

VALUED ATTRIBUTES OF STAFF AT LURA LIBBY & CUSHING COMMUNITY SCHOOL

We are guided by our philosophy, academic competencies, the Maine Learning Results and the MSAD #50 Strategic Plan.

The staff at Lura Libby and Cushing Community Schools believes that each child is unique. We have created a school environment that is safe, secure, and that addresses the needs of all students. In addition to our strong academic programs that challenge students and provide them with a solid foundation for learning, we stress the development of social skills that encourage confidence, self-esteem, and healthy interactions with others. We have high standards for our students. We want them to be successful in society and to contribute to an improved world. We strive for an excellent relationship among children, parents, and teachers working together to make each year a success.

In the area of academic excellence, our goals are that each staff member will:

- a) utilize technical knowledge and application of child development, effective teaching strategies, and assessment;
- b) demonstrate knowledge of content areas and related district curriculum;
- c) demonstrate general academic competence and willingness to seek and accept support from colleagues as needed;
- d) create and plan lessons that motivate, develop, and challenge a diverse population;
- e) demonstrate openness to new ideas and practices in instruction, content, and/or classroom management; and
- f) assess student needs, learning and progress to differentiate instruction as needed.

In the area of school environment, our goals are to:

- a) assess student needs, learning, and progress to differentiate instruction as needed;
- b) facilitate a classroom atmosphere of security and caring that promotes a student's willingness to take risks in learning and to accept challenge;
- c) organize the classroom to provide for an appropriate mix of whole class, group, and individual instruction as well as both teacher-directed and student-initiated learning;
- d) facilitate social responsibility and interaction to promote caring behavior, student responsibility for work and environment, and problem-solving ability; and
- e) report regularly to and involve parents.

In the area of personal and professional development, our goals are that staff members will:

- a) demonstrate dedication and caring;
- b) be willing to share with colleagues, keeping the child as our focus;
- c) attend conferences and workshops for the purpose of staying current in the field of education;
- d) participate in district/school committee work;
- e) support school functions;
- f) promote positive relations among school, parent, and community; and
- g) maintain a professional demeanor₁

EDUCATIONAL PHILOSOPHY AND LEARNING OBJECTIVES MSAD #50 School Board Policy

Education is about fostering awareness, knowledge and skills.

Consistent with Maine's Learning Results, it is Board policy that

- all children should aspire to high levels of learning,
- achievement should be assessed in a variety of ways,
- performance indicators must identify what students should know and be able to do at set checkpoints in their education,

in the learning areas of Career Preparation, English Language Arts, Health and Physical Education, Mathematics, Modern and Classical Languages, Science and Technology, Social Studies, and Visual and Performing Arts, so that MSAD 50's graduates will be capable of

- self-direction,
- continuing to learn,
- ethical, cultural and esthetic awareness,
- thinking critically,
- communicating clearly and effectively,
- solving problems,
- collaborating, and
- responsible community involvement.

MSAD #50 shall provide

- an environment which encourages respect for oneself, for other individuals and cultures, and for our environment,
- content standards that result in intended learning outcomes at each stage of schooling,
- equivalent opportunities that allow each student to achieve at a level commensurate with the student's abilities.

(For the complete MSAD #50 policy regarding educational philosophy, see Policy AD.)

Safety Procedures

Please refer to the Lura Libby School and Cushing Community School safety procedure manual.

Fire Drills

A fire drill will be indicated by the manual alarm signal or by direct hook-up alarm. Each teacher should review the procedure for fire drills the first week of school with his/her students. Exit of students from the building will be quiet and orderly. Students will proceed to the designated area of the playground. All windows and doors should be closed when the classroom is vacated. Teachers should account for all students. Any missing students should be reported to the principal immediately. Teachers should take emergency cards, first aid kit for each grade level, grade book, tote bag of teaching supplies, and your pocketbook with keys, etc.

Accidents

The duty teacher should report all accidents to the classroom teacher. Any serious accidents should be reported to the principal immediately. The teacher on duty must file accident reports in the office. If you are unsure of the nature of the injury, call the parent or guardian and let them make the decision if they desire medical attention.

School Nurse

Please schedule programs or appointments with the school nurse during our regularly scheduled time for her being in the building. Medical concerns involving students should be brought to the principal's attention also.

A Scent Free School!

Please consider - - - more and more folks are developing allergies all the time. Some of the offending agents, especially in an enclosed space are: perfume, aftershave, scented soaps, hand creams, body lotions, clothes dryer softener sheets, laundry soap and candles, the list goes on.

Many of these products cause physical symptoms that are not just unpleasant but are unhealthy. Stinging and burning eyes, sore throat, running nose, weakness and fatigue, nausea, headache (migraines, too), asthma and anaphylaxis to name a few.

What can we do? Please use only scent free products at your workplace!

Teaching Staff

Please be here by 7:15 and remain to the end of the day based on times in the teacher contract. If it is necessary to leave the building briefly during recess or lunchtime, please notify the office. If it is necessary to leave during the school day, please notify the principal. There is a sign-out/sign-in form in the office for this purpose.

Absence

When calling Melanie Knight, the substitute coordinator, to request a substitute for you due to an unanticipated illness or absence, please call Monday through Friday between the hours of 5:30 and 6:30 a.m. Her phone number is 354-0731. You may e-mail her during "off hours" at subcoord@msad50.org. When e-mailing her, please include your name, school, grade, reason you are out and substitute preference, if any. Ask her for a

response to be sure she has received your e-mail.

(modified 8/05 kly)

No School

Notification of no school due to emergency closing is given over WMCM 103.3FM, WRKD 1450AM, WERU 89.9; television stations WLBZ Channel 2, WABI Channel 5, WCSH Channel 6, WMTW Channel 8, WGME Channel 13 and on the web at villagesoup.com. A phone chain will also be used.

Assigned Duties

Please be sure to be on duty when assigned unless other coverage arrangements have been made.

Student Supervision

Please do not allow more than one student out of your room at a time as this will help ensure students are properly supervised. This also includes bathroom use.

Entrance and Exit of Students

Teachers should supervise students when the students are entering or exiting the building as a group.

Library

Please be sure that the library shelves are straightened out before your class leaves the library. Please leave it as you found it, or better. Supervision of students borrowing books is the job of the classroom teacher. If a student has overdue books, then he/she may not take out another book until the overdue books have been returned. There are no fines for late books. Lost books will be paid for by the student/parent. Report cards may be retained at the end of the quarter until books are returned or paid for by the parent/guardian.

Telephones

Telephones should not be used to conduct lengthy personal business. Teachers will not be called out of class to take a phone message except in the case of a family emergency or illness. All other calls will be transferred to voice mail or a message will be taken if voice mail is unavailable. Personal toll calls are not to be charged to the school phone. All toll calls are to be recorded in the book by each telephone. Student use of phone is discouraged.

Student Use of Computers and the Internet

MSAD #50 provides technology resources of significant educational value to students, teachers and the community - computers, networks and Internet access, along with rules for their use.

Use of this technology is a privilege provided exclusively for educational purposes. This right of use does not authorize its use for personal non-educational purposes, nor does it entitle users to the privacy normally taken for granted with personal communication.

While reasonable efforts will be made to monitor student use of this technology, MSAD #50

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cannot be expected to prevent all inappropriate use, including Internet access to objectionable materials or Internet communication with persons outside the school.

The Superintendent shall implement this policy and the accompanying rules, and shall apprise the Board through the Policy Committee of changes recommended by staff, MSMA or counsel. The Superintendent may develop additional rules for the management of the computer system consistent with Board policy and rules, and may delegate specific administrative responsibilities. The Superintendent shall inform students, parents and guardians annually of this policy and its accompanying rules.

Test Results

IOWA's, MEA's, reading test results and writing prompts should be reviewed by grade level teachers at the start of the school year for assistance in planning your students' educational program.

Informal Assessment

Throughout the school year, teachers assess students' learning progress in all areas with informal assessment tools. The MSAD #50 Literacy Curriculum K-4 provides for regular assessment of literacy skills and a portfolio that follows the student from grade to grade. Math and science curriculum also have ongoing student assessments, which help to form instruction. New learning units planned by grade level teams also incorporate assessment of progress.

Student Planning Guide

The Student Planning Guide is used to focus and document team efforts for assisting students who are not meeting academic standards. This guide also serves as documentation of attempted interventions should concerns advance to the level of prompting review by the school's Student Assistance Team. These forms are available from the principal or guidance counselor.

Student Assistance Team (SAT)

The Student Assistance Team (SAT) is designed to provide services and/or assistance for students who are experiencing difficulties in school. This program seeks to have preventive intervention in order to redirect students who are likely to become involved in patterns of school failure and discouragement. These positive interventions are designed by a SAT consisting of the principal, guidance counselor, and 4 or 5 teachers. Students are referred to the SAT if they show problems in their ability to obtain and maintain satisfactory grades, have difficulty relating appropriately to peers and/or teachers or other adults in the school, attendance that adversely affects their school performance and/or adjustment, or have other concerns adversely affecting their school performance. Prior to being referred to the SAT, the classroom teacher will complete the Student Planning Guide and action steps.

Students exhibiting continued concerns are then referred to the SAT at any time during the school year. The referral is submitted to the team chairperson; upon initial review and screening, the team consults with the classroom teacher regarding the reasons for referral. An intervention plan is developed, which may include some level of informal screening and will designate specific services and/or interventions to be utilized as components of the plan. If concerns about a student continue, modifications to the SAT

will be made or, if appropriate, the student will be referred to the Pupil Evaluation Team.
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Plan Books and Grades

Plan books will be kept three days in advance of the intended lesson. Plan books should also contain all pertinent information that a substitute will need. The substitute folder should include a daily schedule, nametags, classroom rules, bathroom procedures, fire drill procedures and location of materials. Grade books should be kept current and available for review by the principal. A general rule of thumb is at least 1 grade per subject per week.

Curriculum Notebooks

Please use curriculum and texts adopted by M.S.A.D. #50. You are responsible for covering the curriculum for your particular grade. Changes of curriculum need to be documented with the superintendent annually. Please do not show full-length feature videos without prior approval from the principal.

Progress Reports

Progress reports will be distributed on Friday of the week following the end of each ranking period.

Student Records

Records should be kept up-to-date at all times. Records should be checked at the beginning of the school year to ensure that they contain the correct address, telephone number, etc. Students' records are available for parental inspection. Refer all requests to the principal. Student records are to be kept in the office file. Any records that are removed from the office are to be signed out and then returned. Records should not be left in the classroom or taken home. When a student leaves for another school, complete a student transfer sheet, portfolio, and assist with student record information for the office as necessary.

Faculty Meetings

These will be held on the first Tuesday of the month at LLS and the first Thursday of the month at CCS, an agenda will be provided the day of the meeting. Meetings will begin promptly as scheduled.

Purchase Orders/Expense Reimbursement

When possible, purchases made for the school should be done by completing an electronic purchase order. Staff should follow the purchase order procedure created at the end of the last school year. Additional copies of the purchase order procedure can be obtained in the office. Staff can be reimbursed for smaller purchases (under \$50.00) by completing an expense reimbursement form. Please remember that you will not be reimbursed for the cost of sales tax.

District Grant Process

Grants over \$1000.00 that may impact curriculum or change district operations must be reviewed by the appropriate board sub-committee and then forwarded to the full board for approval.

Non-Discrimination/Equal-Opportunity and Affirmative Action

Discrimination against and harassment of school employees because of race, color, sex, sexual orientation or preference, religion, ancestry or natural origin, age, or disability are prohibited.

Student Discrimination and Harassment Complaint Procedure

Harassment of students because of race, color, sex, religion, ancestry or national origin or disability is prohibited. Such conduct is a violation of Board policy and may constitute illegal discrimination under state and federal laws. Harassment includes but is not limited to verbal abuse based on race, color, sex, religion, ancestry or national origin, or disability. Examples of prohibited harassment include threats, ridicule, slurs, and derogatory actions or remarks. Harassment that rises to the level of physical assault, battery and/or abuse is also addressed in the Board Policy JICIA – Weapons, Violence and School Safety.

This procedure has been adopted by the Board in order to provide a method of prompt and equitable resolution of student complaints of discrimination or discriminatory harassment.

How to Make a Complaint

School staff are expected to report possible incidents of discrimination or harassment of students to a guidance counselor, principal, assistant principal, or Affirmative Action Officer. Parents and other adults are also encouraged to report any concerns about possible discrimination or harassment of students.

Field Trips

Field trips are encouraged as a means of supporting the school curriculum. They should be of educational value. Please schedule in advance.

Volunteers

Volunteerism in the schools promotes positive relationships between our school and community members. The staff is encouraged to make good use of interested parents and community members in order to enrich the educational experience of our students.

Newsletters

There will be a monthly newsletter sent home from the main office. Home-school communication is strongly encouraged by classroom teachers also. Items for the newsletter need to be submitted by the 20th of the previous month.



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