lund Schools. Student Council elections are held in the spring of each year. Student body officers include the President, Vice-president, Secretary, Treasurer, and School Board Representative. Also, presidents of all recognized school organizations are invited to participate in the Student Council.

All activities, fund-raising for all organizations **MUST** be presented and approved by the student council and then the administrator.

In order to encourage attendance and participation in Student Council, the following attendance policy will be followed:

Attendance Policy for Student Council Meetings & Activities:

1. Excused - bring copy of admit slip to next meeting or the absence will be unexcused.
2. Prearranged - bring copy of prearranged absence to next meeting or absence is unexcused.
3. Unexcused - each quarter, two unexcused absences will be allowed. With the third unexcused absence the office will be considered vacant and the subordinate officer shall move up to the vacated position, i.e., Vice-president to President, etc.
4. The student council advisor will inform the impeached and newly positioned officers at the direction of the secretary of the student council.
5. An election will be held at the direction of the student council, should no replacements for vacated offices exist.

All student elected officers who receive failing grades at the end of a quarter will be removed from office and be replaced either by special election or appointment.

**Lund Schools
Faculty-Staff Handbook**

STUDENT RECOMMENDATIONS

Guidelines for teachers in writing college recommendations for seniors.

Two underlying assumptions prompt these guidelines. First, teacher recommendations are not a required service of the teacher, but are a favor granted by the teacher to the student. Second, student requests for recommendations tend to accumulate on the desks of a small number of teachers, causing a very substantial increase in work for these few teachers. Therefore, the purpose of these guidelines is to make this extra work of the teachers proceed as efficiently and simply as possible.

1. The student must supply to the teacher a "request for teacher recommendation".
2. The teacher should consider each request, but not feel in any way obligated to grant each and every request. For example, the student may have chosen inappropriate colleges or an inappropriate major, may have submitted the request much too close to the college deadline date, or may be a senior so new to the teacher that a recommendation is not possible for several more months. The teacher does need to inform the student promptly that the recommendation as requested will or will not be written.
3. Recommendation requests come to the teacher either as a college-designed form for the teacher to complete or as a letter for the teacher to write. When a letter is requested, the teacher may use school stationary to write the recommendation longhand, may type it, or may submit it to the Office for typing at least one week prior to the college's deadline. [It is the preference of Lund Schools that the recommendation be channeled through the Office. The office will then have letters on file if there is call for further documents.]
4. Many teachers ask how to structure a letter of recommendation. It is suggested that emphasis be placed upon concrete details the teacher has actually observed. Here are some general categories to use as a framework:
 - evidence of intellectual ability
 - response to assignments
 - participation in classroom activities/discussions
 - quality of written work
 - organization and promptness
 - evidence of creative work beyond teacher expectations
 - relationships with staff/students
 - leadership style, if applicable

Be aware that principal recommendations view the student against the broad backdrop of the school as a whole, whereas teacher recommendations focus on illuminating details about the student against the backdrop of the classroom (or for the coach, the playing field).

SUBSTITUTE TEACHERS

Our school system is fortunate to have capable substitute teachers available whenever our regular teachers are ill or are attending conferences. A substitute teacher is an important person whose impressions of our school will be carried into the community. Let us be certain that these are good impressions. Students should be polite, helpful, and considerate, as they would toward their regular teacher. All proper respect is expected to be shown to the substitute teacher.

Please establish a set of behaviors and expectations with your students in regards to substitutes. They offer valuable assistance to our program and we want to encourage their return.

TARDINESS TO SCHOOL

Elementary School

1. The principal of the school shall determine on a per incident basis whether or not a given tardy to school is excused. Excused tardies will be of such nature that the conditions causing the tardy are out of the student's, parent/guardian's control. Oversleeping, broken alarm clocks, etc. are not considered to be valid reasons to excuse a tardy.
2. Three unexcused elementary level tardies will equal one unexcused absence.
3. Three unexcused absences will, in accordance with NRS 392-142, allow the principal of a school to refer an

Lund Schools Faculty-Staff Handbook

attendance/tardy problem to the White Pine County Sheriff's Department as well as the Division of Child and Family Services offices.

Secondary School - Tardies will not be tolerated. They are a distraction and inhibit learning in the classroom. They also infringe on the rights of other students to learn. Three unexcused tardies per 9-week grading period will be deemed equivalent to an unexcused absence. Each subsequent tardy will be counted as an absence. Students who are tardy by more than 15 minutes will be given an unexcused absence. The exact disciplinary sequence regarding classroom lateness and school tardies are explained in the discipline code.

TEACHERS POSITION DESCRIPTION

The teacher of the White Pine County School District occupies a very important place. Teaching is an art which is professed by those who have been entrusted with the molding of the minds of today's youth.

The teacher's importance in the school organization cannot be over-emphasized. The teacher must possess a thorough knowledge of the subject areas taught and have a well balanced general knowledge of all related areas. The teacher must be sympathetic to the other areas of school instruction and keep in mind at all times that it takes the entire curriculum to make an educational program. The teacher must have patience, understanding, and a keen interest in the general welfare of his/her pupils. He/she must have a desire to see people progress to the best of their abilities.

The teacher must assume responsibility for carrying out his/her duties in the best possible manner. The teacher should assume the responsibility of knowing the mores of the community in which he/she is employed in order that his/her duties may be properly fulfilled.

The teacher must recognize that he/she is only one of a force of many and must, therefore, be willing to fit into the overall instructional staff and must likewise recognize that pupils have work to do in other areas. The teacher should make every effort to become acquainted with parents and guardians wherever and whenever the opportunity arises.

The teacher must be prompt and accurate in all his/her reporting. A teacher is a professional person and therefore must be dedicated to the task of building young lives into mature and worthwhile citizens ready to assume the duties of adulthood.

Instructional Duties

Teachers Shall:

1. At all times have a daily outline of program of study and seating charts for each class or study group.
2. Begin all classes promptly at the appointed hour, devote themselves exclusively to instruction, and adhere strictly to the course of instruction.
3. Keep posted on up-to-date methods of classroom instruction and best methods of presentation of special subjects.
4. Pay careful attention to the posture and general health of their pupils, sending to the school nurse or administration suspected cases of postural defects, poor eyesight, defective hearing, or contagious disease.
5. Remain in their rooms for a period to be specified by the principal and/or contracted agreement at the close of the afternoon session and render assistance to students desiring it.
6. No person shall be allowed to deliver any address or lecture unless authorized by the principal.

Non-Instructional Duties

Teachers Shall:

1. Be under the authority of the principal.
2. Perform all duties as are customarily performed by instructors and all additional duties as directed by the principal.
3. Prepare and submit such reports as requested by the principal, the superintendent or the Board of Trustees.
4. Notify the secretary or procure as per procedure a substitute when absent from the classroom. Plans for the substitute shall be clear and thorough. Seating charts shall be made available for the substitute.
5. Acquaint themselves with the rules of the school board and policies of the school district.
6. Not be interrupted by anyone during the school session for any prolonged interview, even on matters relating to the school, nor shall he/she allow any suspension of the delivery of instruction in consequence of the visits of personal friends or of the performance of personal duties.
7. Attend all meetings called by the principal, unless specially excused.
8. Keep a register of the enrollment, attendance, and other required statistics of classes in his or her charge. They shall also keep a record in the scholastic record book [electronic and/or paper] provided for that purpose and in accordance with the regulations as established by the principal.
9. Be responsible for all student books and supplies provided by the board in their rooms or under their charge and shall

**Lund Schools
Faculty-Staff Handbook**

see that such are carefully used and duly returned.

10. Respect the rules, regulations, and requirements of the board, transmitted through the superintendent and cooperate cordially with him/her and with the principal, and with each other in the conduct of the schools and the maintenance of good order therein. They shall consider all suggestions and directions of the principal as given by authority of the board.

11. Be responsible for securing and renewing his/her "State Certificate" required for his/her position and shall submit such certificate to the office of the superintendent for recording.

12. Not permit authors, agents, or canvassers to visit their classes for the purpose of recommending or exhibiting any books, maps, or other apparatus of any kind.

Supervisory Duties

Teacher Shall:

1. Be responsible for the care, discipline, and instruction of pupils in their charge, including extra-curricular activities.
2. Assist in supervising the health of pupils, in developing their character and desirable attitudes, and in supervising extra-curricular activities.
3. Should not dismiss his/her class before the regular scheduled time without permission of the principal.
4. Maintain discipline by reasonable and proper means. No corporal punishment shall be inflicted by any teacher. Any disciplinary case that cannot be controlled by the teacher shall be referred to the principal.
5. Give vigilant and constant attention to the ventilation, temperature, and light of their respective rooms. They shall also exercise all proper care and authority in inducing habits of cleanliness in their pupils and in preventing the use of profane or improper language. **They shall encourage neatness in dress and urge pupils to be well groomed.**
6. Have authority to make and enforce by reasonable means any rules and regulations necessary and proper for the internal regulations of their respective classrooms, subject to the approval of the principal.
7. Endeavor at all times to maintain a courteous bearing and impartial attitude toward pupils and maintain dignity in the classroom. In all professional and personal relations they shall follow a course of conduct consistent with the ethics of the teaching profession. The teacher must assume responsibility for the conduct of pupils in their classroom.
8. Not send pupils on errands other than school business related and this should be held to a minimum. No pupil shall be sent on an errand outside the building without the permission of the principal. Pupils may not be taken out of classes without first securing permission from the principal.
9. Inform their students of the "Rules and Regulations" governing their conduct and behavior in school and what is expected of them on their way to and from school. This also includes bus students.
10. Report to the principal, on the special form provided, every accident or injury to a pupil while under the supervision of the teacher.
11. Shall not permit strangers to take students out of class or take them off school property. Requests of this type should be referred to the principal.
12. Make sure that all arrangements for field trips, or other activities outside the regular scheduled program have the approval of the principal before any announcement is made to the class.
13. When unable to be on duty as assigned, notify the principal as soon as possible and shall not leave their class except in extreme necessity and with the approval of the principal.
14. Be present in their own rooms before students are permitted in the building. This rule applies to all teachers whether assigned to or not.

**Lund Schools
Faculty-Staff Handbook**

TEACHER DAY

All teachers are required to be in the building as per contract. These times are specified in that document.

Teachers **MUST BE IN THEIR CLASSROOMS WHILE A CLASS IS IN SESSION**. In case of an emergency, call the office for a relief teacher. Make it a routine matter to be at your classroom door before students in your class begin arriving.

NOTE!! All teachers are to make a careful check of attendance in your classes every period, every day !

Teachers are responsible for the discipline of the students in their classrooms. If any problems develop that you cannot control, send the students to the principal accompanied by a call to the office and a written documentation of the student removal. No disciplinary cases are to be sent to library, or into the hallway. Teachers are not permitted to administer corporal punishment.

All students kept after school for disciplinary actions should be given twenty-four hour notice.

Teachers are responsible for all equipment, furniture, and supplies used under supervision.

Teachers are to stand at the classroom door during the changing of classes, preferably in a position to observe the classroom and the hall. Teachers are requested to observe hallway behavior and to inspect the lavatories.

Teachers are not permitted to leave the school building during the school day without notifying the office and following the sign in and sign out procedure.

TESTING

Juniors are encouraged to take the ACT test in April and Seniors in October. Registration packets may be picked up from the principal. The Lund High School Code is 290-110.

The Nevada Proficiency Examination is administered at various times through the year.

The IOWA Test is administered in October to all students in the White Pine School District, Grades 3-10.

TRAVEL GUIDELINES

You are representing your school, your community, and most importantly, yourself — act accordingly. Be polite, be proud, and be professional.

1. Make sure the chaperones know where you are at all times. Check with them to make sure you are aware of any dangers or hazards in the area in which you will be.
2. Don't trust strangers. Don't engage in activities that may endanger yourself or any other member of your group.
3. Students are not to travel in groups of less than three.
4. Students are not to use any transportation other than that provided by the school. With special permission, a student may travel home from an event with their parent.
5. Remain reasonably quiet at all times in the hotel. This includes the volume of TV and radios.
6. Keep your room doors and curtains closed at all times.
7. Male and females are not allowed in each other's rooms unless accompanied by a chaperon.
8. Students must observe lights out and are not allowed to open their doors, leave their rooms, or use the phone after lights out except in an emergency situation.
9. Students are to notify chaperones immediately of any problems or potential problems.
10. Students must attend all group seminars and workshops.
11. Students are to wear a watch, know their schedule and be on time to all events and scheduled departure times.
12. Coaches, advisors, and chaperones are to be respected and obeyed as they are at school. All rules established by coaches and advisors, the NIAA, and LHS Handbook will be followed by students representing the school. The dress code remains in effect. These rules include, but are not limited to:
 - a. No possession or use of alcohol or tobacco products.

Lund Schools Faculty-Staff Handbook

- b. No possession or use of any type of weapon or ammunition.
 - c. No participation in any type of sexually implicative or explicit behavior that could be interpreted as sexual harassment or that might bring discredit to Lund High School.
 - d. No participation in any illegal activity.
13. A coach or advisor with reason to believe that a student has violated these rules may conduct a search of the student and his belongings. There will be a witness present for any such search.
14. Male and female students are not to share seats while traveling on the bus.
15. Any violation of the above rules could result in, but are not limited to, the following disciplinary actions:
- a. Confinement to room or bus.
 - b. Confinement to the company of a chaperone, coach or advisor.
 - c. Forfeiture of any awards earned.
 - d. In-School suspension or detention.
 - e. Restriction from further travel
 - f. Students may be sent home.
 - g. Students may be detained or confined by local authorities.
 - h. Students may be suspended from further activity participation for the remainder of the season.

VALEDICTORIAN AND SALUTATORIAN

In order for a student to be eligible for Valedictorian or Salutatorian Honors a student must be in attendance the entire senior year and must fulfill all requirements for graduation. This honor is also determined by the student's GPA with a minimum of 3.50 in regular education classes all 4 years of high school. The school reserves the right to leave this honor vacant or to grant more than one in either or both categories.

VEHICLE USE

Students are to park in the parking lot. A parking permit will be issued to each student for each vehicle registered. Students and staff are to display these registrations clearly on the dashboard or other visible space in their vehicle. Unlicensed drivers are not permitted on school grounds driving a vehicle. Unregistered vehicles on school property will result in disciplinary action.

Students failing to use due caution and common sense while operating vehicles on school grounds will be subject to disciplinary action. Improper operation of vehicles may result in suspension of driving and parking privileges on school property.

Student bicycles are to be parked in the areas and racks provided. Students are to wear appropriate safety apparel. Do not park bikes near any door or walk area.

Student motorcycles should also be parked in the lot also.

Students reported speeding in the school zone in any motorized vehicle are subject to school discipline and potential legal pursuit. Privileges may be restricted or removed .

VISITORS

Upon entering the school, all visitors must report to the main office in order to sign in. This procedure is designed to help in the protection of students and staff. Violation of this procedure will be subject to the state law regarding trespassing in school. Identification badges may be issued to maintain a secure and safe environment.

Students are not to bring either visitors or guests to school without prior administrative approval. **Do not hesitate to stop anyone in the hallway, adult or student, that you do not know and ask them to identify themselves.** If you see anything out of the ordinary or feel suspicious about someone's presence, call the office immediately.

In order to avoid class disruption, former students are urged to call in advance and request an appointment with those teachers whom they wish to visit.

**Lund Schools
Faculty-Staff Handbook**

WITHDRAWAL PROCEDURE

A student withdrawing from Lund Schools must complete the following steps:

1. The student's parent or guardian must contact the school office.
2. Following this contact, the student will confer with the administrator and then pick up a withdrawal form from the office.
3. The student will take the withdrawal form to each of his/her teachers, must turn in all textbooks and school materials to those teachers, and will receive a grade up to the time of leaving for each class registered.
4. The student must obtain the signatures of the athletic director, participating coaches and librarian.
5. The student then reports to the office to pay any fines or to receive reimbursement of monies.
6. The form is complete when the student obtains an administrator's signature and the student will be given a copy of the completed form.