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Accidents and Sudden Illness

In the event of an accidental injury or sudden illness:

1. Provide immediate comfort to the injured or suddenly ill person.
2. If the victim is capable of safe mobility, send him/her to our nurse's office. In the absence of the school nurse, send the victim to our school office. In certain circumstances, it may be advisable to provide our nurse/office with notice of relevant information either by intercom or in writing.
3. If the victim is not capable of mobility – for example, in situations involving dizziness or possible bone fracture – keep the victim stationary. The supervising adult (no more than two adults) is to remain with the victim while calling or sending for assistance from the nurse's office or, in the absence of our school nurse, the school office. All children and additional staff members should keep clear of the immediate area.
4. If a back injury is suspected, refrain from asking the injured person questions that may prompt the person to respond by shaking his/her head.
5. In serious circumstances, our school nurse or office staff may summon a rescue unit. In such circumstances, staff members are requested to stand clear once emergency medical personnel have arrived at the scene of the accident.
6. If an accidental injury or sudden illness occurs after school hours when our nurse is not available and our school office is closed, the supervising adult should administer first aid to the extent possible given the nature of the emergency and the adult's level or training. The victim's parent/caregiver should be contacted promptly for transportation from the school.
7. All accidents – whether injuries require medical attention or not – must be reported to our school nurse in a timely manner. Our school nurse ensures that an accident form is completed and properly filed.
8. All injuries to staff members – whether the injuries require medical attention or not – must be reported to our school nurse. A *Workers' Compensation* form must be completed and returned to our nurse's office within two days of the injury. It is the responsibility of the staff member to report – in writing – any work-related accident or illness within two days of such an accident or illness.
9. Staff members may not administer drugs or medications without authorization from our school nurse. Refer to School Board Policy JHCD and our *Family Handbook* for further information on the administration of medications to students.

Administering Medicine to Students

School Board Policy JHCD addresses the administration of medicine to students. In addition, our *Family Handbook* provides guidance to parents who wish to have medicines administered to children during school hours.

Advancement on Salary Schedules

Employees who are entitled to advancement on a salary schedule – due, for example, to additional coursework or training – are required to submit a memorandum of request to the superintendent of schools in a timely manner. In addition, documentation – in the form of transcripts or grade reports – must also be submitted as verification.

After School Activities

Children are occasionally requested to stay after school hours for a variety of reasons, which may include extra help sessions or work on special projects. On such occasions, the supervising adult contacts the child's parent/caregiver in advance through a form letter, personal note, or telephone call. The child and his/her parents are responsible for making transportation arrangements home from school. To ensure the child's safety, the supervising adult must verify the arrangements.

Responsible adults provide supervision to children during after school activities by remaining present with the children as would occur during school hours. Supervisors ensure that the same high level of safe supervision occurs for students after school hours as is maintained during school hours.

Following the activity, the supervising adult is responsible for children until they are dismissed and depart from the school under the direct supervision of an adult or in accordance with the wishes of the child's parent/caregiver. This includes the time awaiting a ride until they are picked up by an adult or have left school on their own, according to the previously made arrangements. Children are not left unattended to wait for a pick up; children are not permitted to walk home from an after school activity without specific written permission from the child's parent/caregiver.

Unsupervised children are not permitted to remain in school or on school grounds after they have been dismissed.

Alcohol and Drug Use

School Board Policy AHA addresses drug and alcohol use in the workplace.

Animals

Due to potential health concerns, animals are not permitted in our school building either during school hours or outside of school hours.

Announcements

Announcements of general interest are included in the Daily Bulletin on PowerSchool. Print copies of the Bulletin will be available in the office each morning at 10:00 a.m. Items of general interest may be submitted to the office by staff members for inclusion in our daily bulletin for dissemination. Our daily bulletin may contain announcements of interest to our children; classroom teachers are requested to share this information with our children in a timely manner. Every effort is made to minimize the use of our public address system for general announcements during the school day.

Assemblies and Whole-School Morning Meetings

Teachers and support staff accompany classes with whom they are assigned at the time of whole-school morning meetings and assemblies. Staff members who are not scheduled to supervise children during the time of an assembly assist in general supervision by attending assemblies as well. Maximum adult supervision contributes to a positive assembly experience for all.

Children are expected to enter the assembly room – gym, cafeteria, classroom, etc. – in a quiet, orderly manner and take seats as directed. During the assembly, children are expected to (1) look at the presenter, (2) listen in a courteous and respectful manner to the presenter and respond to the presenter’s prompts in a respectful and appropriate manner, (3) remain seated in the assigned location unless asked to change the location by a supervising adult, and (4) show appreciation by clapping. Following the assembly, children are expected to leave the assembly room, when so directed, in a quiet, orderly manner.

Supervising adults review behavior expectations for children attending assemblies prior to the assembly. Classes are typically called to the assembly via our public address system. Teachers and supervising adults direct children to the assembly promptly and assure that children adhere to hallway behavior expectations while in transit. If seated on the floor, children are expected to sit *flat*, allowing those seated behind them to see the presenter.

Consequences for misbehavior apply to assembly situations. Staff members are assigned as *assembly buddy break* teachers. All adults in attendance are expected to assist with supervision and in maintaining an appropriate assembly atmosphere. Maximum supervision is supported by sitting or standing with students or in a position that allows for vigilant monitoring of student behavior. Assemblies provide important opportunities for adults to model appropriate audience behavior for our children.

Staff members wishing to organize or sponsor an assembly submit the request to a team leader who, in turn, coordinates with other events at a subsequent team leader meeting.

Assessment of Children’s Learning

Our school-wide assessment program includes several elements:

1. **Math.** To monitor individual progress and program implementation in mathematics, all children participate in assessment practices in accordance with the adopted *Everyday Mathematics* program. These practices include ongoing assessment, product assessment (mathematics portfolios), and periodic assessments.
2. **Reading.** To monitor individual progress and program implementation in reading, all children participate in a D.R.A. (Developmental Reading Assessment) each fall and spring. Additionally, students may participate in such an assessment at other times, such as mid-year. Further, the Johns Whole-to-Part Assessment is also utilized to determine strengths and learning needs of selected children.
3. **State Testing.** To comply with state and federal law, children participate in the annual state testing program.
4. **MAP Testing.** To monitor individual progress, program implementation, and alignment of instruction with NECAP, and to aid in planning for instruction for individuals and groups. All students participate in computerized MAP (Measures of Academic Progress) tests developed by the Northwest Evaluation Association (NWEA). Students take reading and mathematics tests in the Computer Lab in the fall and spring and a science test mid-year. Tests are aligned with the *New Hampshire Curriculum Frameworks* and state tests (NECAP). MAP tests are designed accurately reflect the instructional level of each student and measure growth over time.
5. **Writing.** To monitor individual progress and program implementation in writing, all children may participate in semi-annual writing prompt assessment.

Additional instruments and procedures will be added to our school-wide assessment program in the future.

In addition, each teacher and team is expected to utilize other appropriate formal and informal assessment tools to guide instructional decision-making and to ensure that each child continues to make

satisfactory progress over the course of his/her school experience. Assessment data is shared with parents/caregivers through report cards, conferences, and other reporting procedures.

Attendance

R.S.A. 193 addresses compulsory attendance for children in the state; School Board Policy JED also addresses attendance. In addition, school expectations for attendance are addressed in our *Family Handbook*.

Classroom teachers are responsible for:

1. Encouraging children to arrive at school on time: by 7:55 a.m.
2. Monitoring tardiness: children who arrive at the classroom after 8:00 a.m. are considered tardy; tardy children must stop first at the school office and obtain a late pass. Teachers do not admit tardy children who do not have a late pass issued by office personnel.
3. Taking attendance: record the attendance on PowerSchool by 8:15 a.m. Call the main office if there are any problems with taking attendance.
4. Ensuring accuracy in taking daily attendance: do not permit children to take attendance; visually confirm each child's presence or absence when taking attendance.
5. Dismissing early dismissal children through the office only: forward any early dismissal notes from parents/caregivers to the office with lunch counts; send child to the office when called; if the child is to return to school later in the day, he/she must report first to the office and receive a pass before proceeding to class.
6. Notifying the office of planned absences: provide notice to the office if an advance notice of absence is provided by a parent/caregiver by forwarding the notice provided by the parent to the office.

Parents/caregivers are requested to call school to provide notice in the event of student absence. Should a child be absent from school without such notice, office personnel make every effort to contact the parent/caregiver to ensure the safety of the child. Absence notes are not required.

Audio-Visual Equipment.

Classrooms are equipped with basic audio-visual equipment to support instruction. In addition, a limited number of items are available in our school library. Repair needs should be addressed with our school librarian in a timely manner.

Before-School Procedures

To ensure children's safety and general orderliness, the following before-school procedures have been established:

1. Cars are not permitted in the circle after 7:15 a.m. except in unusual circumstances, such as the drop off of a disabled child or adult.
2. Beginning at 7:30 a.m., kindergarten children and children purchasing breakfast enter the cafeteria. Children in grades 1-6 who do not purchase breakfast are not permitted in the cafeteria at this time.
3. Following their breakfast, children in grades 1-6 are dismissed from the cafeteria; dismissed children proceed out the exterior cafeteria door to the assigned areas in front of the school building; children do not proceed through the hallway door without a pass.

4. Bus children exit their bus at the main entrance and proceed to their assigned playground area; walking, biking, and car children arrive at the kindergarten end of our school building and proceed to their assigned playground area. Assigned before school playground areas:
 - Kindergarten: cafeteria;
 - Grades 1-2: blacktop area in front of the main entrance;
 - Grades 3-4: play area on the gym end of our building;
 - Grades 5-6: play area on the gym end of our building and our field.
5. On rainy and other poor weather days (when the wind chill factor is below 15°):
 - Kindergarten: cafeteria;
 - Grades 1-3: enter the exterior cafeteria door; remain in the cafeteria until picked up by classroom teacher;
 - Grades 4-5: enter the exterior cafeteria door; proceed through hallway door directly to our gym until picked up by classroom teacher.
6. Children may place belongings – backpacks, lunch boxes, etc. – in a single line in the area line up area designated by the supervising adult, holding their places in line; they may then proceed to their designated playground area.
7. Children who have permission to enter our school building in advance of their class entry (lineup at 7:55 a.m.) enter through our main door and must be met at our main entrance by the supervising adult; this supervising adult assumes supervisory responsibility at this point.

To ensure maximum student safety when they enter our school building prior to 7:55 a.m.

- Early children are not to proceed directly to a classroom or other inside locations (except the lavatory; see below) without direct adult supervision;
 - Early children are not to wait for an adult on the sofa or chairs outside the main office or at any other location; they are to wait outside the main entrance doors for pickup by an adult;
 - Early children who may be leaving our school building to return outdoors prior to 8:00 a.m. must be directly supervised by an adult while walking to the main door for exit;
 - Children entering our school building prior to 7:55 a.m. to use a lavatory must carry a pass issued by an adult supervisor (on-duty person);
 - Adults who may encounter unsupervised children during the before school time are requested to check for a pass and ensure that the child is walking directly to or from our first floor lavatory; children without passes should be reported to our behavior planning supervisor.
8. When so directed by supervising adults, children proceed to their line up area in a safe, orderly manner at 7:55 a.m. Again, as directed, children enter our school building by class in line through the door assigned to their class. Children are met by their classroom teacher as they enter our school building. Children assume responsibility for hallway behavior once they enter the building.
 9. Our school-wide discipline plan applies to before school time.

Bomb Threats

School Board Policy EBCC addresses bomb threat procedures.

Budget Development

The annual budget development process begins early in the fall for the subsequent school year. The diligent efforts of all participants are required to plan adequately and accurately for our children in preparing a budget for school board consideration. Following approval of a budget in March, teams and individuals are provided with allocations and procedures for ordering materials and equipment for the following school year.

Building Needs

Although regular building inspections are conducted by our staff, building needs may occasionally be observed. In addition, staff members are encouraged to be aware of both safety and sanitary needs of our building for children, staff, and visitors.

Routine maintenance requests are completed on the proper form and submitted to our head custodian. Emergency building needs of an immediate concern may be communicated to our head custodian in a timely manner or, in his/her absence, to the school office.

Bulletin Boards, Hallway Displays, and Classroom Displays

Bulletin board and wall space provide areas to support instruction and to recognize children's efforts and achievement. Staff members are encouraged to make use of wall space in the interest of learning goals. Bulletin boards, hallway displays, and classroom displays should be neat, attractive, up-to-date, and student-oriented.

Bullying and Cyberbullying

Bullying occurs when a student has been subjected to insults, taunts, or challenges, whether verbal, written, pictorial, electronic, or physical, which are likely to intimidate or provoke a violent or disorderly response. Factors that shall be considered when identifying the potential of bullying include: patterns of a student's behavior; imbalance of power; context of event; gender, ethnicity, or sexual orientation; severity of incident; and the intention of the alleged bully.

The protocol for staff reporting suspected bullying is as follows:

1. Report verbally the suspicion of bullying to the principal or designee.
2. The principal or designee will investigate circumstances and gather information in order to determine if the bullying has occurred. When the suspicion is reported to the designee, the designee will immediately inform the principal.
3. If the incident is not substantiated, the principal or designee will enter the details of the incident into a **Bullying Log**, which will be kept at a location designated by the principal.
4. If the incident is substantiated, a written **Incident Report** will be completed by the reporter and/or the principal or designee. The incident will be entered into the **Bullying Log**.
5. The principal or designee will administer discipline according to the school discipline practices in consultation with another administrator. The discipline will be documented according to the school discipline practices.
6. The principal or designee will complete the **Incident Report** to include consequences of behavior. A copy of the report will be sent to the Superintendent of Schools, the Pittsfield Police Department, and the student's discipline file.
7. The principal or designee shall, within 48 hours of the incident, notify the parent(s) of all students involved, in person or by telephone, and in writing.

The principal or designee will inform the reporter and all other appropriate parties of the status of the report, while maintaining necessary elements of confidentiality. The Superintendent of Schools will inform the School Board of the incident using a Reporting Form approved by the School Board.

Cyberbullying is bullying conduct undertaken through the use of electronic devices such as, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, and websites. Instances of cyber bullying should be reported just like regular bullying.

Cafeteria Supervision

At lunchtime, children are expected to enter our cafeteria on time in a quiet, orderly manner under the supervision of their teacher or other supervising adult. Children are not to be left in the cafeteria unsupervised. If, for some reason, the assigned cafeteria supervisors are not present at the scheduled lunchtime, the supervising adult should notify the office immediately and supervision will be provided.

Behavior expectations for our cafeteria are included in our *Family Handbook*. Children are expected to be picked up from our cafeteria on time and exit in a quiet, orderly manner under the supervision of their teacher or supervising adult. (See also *Supervisory Duties* for general supervision guidelines).

Calendar

Our annual school district calendar is established by our school board. For planning and convenience, copies of our calendar are provided to staff members upon adoption. Copies of our school calendar are available in our school office and on the web site. Daily events related to calendar are available on the school's website calendars. The staff professional calendar of meetings and events is posted on the staff page on the web site.

Care of School Property

To ensure responsible use of our school district's resources, staff members are requested to provide children with instruction in the proper care of school supplies, books, and equipment. Personal responsibility and a sense of school pride are fostered through careful, respectful use of school resources.

1. Staff members should make every effort to encourage conservative use of school supplies by children. Materials should be properly stored; waste is to be avoided.
2. Schoolbooks that are to be carried home periodically are covered adequately at all times. Exceptions are library books, consumable workbooks, self-selected reading books, etc.
3. Children do not write in or on textbooks, consumable workbooks, portfolios, etc., other than as assigned in the spaces provided for responses.
4. To avoid damage to book bindings, children are not to place papers, pencils, or objects other than bookmarks between the pages of a closed book.
5. Children's desks and cubbies are kept in a neat and organized manner. Desks and cubbies are to remain free of writing and stickers (except for removable name stickers, alphabet stickers, and mathematics stickers). Time is provided at least weekly for maintaining orderliness in children's desks and cubbies.
6. Children's desks and chairs are kept clean; the frequency of such cleaning depends upon the individual, the age of the child, the use of the furniture, and the day-to-day habits of the children in the class. However, desks and chairs are cleaned regularly to ensure cleanliness and a sense of respect toward our school district property.
7. Under the supervision of teachers, children assume responsibility for neatness and cleanliness of classroom common areas, including coatroom space. During the school day, classrooms are maintained in an orderly condition, making allowances for the planned learning activities.

Children's work areas are kept neat and clean; items not in use – for example, clothing, textbooks, etc. – are properly stored.

At the end of the school day, classrooms are left in a neat, orderly condition (items picked up from the floor, furniture left in an organized manner, materials returned to storage places, coatroom space emptied, etc.). Classroom chalkboards/ whiteboards are cleaned at the end of each day; windows are closed and secured at the end of each day.

8. For long-term care and appearance, do not put staples, nails, screws, tape, etc. on the plasterboard in classrooms or hallways. Remove used staples, tape, etc. when displays are removed from walls. Do not put tape on carpets or hallway railings.
9. Spills on the carpet require immediate attention. Blotting the spot with a cloth or paper towel can be effective in soaking up spilled liquid; the wet area can then be worked on with a wet cloth (cold water only). Advise a custodian of spills as soon as possible following the spills. In addition, to ensure maximum carpet wear, have children clean off the bottoms of their shoes before entering our school building.
10. At the end of each day:
 - Have children stack chairs or place chairs on the top of desks and tables;
 - Check windows to ensure that all are closed and secured;
 - Have children inspect and clean their immediate work areas;
 - Have children inspect and clean classroom common areas;
 - Turn of computers and SMART Boards, unplugging them over the weekend, before school vacations, or if inclement weather is expected;
 - Place wastebaskets in the hall outside the classroom door.
11. Parents/caregivers assume responsibility for lost or damaged books, equipment, and other items. Teachers are requested to be vigilant and inform the office of such lost or damaged items; the office provides notice of money owed for lost or damaged property.
12. Teachers are asked to review the condition of classroom books and equipment throughout the school year and at the close of the school year; then, provide the office staff with a list of items needing to be billed to parents/caregivers. Report cards are not released until financial obligations have been met.

We all have a responsibility to our school district and the taxpayers of the district to ensure that all resources are used efficiently and respectfully.

Child Abuse and Neglect

We all share a moral and legal responsibility to be aware of and report to state authorities any suspected cases of child abuse or neglect. In fact, suspicion of abuse or neglect – not certainty – is all that is required for reporting to be mandated. Our school guidance counselor has been designated as our school's chief contact person with state authorities responsible for investigating suspected cases of child abuse or neglect; staff members should discuss suspicions immediately with our guidance counselor. IN addition, *Guidelines for New Hampshire Educators ... Child Abuse and Neglect* is included in this binder for your reference.

Class Assignment of Children

In creating classes for the subsequent school year, teachers assign children in a manner that ensures a heterogeneous blend of children in each class. A calendar of tasks is provided to teachers in the spring. In general, the following steps have been established for the class assignment of children.

1. Teachers complete student profile cards (pink and blue card) – early May. A card is completed for each child; cards include the child's name, general achievement level, ratings for instructional

levels in reading and mathematics, behavior, work habits, emotional support required, special services provided, and other relevant individual issues.

2. Parents provide input – mid May. The principal solicits parent input through our school newsletter and forwards parent communications to grade placement teams.
3. Grade teams make initial placements – mid/late May. Grade level teams meet to make tentative class placements.
4. Transition teams review and react to tentative placements – late May. Transition teams meet to review and provide input regarding placements; grade teams review reactions and may adjust initial placement decisions.
5. Grade teams submit revised placement lists to the school office – early June. Lists are provided in the format requested.
6. Placement lists distributed for final review – early June. The office provides lists to interested parties for review; lists may again be revised by grade level teams.
7. Final class lists distributed – mid June. The office provides final class lists to interested parties.

Information on class placement is confidential; staff members are not to reveal placements – either tentative for final – until children and parents have been advised of placement as indicated on the final report cards. The final report cards are distributed on the last day of classes in June.

Although this process has been designed to efficiently place each child in an appropriate class setting, circumstances occasionally arise that suggest that a child's best interests may be served through a change in class assignment. Input is sought from affected individuals in such cases; the final decision for placement rests with the school principal.

Classroom Management

Well-managed classrooms are essential for maximizing children's achievement and ensuring that efficient use is made of children's learning time. According to Edmund et al, well-managed classrooms are places where:

1. Children are deeply involved with their work;
2. Children know what is expected of them and they are generally successful;
3. There is relatively little wasted time, confusion, or disruption;
4. The climate of the classroom is work-oriented, but relaxed and pleasant.

Commemorations

Among other events, classroom teachers are expected to engage children in commemoration of the following events:

- Civil Rights Day / Martin Luther King Birthday;
- Washington's Birthday / Presidents' Day;
- Patriots' Day;
- Memorial Day;
- Independence Day;
- Labor Day;
- Constitution Day (September 17);
- Columbus Day;
- Election Day;
- Veterans' Day;
- Thanksgiving.

Communications

School Board Policy KM establishes that “it will be the policy of the Pittsfield School District that all of our teachers, Pre-K through twelfth grade, and appropriate administrators, communicate with parents/guardians of their students at least once per quarter, during the school year. Contact with parents/guardians must go beyond the report card format.”

“The purpose of the parent/guardian contacts is to inform the parent/guardian(s) on a regular and consistent basis both of the successes and needs of their children. Parent/guardian contacts may be made either through face-to-face discussions, through written notes or letters, through home visits, by email, or by telephoning the family. We encourage all our teachers in the school district to contact parents/ guardians more frequently when concerns need to be addressed.”

Intending that our communications with parents/caregivers be ongoing, our school communications program minimally includes the following elements:

1. Parent-Teacher Conferences.
 - Conferences are held for each child at the conclusion of the first and third quarters. Parents/caregivers must participate in a conference to receive the report card for these quarters. The report cards of children whose parents do not participate in a conference despite the best efforts of the child’s teacher to arrange such a conference are submitted to the office. Such parents/caregivers are contacted and asked to participate in a parent-teacher conference.
 - Conferences are also held for children at the request of the parent/caregiver, the teacher, or other interested party.
2. Report Cards.
 - Report cards are provided at the conclusion of each quarter.
 - Report cards are given directly to parents/caregivers at the end of the first and third quarters; report cards are given to students to bring to their parents/caregivers at the end of the second and fourth quarters.
 - Grade level teams develop consistent assessment and grading procedures for their respective grades.
 - Personalized comments are completed for each child at the conclusion of each quarter.
 - Children’s grades are based on performance relative to the current grade placement; modified programs are noted as such on individual report cards as applicable.
3. Other Reports of Children’s Progress.
 - Teachers may, on occasion, choose or be requested to make more frequent reports of children’s progress.
 - Teachers contact parents/caregivers when a child’s performance in a subject, work habits, or behavior diminishes significantly.
4. Teacher Web Pages.
 - Teachers are encouraged to maintain a web page on our school’s blog site. More and more, parents expect to have access to information about their child’s school and classroom over the Internet. Please contact the Technology Coordinator if you would like to maintain a page. The school will offer training and support for teachers who wish to use the web site.
5. Student Communication with Third Parties.
 - Teachers must speak with the principal about any letter writing assignments in which children are asked to communicate with non-family members outside the school; upon

approval by the principal, teachers must inform parents of the purpose and scope of any such assignment.

6. Newsletters and Notices.

- Teachers and classes are encouraged to maintain good communications with parents/caregivers through the use of periodic classroom newsletters.
- Teachers are also encouraged to ensure that parents are well informed about class events by providing timely notices and permission slips well in advance of events.
- For sending class newsletters or others notices to children’s homes, the following guidelines are established;
 - The newsletter or notice should be neat, legible, and grammatically correct;
 - The newsletter or notice should include the name of our school, date of issue, and the name of the person(s) responsible;
 - Teachers or professional staff should have at least one, preferably two, trusted colleague(s) review the content, format, and language in the publication; if you have concerns or questions about the content of the publication, please check with the principal.
 - Please submit a copy of the publication to the principal.
- The *PES News* is published on the first Friday of the month when school is in session. The shorter *PES News Notes* is published on the other Fridays. On the first Friday of the month, we distribute the four-page *PES News*. On most other Fridays we publish *PES News Notes*. Both are intended to share school information of general interest to parents/caregivers. Staff who wish to contribute items for either publication should submit items to the principal via email well in advance of publication.

7. Parents Meetings and Special Events.

- *Open House* is held early each fall to provide an opportunity for parents/ caregivers to meet their children’s teachers.
- Special events – such as concerts, the science fair, etc. – provide opportunities to communicate with parents/caregivers about school programs.
- Parent meetings – including P.T.O. meetings – provide opportunities for both formal and informal communications with parents/caregivers regarding school programs, initiative, and needs.

8. Internal Communications.

- The daily PowerSchool bulletin provides for internal staff communications on a daily basis; staff members with general announcements are asked to provide the school office with such announcements at the beginning of the school day.
- Teachers and staff members are requested to check E-mail daily.
- Occasional memoranda provide for extended communication and direction on specific issues, such as budget development, class assignment of students, etc.
- Faculty meetings provide opportunities for discussion of school issues on a monthly basis.
- Team meetings provide opportunities for discussion of team and school issues on a monthly basis.
- Grade level meetings provide opportunities for discussion of grade level issues on a regular basis.
- Committee/team meetings provide for discussion and resolution of school issues on a regular basis as scheduled.

Community Service

From time to time, a parent or citizen may address the school regarding the performance of court-ordered community service within the school. All such instances are referred to the school office. An

administrator engages a court representative in a discussion regarding the offense and the suitability of the individual to work in a school. The administrator's decision is final.

Confidentiality

All district employees have a moral and legal responsibility to respect children's and families' confidentiality. Specific children and their personal issues – progress, strengths, needs, problems, family issues and changes, etc. – should be discussed only by and with appropriate personnel with a direct, role-related interest in the child involved. Please take appropriate precautions so conversations about children and families – both face-to-face conversations and telephone conversations – are not overheard by children or others.

Corporal Punishment

School Board Policy JGA addresses the prohibition of corporal punishment.

Copyright Protection

"A copyright is a legal creation that provides the creator of literature, design, art, or any other product of one's intellect, skill, or creativity the right to control how that work or art or literature will be used. The author owns the copyright and has exclusive rights over control and use of their work." Copyright laws provide protection; rights include the exclusive right to reproduce, distribute, adapt, and perform. Copyright materials can include worksheets, paintings, photographs, music, poetry, etc. Beginning in 1989, it has not been necessary to include the copyright symbol (©) to indicate that a copyright exists; it is always safe to assume that a copyright does exist.

"There are two ways to copy the work of an author without permission:

- A. If the work is in the 'public domain.' This means that the copyright has expired and the work can be copied without restriction...
- B. If the 'fair use rule' applies. This means that 'if you are using only a small portion of another's work and the use is to benefit the public and it is used in a non-competitive manner, there is probably no copyright violation...

When applying the 'fair use rule:'

1. Don't be a glutton. The more you take, the less fair your 'use' becomes. The teacher who regularly and routinely copies from a copyright protected math worksheet booklet is violating a copyright. The teacher who inadvertently copied one page of the workbook for a one-time use is probably not violating the copyright. Numbers do matter. Copying one page from a 100-page workbook doesn't violate the copyright. Copying 80-90 pages of a 100 page workbook is a violation...
2. Copying vs. creating. Your intended use of the material copied is crucial to determining your fair use. Verbatim copying is a copyright violation. If you are using copyright protected work to create something new, you are not violating the copyright.
3. Commercial benefit. Without the express permission of the author, as a rule, you cannot use another person's copyrighted work product for your commercial gain and his commercial detriment. For example, a teacher who copies math worksheets from a publisher without permission is impairing the publisher from a commercial benefit; i.e., the sale of the worksheet.
4. Mentioning the author's name. Merely acknowledging the author does not excuse your copying. Some hold the mistaken belief that they can freely copy the protected work of another simply by attributing the copied material to the author. Acknowledgement and fair use are not the same.

5. Quality vs. quantity. If you copy the most important excerpt of a work, the less likely your use will be considered fair use. For example, if you copy a key chapter from a book and that chapter was the heart of the book, more pivotal than the remaining chapters, more fascinating and essential than the rest, your copying could diminish sales of that book.”

(Adapted and printed by permission of Jeffrey P. Murray)

Course and Workshop Attendance

Course and workshop attendance for which resources are requested – including payment for the course or workshop, provision of a substitute teacher, etc. – requires the advance approval of the principal and the superintendent; approval is granted in accordance with the current practice within our school district and S.A.U. #51.

Crisis Management

Our school’s Crisis Team has developed crisis management plans to be followed in the range of potential crisis situations that schools may face. The procedures described in the plan include information management, action guidelines, and role definitions. A copy of our school crisis management plan is available in the school office.

Cumulative Record Files

Confidential cumulative record files are maintained in our school office. Teachers are expected to review information contained in children’s files to gain an understanding of the needs, strengths, and school histories of our children. Files may be removed from the office by arrangement with office personnel; a sign-out is required. Cumulative record files do not leave our school building under any circumstances.

Curriculum

Teachers and responsible adults are expected to adhere to our school curriculum as adopted by our Pittsfield School Board. **Teacher-developed curriculum units and materials, as they are developed, are collected on the district’s Atlas Curriculum Mapping web site; please speak with the principal if you need access to the site.**

Curriculum Development

School Board Policies IF and IFD address ongoing curriculum development.

Curriculum Guides

School Board Policy IFE addresses curriculum guides. Curriculum guides – both the *New Hampshire Curriculum Frameworks* and school district guides – are provided for all staff members.

D.A.R.E.

Sixth grade children participate in the annual D.A.R.E. program presented by the Pittsfield Police Department. The D.A.R.E. officer is available to other classes as scheduled to provide age-appropriate lessons and talks on topics identified by teachers.

Deliveries

Deliveries to staff and children are accepted in our school office. Classes and school activities are not interrupted to complete deliveries to staff or children.

Discipline

School Board Policy JG addresses general policies of student discipline. Additional information is included elsewhere in this handbook and in our ***Student Discipline Guide*** located in this binder.

Dismissal from School

Once they have arrived at school, children must remain on school grounds until they have been dismissed through our school office or through our usual end-of-day dismissal procedure. Staff members do not dismiss children directly from classes or activities without specific direction to do so from our school office. Procedures for parent request for early dismissal are outlined in our *Family Handbook*.

To ensure a safe, orderly dismissal, staff members supervising common areas during dismissal – hallway, walkway in front of our school, etc. – are expected to be at duty stations on time (by 2:25 p.m.) and supervise children in an assertive manner. Teachers dismissing children remaining for later buses are expected to walk children to the main door or to the cafeteria as directed.

Dress

According to educators Harry Wong and Rosemary Wong, “Clothing may not make a person, but it can be a contributing factor in unmaking a person. Whether we want to admit it, our appearance affects how we are perceived and received in definite ways. Clothing has nothing to do with students liking a teacher. But clothing definitely has an affect on a students’ respect for a teacher, and respect is what a teacher must have is learning is to take place.

Research reveals that the clothing worn by teachers affects the work, attitude, and discipline of students. You dress for four main effects: (1) respect, (2) credibility, (3) acceptance, and (4) authority.

The effective teacher uses these four traits in relating to students, peers, administrators, parents, and the community ... You can be sure that students notice how their teachers are dressed, in the same way that they notice the appropriateness of their own and each other’s dress ... when you dress, you are making a statement about yourself to the world.”

Children’s dress is addressed in our *Family Handbook*; staff members are expected, minimally, to adhere to our expectations for our children. Staff members are expected to present ourselves as positive role models for our children; we are expected to be neatly groomed, clean, and appropriately dressed. Jeans are not appropriate clothing for school wear, except on specially designated days (for example, Fridays) and thongs are not appropriate footwear, due to safety concerns.

Electronic Devices

The prohibition of electronic devices is addressed in our *Family Handbook*.

Email

Teachers are expected to check email at least once a day during the days in which school is in session.

Emergency Evacuation Procedure and Fire Drills

In the event of fire or explosion, the supervising adult should:

1. Immediately clear all people from the room or area;
2. Activate the fire alarm system;
3. Notify the office;
4. Follow our evacuation procedure described below.

To ensure the safety of both children and staff, the supervising adult responsible for each room is expected to ensure that instructions for emergency evacuation (fire drills) are posted near the room exit. In the event of an emergency evacuation (fire drill), the following procedure is activated:

1. Ensure that all windows and doors (including doors between classrooms) are closed.
2. Ensure that all lights are turned out.

3. Teacher brings rank book with him/her for attendance purposes.
4. Direct children to exit the classroom silently and in single file in accordance with established procedures for the classroom.
5. Keep class together and assemble in the designated area, at least one hundred feet from the school building.
6. Take attendance.
7. Provide attendance report to the office staff when requested; alert office staff to children or adults not accounted for or other potential problems observed (office staff will come to your class location to obtain this information).
8. Supervise children; children are expected to remain quiet and orderly during the evacuation.
9. Supervise a quiet re-entry into our building when the *all-clear* signal (ringing hand bell) is given.

The following procedures are followed when evacuating from a common area:

1. Cafeteria. Stay together with class or group; exit through exterior door; proceed along sidewalk to assembly area beyond parking lot / basketball hoop / driveway; line up with class or group; keep driveway clear
2. Circle and Field (between P.E.S. and P.M.H.S.). Stay together with class or group; proceed to assembly area beyond parking lot / basketball hoop / driveway; line up with class or group; keep driveway clear
3. Hallway. Stay together with class or group; exit through nearest exterior door; proceed to nearest assembly area; line up with class or group
4. Playground. Stay together with class or group; line up on sidewalk assembly area.

Classroom teachers who are not with class at the time of an evacuation exit the building through the nearest exterior door and rejoin class; assume supervision of class at assembly area.

End-of-Day Procedures

To ensure a safe, orderly dismissal, the following procedures have been established.

1. Hallway, bus, and other end-of-day supervisors are at duty stations by 2:30 p.m.
2. Upon the dismissal announcement from the office for first bus children, these children are dismissed from classrooms at about 2:30 p.m. Children are to walk directly to the main entrance and board their buses in a safe, orderly manner.
3. Upon the dismissal announcement from the office for walkers, all walkers, bikers, and children being picked up by parents/caregivers are dismissed from classrooms at about 2:35 p.m. Children are to walk directly to the main entrance and exit the building in a safe, orderly manner. Children are expected to leave the school grounds immediately following their dismissal.

~~Upon the dismissal announcement from the office for late bus children, teachers walk these children to the main entrance or to the cafeteria or gym (if directed) at about 2:35 p.m. Teachers are responsible for supervising children to the main entrance or to the cafeteria or gym where these children await dismissal by late bus supervisors upon the arrival of their buses.~~

4. Classroom teachers take position at classroom doors to provide exit supervision as well as supervision of classrooms and immediate hallway areas.

5. All adults not directly supervising children during dismissal take a position in the hallway to provide dismissal supervision; adults space themselves apart in the hallway and refrain from standing with another adult, engaging in conversation.
6. Children are not permitted to remain in our school building following dismissal without the expressed permission of their parents/caregivers and without being supervised directly by a responsible adult.

End-of-Year Checkout

End-of-Year Checkout forms are provided to each staff member in June. It is expected that each staff member complete the checkout procedure prior to June 30.

End-of-Year Class Time

Our children are expected to be engaged in worthwhile, productive, academic activities during class time in the closing weeks of the school year; our work is too important to waste any children's time regardless of the time of year or weather conditions. Specials classes – art, music, physical education – meet through the close of school on the last day of the session.

“We didn't do anything in school today 'cause it's the end of the year” is a message that should never reach the homes of our children. Our children and our community deserve positive, engaging, and meaningful learning activities on every day of the school year.

Everyday Mathematics

Everyday Mathematics is the adopted instructional program for mathematics instruction in our school. To ensure continuous learning, classroom teachers assume the responsibility for delivery of this program as indicated in the materials that accompany each grade. This includes maximizing instructional time in accordance with program requirements and delivery of all 120 lessons each year.

Additionally, the following expectations have been established:

- Lessons
 - Part 1: Teaching the Lesson
 - All components
 - Part 2: Ongoing Learning and Practice
 - Math boxes identified by the teacher to include work on both secure goals and ongoing practice
 - Home Links / Study Links (math communications sent home on canary paper)
 - Family letter sent home at the start of each unit
 - Unit goals sent home at the start of each unit (may be printed on the opposite side of family letter)
 - Individual checklists sent home at conclusion of each unit
 - Part 3: Options for Individualizing
 - Optional as time allows
- Math Games
 - All games introduced and practiced
- Assessment
 - Students with disabilities participate in assessments
 - Maintain:
 - Individual portfolio with samples agreed to by grade level team
 - At least nine items per quarter
 - Unit individual checking progress
 - Photocopy of unit individual profile of progress

- Complete:
 - End of unit assessments
 - Mid-year and end-of-year assessments
- Submit to office monthly as scheduled:
 - Pacing guide
 - End-of-unit assessment checklists
 - Sample student journal and portfolio
- Report card grades
 - Nine portfolio assessment instruments agreed to by grade level team
 - Cumulative
 - Anecdotal records

Faculty Meetings / Team Meetings

To ensure effective communication, to provide a structure for school growth and development, and to provide a variety of forums for collaborative involvement in school governance, faculty and team meetings are held monthly.

In addition to being a member of our school staff, each person is also assigned to a team. Our school consists of three teams, generally divided by grade level responsibilities: the K-2 team, the 3-4 team, and the 5-6 team. Each team meets monthly; the work of each team is coordinated by two team leaders.

Faculty members are expected to set aside Monday afternoons (from 3:00 to 4:30 p.m.) for faculty meetings. Meetings are generally held on a monthly cycle as follows (consult our school master calendar for specific dates):

- First Monday of each month – team leaders meeting;
- Second Monday of each month – team meetings;
- Third Monday of each month – faculty meeting;
- Fourth Monday of each month (when occurring) – grade level team meetings.

Faculty Room

Our faculty room is intended for use by adult staff members; this room is off limits to children at all times. Children are not permitted access to adult lavatories, the soda machine, or any equipment located in our faculty room, including the refrigerator, microwave, and photocopier. The faculty room microwave and refrigerator are not used for children's food or children's food preparation. Adults are responsible for cleanup of personal items and personal space.

Family and Medical Leave

School Board Policy GCBD addresses the procedures for taking a leave under the provisions of the *Family and Medical Leave Act of 1993*.

Family Handbook

A copy of our *Family Handbook* is included in this manual. All staff members are expected to be familiar with this document and to support the implementation of procedures included in our *Family Handbook*.

Field Trips and Field Studies

Field trips and field studies enhance our curriculum by providing real-life experiences and investigations related to our learning objectives. Trips away from school or excursions in the school yard should be planned to meet specific instructional objectives. The following guidelines can help ensure a pleasant, successful trip.

1. The field trip can be a stimulating experience or a disappointing one – depending on planning and student discipline. Careful planning helps make experiences rich and rewarding.
2. A field trip or excursion in the school environs always raises management concerns of one kind or another. Begin working on standards of behavior as soon as you start planning. Visualize the kinds of problems that are bound to arise. For bus trips, review bus rules and behavior expectations for all situations before leaving school
3. When traveling by bus be sure to consider:
 - Seating arrangements on the bus;
 - Provision for personal belongings;
 - Behavior on the bus;
 - Unloading the bus.
4. When leaving the building for field work in the school environs, be sure to notify the office and bring a walkie-talkie or cell phone.
5. Give some thought to behavior on the grounds, behavior in buildings, and behavior with a guide. How are you going to keep the children in groups, avoid loud and disruptive talking, and minimize horseplay? What about drinking stops, restroom stops, and mealtime?
6. Arrange for adequate adult help. A minimum ration of one adult to eight children is recommended. Give the adults assigned tasks and define authority. Be sure that your chaperones are familiar with your standards for children’s behavior. Insist that children respect other adult authority just as they would respect yours.
7. When your plans seem complete, check again for possible pitfalls:
 - Is the trip too long for your age group?
 - Is clothing appropriate?
 - Is this your first visit to the site?
 - Are your standards appropriate and realistic?
 - Have you provided for breaks in the routine?
 - Have you anticipated the unexpected?
8. Remember that you are in charge. If, at any time, the situation does not meet your expectations or standards, don’t hesitate to stop the trip and return to school.

More specifically, the following procedures are followed in planning for a field trip:

1. A field trip request form must be completed and submitted to the principal at least two weeks in advance of the planned field trip.
2. Approval is provided by the principal based on the relevance of the trip to curriculum objectives, the number of children involved, the adequacy of supervision, cost, and other relevant factors.
3. In preparing for a field trip, teacher/supervising adult responsibilities include:
 - Preparing a field trip notice and permission slip for parent signature; be sure to submit to the office for approval;
 - Sending notices/slips home with children; ensuring that slips are returned for all those intending to participate;
 - Communicating expectations, procedures, and discipline steps to chaperones;
 - Planning and carrying out pre-trip preparation related to curriculum objectives;
 - Notifying our food service manager in advance if the group is to be out of the building during lunchtime;
 - Arranging for supervisory duty coverage, if applicable;
 - Communicating with the school nurse regarding medical needs of children; obtaining first aid kits and other needed first aid and medical supplies from our school nurse;

- Planning and carrying out post-trip activities related to curriculum objectives.

Full participation on field trips and field studies by all children is our aim. To this end, classroom teachers and special education case managers consider the needs of each individual child when making plans. Such consideration is undertaken in the early fall, in advance of any scheduled trips, or at any time when conditions change. As a result of this consideration, each child is placed in one of three categories for field trips:

- No accommodations needed. The majority of children will be placed in this category. It is anticipated that participation in planned field trips by these children do not require any special planning.
- Accommodations needed. Due to any number of reasons or circumstances, some children may require a specialized accommodation to enjoy participation. Such accommodations may range from special transportation arrangements to supervision by a one-on-one teacher assistant or parent. Accommodation needs should be identified early in the year and arrangements made as part of the field trip planning process.
- Non-participation indicated. Under very rare circumstances, children’s safety concerns may indicate non-participation.

Children who are suspended from school at the time of a field trip are excluded from participation.

Fire Drills

See *Emergency Evacuation Procedure* above.

Fire Safety

The *Office of the State Fire Marshall* provides us with the following regulations for the safety of our children and staff:

1. Keep all stovetops clear of combustibles at all times.
2. Keep doorways between classrooms unblocked at all times.
3. Maintain storage at least eighteen inches below the level of sprinkler heads.
4. Do not store cleaning materials under classroom sinks; store cleaning materials in secure closet areas out of the reach of children.
5. Keep hallways completely clear of furniture – desks, chairs, etc. – at all times.
6. Streamers, paper chains, etc. may not be hung from ceilings; material hanging from ceilings may not exceed six square inches of material for every three square feet of ceiling space.
7. Combustible materials are not to cover more than 35% of wall area.
8. The use of wedges, bricks, etc. to keep interior doors open is not permitted.
9. Extension cords should be avoided if possible and if used the must be of proper carrying capacity and never cross walking paths.

Additionally:

1. Classrooms, offices, and storage spaces are kept neat and free of clutter;
2. Maintain adequate paths of egress (at least 36”) from all locations within classrooms and offices.

First Week Activities

First impressions are very important. Those areas that support school success should be given high status. According to educators Harry Wong and Rosemary Wong, “Student achievement at the end of the year is directly related to the degree to which the teacher establishes good control of the classroom procedures in the very first week of the school year ... Control does not involve threats or intimidation. Control means that you know (1) what you are doing, (2) your classroom procedures, and (3) your professional responsibilities. It is urgent also that your students know that you know what you are doing.

Students want to be successful and gain adult approval. Be candid and specific in letting your class know what behaviors are expected and what behaviors are not acceptable. Be sure to review the school-wide discipline plan in every detail with your students. Stress responsibilities, as people who accept responsibility enjoy being responsible, gaining confidence and feelings of self-worth.”

Four basic rules for developing responsibility in young people include:

1. Avoid performing a task that a child can do for him/herself (effort is as important as the product);
2. Allow time for training (in a relaxed atmosphere);
3. Ask – don’t demand (requesting cooperation by emphasizing your need for assistance is appealing);
4. Use natural and logical consequences (when a child fails to fulfill a responsibility, allow the children to experience the consequences of irresponsibility).

Important first week activities include:

1. Establishing classroom procedures and rules; these are best thoroughly discussed as a group and written down;
2. Discussing general behavior expectations in special settings: while lining up at the classroom door, moving through the hallway, when eating, etc.;
3. Reviewing the school-wide discipline system;
4. Orientation of new children to our school building;
5. Establishing seating arrangements;
6. Reviewing the emergency evacuation procedure and taking at least one class practice evacuation;
7. Reviewing our *Family Handbook*.

Four Blocks Literacy Framework

The development of high levels of children’s literacy is a fundamental mission of elementary schools. To this end, our children are provided with a strong instructional program that emphasizes literacy development. Our program incorporates the *Four Blocks Literacy Framework* to support this important goal. This program includes three components for the various ages and stages of our children: *Building Blocks* for kindergarten children, *Four Blocks* for primary grade children, and *Big Blocks* for intermediate grade children.

A multi-method approach, *Four Blocks* is a school-wide approach to literacy that recognizes that our children have individual needs and styles in learning how to read and write. It is based on the significant research that concludes that two methods of instruction are more effective than one method for classrooms of diverse learners and combines four proven approaches for our children.

Children receive instruction in each of these four methods – or *blocks* – every day in the primary grades and in equal measure over a week’s time in the intermediate grades. A common-sense approach, each block serves a different instructional purpose.

- The benefits of the guided reading block – reading selections together under the guidance of a teacher – include exposing children to a wide range of literature, teaching reading comprehension strategies, practicing reading skills, and teaching children how to read material that becomes increasingly more challenging.
 - The following non-negotiables have been established for the guided reading block:
 - Outcomes
 - Teach using a variety of genre
 - Teach children comprehension strategies
 - Teach children how to read material that becomes increasingly more difficult
 - Grades 1-3 (150-225 minutes/week)
 - Daily mini-lesson as “before” activity
 - 3 days/week with grade level text; 2 days/week with below grade level text
 - Variety of genre
 - Reading using a variety of heterogeneous grouping formats (round robin not used) as “during” activity
 - Concluding “after” activity
 - Grades 4-6 (225 minutes/week)
 - Daily mini-lesson as “before” activity
 - Access prior knowledge
 - Introduce key vocabulary
 - Identify purpose for reading
 - 3 days/week with grade level text; 2 days/week with below grade level text (on average)
 - Variety of genre; about 2/3 informational text
 - Reading using a variety of heterogeneous grouping formats (round robin not used) as “during” activity to maximize number of words read daily
 - Monitor thinking
 - Apply comprehension strategies
 - Frequent use of written response to text; variety of written responses
 - Conclude “after” activity
 - Reflect/respond
 - Apply skills
 - Develop increasing independence through gradual release of responsibility
- The benefits of the self-selected reading block – choosing interesting reading matter to read on one’s own – include building children’s motivation for reading, increasing background knowledge on many topics, building reading fluency, developing listening and speaking vocabulary, teaching about story structure, getting ideas for writing, and reading instructional-level reading materials for all children.
 - The following non-negotiables have been established for the self-selected reading block:
 - Outcomes:
 - Build children’s motivation for becoming lifelong readers
 - Children apply comprehension strategies learned in guided reading
 - Increase background knowledge on many topics

- Develop listening and speaking vocabularies
 - Children apply word strategies learned during Working with Words
 - Learn about story elements and structure
 - Get ideas for writing
 - Provide vicarious experiences for children with limited first-hand experiences
- Grades 1-3 (150-225 minutes/week)
 - Teacher read aloud – 5-10 minutes
 - Individual reading
 - Weekly one-on-one conference with each student
 - Conferences as conversations, not interrogations
 - Variety of reading materials available
 - Weekly individual student sharing in a variety of formats
- Grades 4-6 (200-225 minutes/week)
 - Teacher read aloud – 5-15 minutes
 - Introduce variety of genre
 - Encourage interest in reading
 - Read aloud may include mini-lesson
 - Model strategies used by effective readers
 - Individual reading – 20-30 minutes
 - Weekly one-on-one conference with each student
 - Variety of reading materials available
 - Weekly individual sharing
 - Regular opportunities for individual response
- The benefits of the working with words block – studying word structures, phonics, and spelling – include learning patterns that allow children to decode and spell lots of words, learning to read and spell high-frequency words, and transferring word knowledge to their own reading and writing.
 - The following non-negotiables have been established for the working with words block:
 - Outcomes
 - Learn to read and spell high frequency words and patterns
 - Grades 1-3 (150 minutes/week)
 - Five words selected for word wall/week
 - Chant spellings of new words
 - Activity (make, sort, transfer)
 - Theme boards with topic and subject related words
 - Grades 4-6 (60-90 minutes/week)
 - Five words selected for word wall/week
 - Use of Nifty Thrifty Fifty words
 - Chant spellings of new words
 - Activity (make, sort, transfer)
 - Theme boards with topic and subject related words
- The benefits of the writing block – using children’s own expressive language within traditional and non-traditional writing conventions – include practicing phonics and other reading skills through writing, learning to write more fluently, seeing writing as a way to tell about things,

applying grammar and mechanics to children’s own writing, practicing penmanship, and learning to write in different forms.

- The following non-negotiables have been established for the writing block:
 - Outcomes
 - Children’s application of knowledge and phonics to write
 - Learn about writing process, grammar, and mechanics
 - Support growth in reading
 - Develop as lifelong learners
 - Grades 1-3 (200-225 minutes/week)
 - Mini-lesson – teacher writing and modeling
 - Based on children’s needs
 - Wide variety in mini-lessons
 - Whole class
 - Children writing and teacher conferencing
 - Freedom from conventions, except word wall words, in first drafts
 - Student choice most days
 - Use of editor’s checklist
 - Utilize writing process: plan, draft, revise/edit, redraft
 - Sharing
 - Each child shares once/week
 - Frequent publication (not all writing is published) in a variety of formats
 - Encouragement provided to sharers
 - Grades 4-6 (225 minutes/week)
 - Mini-lesson – teacher writing and modeling
 - Based on children’s needs
 - Whole class
 - Models of grade level writing provided
 - Children writing and teacher conferencing
 - Freedom from conventions, except word wall words, in first drafts
 - Student choice about half time; focused writing about half time
 - Choice provided within assigned genre
 - Use of editor’s checklist
 - Utilize writing process: plan, draft, revise/edit, redraft
 - Sharing
 - Each child shares once/week
 - Frequent publication (not all writing is published)
 - Constructive feedback provided to sharers

Manuals and other teacher resources are available to support instruction in the *Four Blocks Literacy Framework*.

Handbook Approval

This handbook has been approved by the Pittsfield School Board.

Handbook Modifications

This *Handbook* is revised annually and revisions are reviewed at the beginning of the school year. It may, from time to time, be necessary to modify the provisions of this *Handbook* during the school year. In such circumstances, modifications are made in writing – typically through the morning bulletin – and are communicated to all staff members.

Handwriting

Classroom teachers assume primary responsibility for instruction in handwriting utilizing the *Zaner-Blaser* system, as adopted by our school board. Manuscript letters are taught and utilized in grades PS-2; cursive letters are taught and utilized in grades 3-6. All staff supports and reinforces pride in written products by maintaining high expectations for both legibility and neatness of handwriting.

HIV / AIDS. School Board Policy JHCCA addresses HIV / AIDS as well as universal precautions and infection control. (addressed under Universal Precautions)

Homework

Homework is assigned to all children on a regular basis to support learning, independence, and personal responsibility (School Board Policy IKB). Homework assignments provide children with opportunities to enrich learning, practice basic skills, engage in long-term projects, and develop productive work and study habits.

In general, homework assignments include independent reading, academic inquiry, reinforcement of basic skills, enrichment of classroom topics, mathematics investigations, incomplete classroom assignments, and make-up assignments missed due to absence.

The following homework guidelines (which may vary on occasion) have been established by our teachers:

Kindergarten

- Time: 15 minutes
- Types of Assignments: Read aloud
- Parent Role: Read with child

First Grade

- Time: 15-20 minutes
- Types of Assignments:
 - 15 minutes of reading
 - Math Link (later in year)
- Parent Role:
 - Read with child
 - Complete Math Link with child

Second Grade

- Time: 20-30 minutes
- Types of Assignments:
 - 15 minutes of reading
 - Math Link
 - Word Wall word work
- Parent Role:
 - Read with child
 - Complete Math Link with child
 - Initial Homework Log (indicating that reading and other assignments have been completed)
 - Ensure that homework time not extend beyond 30 minutes; if not completed within this time limit, provide teacher with note

Third Grade

- Time: 20-30 minutes
- Types of Assignments:
 - 15 minutes of reading
 - Math Link
 - Word Wall word work
- Parent Role:
 - Read with child
 - Complete Math Link with child
 - Initial Homework Log (indicating that reading and other assignments have been completed)
 - Ensure that homework time not extend beyond 30 minutes; if not completed within this time limit, provide teacher with note

Fourth Grade

- Time: 45-60 minutes
- Types of Assignments:
 - 15-20 minutes of reading
 - Reading comprehension activities
 - Math Link
 - Word study
 - Other assignments (occasionally)
- Parent Role:
 - May help with Math Link
 - Initial Homework Log / Assignment Book (indicating that assignments have been completed)
 - Ensure that homework time not extend beyond 60 minutes; if not completed within this time limit, provide teacher with note

Fifth Grade

- Time: 45-60 minutes
- Types of Assignments:
 - 20 minutes of reading
 - Reading comprehension activities (occasionally)
 - Math Link
 - Word study (occasionally)
 - Science and/or social studies (occasionally)
 - Handwriting (occasionally)
- Parent Role
 - Converse with child about reading
 - Provide general encouragement and support
 - Initial Homework Log / Assignment Book (indicating that assignments have been completed)
 - Ensure that homework time not extend beyond 60 minutes; if not completed within this time limit, provide teacher with note

Sixth Grade

- Time: 45-60 minutes
- Types of Assignments:
 - 20-30+ minutes of reading
 - Specific reading assignments
 - Math Link

- Science and/or social studies (occasionally)
- Long term projects
- Parent Role:
 - Provide general encouragement and support
 - Initial Homework Log / Assignment Book (indicating that assignments have been completed)
 - Ensure that homework time not extend beyond 60 minutes; if not completed within this time limit, provide teacher with note

Homework is considered “complete” if it is presented at time and day required by child’s teacher or a reasonable effort has been made to complete (with parent note).

To get the most out of homework assignments, children are expected to (1) write down all homework assignments when assigned and know what is expected; (2) complete all homework assignments neatly, on time, and to the best of their ability; and (3) turn in homework assignments according to the procedures established by their teacher.

It has been established that the purposes of homework are best served when:

1. Assigned homework (1) provides additional practice in essential skills or opportunities for enrichment; (2) encourages children to develop productive work habits and study skills; (3) affords opportunities to accommodate individual differences; and (4) helps children learn to use their time efficiently;
2. Homework assignments are clearly defined; children are checked for understanding of the requirements;
3. Homework time guidelines are considered when assigning homework; in situations where homework is assigned by more than one teacher, homework assignments are coordinated to be completed within time guidelines;
4. Homework assignments are checked, reviewed, and discussed;
5. Extra credit assignments receive prior approval and are directly related to a content area of study;
6. If a specific homework assignment is not provided, children are encouraged to use planned study time at home for a quiet learning activity, such as reading.

Additional information about homework is provided to children and parents in our *Family Handbook*.

Instructional Video

Teachers may occasionally enhance children’s learning through the judicious use of instructional videotapes DVD’s, or Internet-based clips that are directly related to the achievement of instructional objectives. The use of such aids is maximized by pre-viewing instruction and post-viewing follow-up. In all instances when commercially produced videos are used, teachers comply with the age guidelines assigned to the tapes by the motion picture industry. At PES only films with a G rating may be viewed.

Short Internet video clips should always be previewed by a teacher before shown to students.

Professionals are expected to use sound judgment and discretion and to consult with the principal in any questionable cases.

Interruptions to Class Time

Class time is interrupted only in emergencies and for early dismissals. Class messages may be delivered at the end of the school day. Messages, including telephone messages to staff members, are placed in mailboxes; snacks and lunches are left on the designated table in the cafeteria and the child’s name written on the chalkboard. Gifts are held in the office until the end of the school day.

Intervention for Struggling Children

Intervention is indicated for children who are struggling with school expectations and who are not achieving expected success in classroom activities. The following sequence of steps has been established as a guide to intervention.

1. Contact parents/caregivers for a conference to discuss observations and possible intervention strategies.
2. Consult staff specialists as may be indicated:
 - Guidance counselor;
 - Occupational therapist;
 - Psychologist;
 - Physical therapist;
 - Reading or math specialist;
 - Behavior specialist;
 - Social worker (through the guidance counselor);
 - Special educators.
3. Refer to *Intervention Team* for concerns primarily related to academic progress, or to the *PBIS Targeted Team*, for strategies in dealing with social, emotional, or behavioral concerns. Teachers should complete and submit the appropriate referral form.
4. Assess and evaluate; consider such issues as:
 - Level of maturity;
 - Physical development;
 - Emotional development;
 - Academic development;
 - Level of motivation;
 - Possible educational disability;
 - Health and nutrition habits;
 - ADD or other potential disorders.
5. Develop strategies for the child's success, such as:
 - Classroom modifications;
 - Class work modifications.
6. Evaluate the child's progress on scheduled basis; compare the child's performance to previous levels of performance and potential.
7. Repeat previous steps as necessary to support success.

Keys

School Board Policy EDAA addresses keys. Lost keys should be promptly reported to the school principal.

Laptops

The goal stated in Tech Plan is to assign a laptop to every teacher. We are working toward that goal. Most laptops are paired with teachers who are using SMART Boards. If you use your laptop to run your SMART Board, it must be available for use by students and/or guest teacher when you are out sick or away from school.

Teachers are responsible to use reasonable care when taking the laptops out of the building. Laptops may be brought home overnight, on weekends, and during vacations. The school, however, does not supply travel bags or sleeves for laptops, nor can we support their use on home networks.

Lavatory Use and Supervision

All supervising adults monitor lavatory use by providing reasonable permission for use and by limiting the number of children out of classrooms at any given time. Informal checks of lavatories are also made by adults occasionally throughout the school day. Each classroom and instructional setting maintains an accurate lavatory use logbook and pass system. Logs can be important in maintaining a proper level of supervision and in helping children take responsibility for vandalism. Teachers monitor the use of logs to ensure accuracy and legibility.

Leaves and Procedures for Staff Absences

Sick Leave

1. Purpose. Sick leave is provided for absences caused by personal or family illness or physical disability. The amount of sick leave is specified in the *Master Agreement* for teachers and in work agreements for support staff. For purposes of sick leave, "family" is construed to mean spouse, children, staff member's parent, or the following when living in the home of the staff member: grandparents and parents-in-law.
2. Notice. In the event of absence due to illness, medical appointments, etc., including arriving late, leaving early, full day absences, and long-term absences, staff members notify the substitute coordinator as follows:
 - a. As soon as possible in advance of the day of absence when the absence involves an appointment.
 - b. By 2:00 p.m., if possible, on the day of absence if the absence is expected to continue to a subsequent day.
 - c. By 10:00 p.m., if possible, on the day prior to absence or between 5:00 and 6:30 a.m., if possible, on the day of absence. If a message is left on the night prior to absence, staff members are asked to leave a phone number on the message or call again in the morning between 5:00 and 6:30 a.m. to confirm that the message has been received.
3. Documentation. On the day of return, staff members provide documentation of the absence.
 - a. Sign *Payroll Log*, maintained by the substitute coordinator. Indicate the reason for absence. The *Payroll Log* is forwarded to the Financial Manager at the SAU office on a bi-weekly basis.
 - b. For anticipated or planned long-term medical leave, the employee will follow the notification procedure for FMLA leave (to be developed in 2009-2010).
4. Accumulation. Sick leave may be accumulated up to 110 days for teachers and 36 days for support staff in Category I or II.

Emergency Leave (principal approval required for support staff)

1. Purpose. Emergency leave is provided for absences in the case of unforeseen emergency situations involving the individual staff member or a member of the staff member's immediate family. Staff members whose employment is governed by the *Master Agreement* are entitled to three days emergency leave per year with pay; other support staff members in Category I or II are entitled to two days emergency leave per year with pay. For purposes of emergency leave, the term "immediate family" is construed to mean spouse, children, parents, grandparents, grandchildren, mother-in-law, father-in-law, brothers, sisters, or others living in the home of the staff member.
2. Notice. Same as *Sick Leave #2* above.
3. Documentation. Documentation is provided by the *Leave Request* form and verified by signing the *Payroll Log*, maintained by the Substitute Coordinator, on the first day of return to school. The *Payroll Log* is forwarded to the Financial Manager at the SAU office on a bi-weekly basis.
4. Accumulation. Emergency leave is not accumulative.

Personal Leave (principal and superintendent approval required)

1. Purpose. Personal leave is provided to professional staff and support staff members in Category I and II for personal or family matters such as those of a legal or medical nature; these include, but are not limited to, court appearances, medical appointments, and legal transactions. Staff members are entitled to two days personal leave per year. Those staff members whose employment is governed by the *Master Agreement* are not required to provide detailed reasons for the request for leave; however, by applying for personal leave, the staff member assures the School Board that the matter in need of attention cannot be handled on a non-school day. Other staff members must provide a statement of reason for the request for personal leave.

Personal leave is granted only under emergency circumstances during the first two and last two weeks of the school year and immediately preceding and following school vacations and holidays.

Unpaid personal leave may be considered on a case-by-case basis. Requests for unpaid personal leave will follow the notice and documentation procedure below.

2. Notice. Notice must be provided by submitting *Leave Request* form to the Substitute Coordinator at least five school days prior to the date for which personal leave is requested, except in the case of emergencies. This form is forwarded to the principal and superintendent for consideration.
3. Documentation. Documentation is provided by the *Leave Request* form and verified by signing the *Payroll Log*, maintained by the Substitute Coordinator, on the first day of return to school. The *Payroll Log* is forwarded to the Financial Manager at the SAU office on a bi-weekly basis.
4. Accumulation. Personal leave is not accumulative.

Professional Leave (principal and superintendent approval required)

1. Purpose. Professional leave is provided for the purpose of attending professional or educational meetings or conferences. Those staff members whose employment is governed by the *Master Agreement* are entitled to two days of professional leave per year. Professional Leave is leave that is typically initiated at the request of and to the benefit of the individual.
2. Notice. Same as *Personal Leave #2* above.
3. Documentation. Same as *Personal Leave #3* above.
4. Accumulation. Professional leave is not accumulative.

District Assignment Leave (principal approval required)

1. Purpose. District assignment leave is provided for the purpose of participating in off-site activities to support the educational aims of the school district; for example, accompanying students on field trips. District Assignment Leave is leave that is typically initiated at the request of and to the benefit of the school district.
2. Notice. Same as *Personal Leave #2* above.
3. Documentation. Same as *Personal Leave #3* above.
4. Accumulation. District assignment leave is not accumulative.

Vacation (applies to employees with twelve-month contracts; does not apply to others, including teachers, educational assistants, etc.) (principal and superintendent approval required)

1. Purpose. Vacation.

2. Notice. Same as *Personal Leave #2* above.
3. Documentation. Same as *Personal Leave #3* above.
4. Accumulation. Unless specified in individual work agreement or contract, vacation time is not accumulative, with the exception that unused vacation time may be carried forward to a new fiscal year for up to 90 days.

Substitute Plans must be provided for all absences.

Leaving School during the School Day

Except for purposes related to school role, staff members are respectfully requested to minimize occasions of leaving our school building during the school day. When leaving the building, staff members use a sign-out log in the office; when returning, staff members indicate their return by signing back in.

Library

School Board Policy IIAC addresses the goals and responsibilities of our school library. In addition, the following guidelines have been established for the efficient operation of our school library in support of children's learning:

1. Each class is scheduled for a weekly library time that includes the opportunity for book exchange.
2. Fifth and sixth grade classes are provided with scheduled time to support classroom instruction through inquiry and/or enrichment.
3. Individual children and small groups of children may use the library for book exchange, reading, or research outside of regularly scheduled library time with the permission of our librarian.
4. Teachers who wish to use the library with their class outside their regularly scheduled time need to schedule with the librarian.
5. With the exception of reference volumes, all materials in our library are available for loan to teachers.
6. In general, teachers borrow items for one month.
7. Some items – such as kits and guided reading sets – may be borrowed for a longer time period.
8. Certain audio-visual equipment may be signed out daily and returned by the end of the school day. This equipment includes television/v.c.r. sets, slide projectors, opaque projectors, and camcorders. A sign-out sheet is maintained at our circulation desk.
Some audio-visual equipment may be signed out for a longer time period of up to one year in length. This equipment includes cassette recorders, record players, headsets, filmstrip projectors, overhead projectors, and language master units.
9. Audio-visual equipment on carts and heavy equipment must be transported by an adult.

Line and Staff Relations

School Board Policy CCB addresses line of responsibility and staff relations.

Lunch Count

Lunch and drink money is collected and the lunch form completed by classroom teachers on the first school day of each week and sent to our school office by 8:15 a.m. Lunches and drinks are not ordered on a day-to-day basis. If a child is tardy, he/she should report to the office to alter the lunch and drink count, if necessary.

Mailboxes

To ensure timely and effective communications within our school, all staff members are respectfully requested to check mailboxes at the beginning of the school day and at the end of the school day. Essential communications for staff will also be posted on the bulletin page of PowerSchool, which is updated during the day.

Modifications for Special Needs of Children

In the best interests of all children, all staff members are responsible for supporting our children in their pursuit of a successful school experience. Staff modifies instructional and behavioral practices to support the goal of children's success within the legal mandates of individual special education and section 504 plans. Our special education staff remains available to assist staff in making accommodations for children's special needs.

Money Collected

On occasion, staff members – teachers, activity group leaders, etc. – collect money from children for trips or other projects. Such money is not kept in classrooms during unsupervised times or overnight. Rather, the money is turned in to the office to ensure that it is deposited or otherwise secured.

Morning Meetings

Morning meetings are held in our classrooms each day to support academic achievement by:

- Creating community in our classrooms – providing a sense of belonging, significance, and fun/investment;
- Fostering responsive interactions – sharing, listening, inclusion, and participation;
- Teaching the skills needed to be a responsive member of the classroom and school.

Morning meetings start shortly after children arrive in their classrooms at 8:00 a.m. Scheduled to be held for 15 to 30 minutes daily, morning meetings are typically conducted with children arranged in a circle to allow for a strong sense of group and attention. Components of morning meetings are (1) greetings, (2) sharing, (3) a group activity, and (4) news and announcements. To take full advantage of this important program component, regular attendance and on-time arrival is essential.

Whole-school morning meetings will be held once a month in the gym, or occasionally outside. These meetings will take place at 8:10.

Narrative Comments on Children's Records

A number of official record forms – report cards, transfer of information sheets, etc. – include space for teacher comments. When including narrative comments on forms that become a part of a child's records and file, teachers are reminded to make such comments on an objective basis. Comments should reflect observations rather than judgments; subjective comments are to be avoided.

New Employee Checklist

To assist in the orientation of new employees, supervisors are responsible for ensuring that each new employee completes the *New Employee Checklist* during the first two weeks of employment.

New Child Classroom Assignment

Children new to our school are required to meet first with the school principal or designee prior to beginning classes. The principal obtains basic information, including any special program needs, and assigns the new child to a classroom generally based on existing class sizes. In individual cases in which a new child has special learning needs, the principal may consult with staff members prior to making the classroom assignment. The principal then provides a *New Student Notification* to the receiving teacher and other interested staff members prior to the start of school, typically at least one day in advance.

Newsletter

Our school newsletter, the *PES News*, is published on the first Friday of the month. On other Fridays when school is in session the shorter *PES News Notes* is distributed. Our newsletter, along with our web site, serves to maintain contact with parents, provide a regular means of positive public relations, inform the community about important child and school issues, and keep children and parents informed of upcoming events and pertinent program information.

Staff members are encouraged to provide contributions of a school-wide interest to the office for inclusion in our newsletter. Short contributions are due in the office by Wednesday afternoon. Teachers wishing to contribute longer pieces for the *PES News* should speak to the principal well in advance of publication.

Newspaper Schedule and Press Releases

Teachers can contribute to our school's public information program by providing news stories about classroom events and accomplishments. Staff members are encouraged to keep the public well informed about the work and accomplishments of our children, staff, and school by providing press releases when appropriate. As with public notices, press releases are submitted to the principal for review and approval in advance of submission.

Non-Discrimination

School Board Policy ACA addresses non-discrimination.

Non-Resident Students

School Board Policy JECB and R.S.A. 193 address residency requirements for attendance. Staff members who may become aware of possible unapproved school attendance by a non-resident should notify the school principal.

Office Equipment

Staff members are asked to request instruction from our office staff regarding the proper use of office equipment. Problems with our photocopier machines or other office equipment are reported to the office staff a.s.a.p. Staff members are asked not to leave a paper jam or other machine problem for subsequent users to address.

On-Time Dismissal

Children and staff are expected to be on time for all classes and other scheduled obligations. Children are dismissed on time for movement to and from specials classes.

Overtime, Summertime Curriculum Development, and Special Projects

Prior administrative approval is required for overtime payments (for example, to be paid for attendance at after-school meetings such as team meetings, faculty meetings, i.e.p. meetings, etc.), participation in summertime curriculum development projects, and participation in other special projects for which compensation is expected that exceeds the terms of individual contracts or work agreements. Such approval may be requested using the appropriate form.

Parent/Teacher Conferences

Parent/teacher conferences are scheduled at the end of the first and third quarters. In addition, parent/teacher conferences are also scheduled when the need for face-to-face communications arises or the best interests of a child indicate that a conference is in order. The goals of parent/teacher conferences are:

1. To put the parents/caregivers at ease in the school setting;
2. To gain information about the child;

3. To communicate the child's progress, strengths, needs;
4. To suggest at-home activities that support the child's learning and academic achievement;
5. To communicate information about the child's program;
6. To develop the parent/teacher partnership in support of the child's school success.

Guidelines for staff members in developing a successful parent/teacher conference include:

1. Be sensitive; try to see both sides;
2. Be tactfully honest;
3. Have a plan for the conference; include an objective (what outcomes do you seek to achieve in the conference?)
4. Be flexible;
5. Be constructive in diagnosis;
6. Keep pertinent school personnel – guidance counselor, administrators, etc. – advised of significant conference findings and outcomes;
7. Use common sense;
8. Find something positive to discuss.

The results of a recent parent survey provide additional guidance in terms of what parents seek when conferencing with teachers; these include the advice to:

1. Begin by stressing the child's strengths;
2. Don't talk in jargon; the situation is intimidating enough to many parents without also having to decipher what you mean;
3. Listen to what parents have to say;
4. Try to share lively tidbits from the child's day at school – anecdotes that show you care.

In scheduling parent/teacher conferences at the end of the first and third terms, teachers of siblings make every effort to respect parent time by scheduling back-to-back conferences.

Parking

The following parking guidelines have been established for safety and convenience:

1. The circle in front of the main entrance of the school building is a fine lane; parking is not permitted in the circle at any time.
2. Disabled drivers may park in the designated parking spaces in front of the school building on the gym end of the building.
3. Parking is permitted in the parking lot at the kindergarten end of the building and along Bow Street.

Paychecks

Paychecks are issued on a bi-weekly basis according to the schedule established and published in the annual master school calendar. Electronic payment is available to all full-time employees.

Personnel Records

School Board Policy GBL addresses personnel records.

Physical Altercations

In the unusual instance of a physical altercation between children, available adults are expected to intervene as quickly as possible. An adult's first intervention is a verbal response and redirection. Should such action fail to achieve the desired result, the adult intervenes physical to protect the children from harm. The minimal physical force necessary to protect the children is applied.

Plan Books / Grade Books

Teachers utilize lesson plan books (or other approved and suitable alternatives) to make written plans for the instructional program, providing a written record of instructional activities and sequences. Plan books or printed plans need to be available for use by substitute teachers and are also available for review by the principal or other supervisor. Prefatory material in plan books includes:

1. Up-to-date class lists;
2. Seating charts, if applicable;
3. Emergency evacuation procedure;
4. Class and special activity schedule;
5. Classroom procedures – lavatory use, materials distribution, etc.;
6. List and description of supervisory duties;
7. Any other relevant information that would support effective instruction in the teacher's absence.

Plan books are completed by Monday morning for the subsequent week. Generally, plan books remain in the building; if brought home overnight, the plan book must be returned to school on the following school day. The plan book is made available on the teacher's desktop to the principal or supervisor during school hours for review during formal or informal supervisory observations.

Pledge of Allegiance

Children are led in the recitation of the *Pledge of Allegiance* at the beginning of each school day. Children and adults are expected to demonstrate respect to our nation's flag during this daily exercise.

Public Relations

A key component of school public relations is our need to earn public understanding and acceptance. The faculty plays an essential role in our school public relations activities, according to educator Irene Lober:

The teacher is the linking pin between the student, the home, and the school. Teachers are the people who make coming to school a joy or a disappointment. How they talk and listen to students and their parents, respond to questions, teach and challenge students, and care about and understand students' problems, triggers a response. Students are delighted when teachers are knowledgeable, patient, caring, and have a good sense of humor. Praise and a smile go a long way towards making students feel good about school. No child wants to come to school to be frustrated.

Teachers should communicate with parents easily and often, instead of waiting until the student has gotten into trouble. The parents should be contacted early in the school year. A telephone call within the first few weeks of school by the teacher introducing himself/ herself is sure to impress parents. They will feel the care shown for their child and will offer support when they are called with a problem at a later date. This will open the door and extend a welcoming arm; parents appreciate this very much.

A child should know when he/she is doing well. A note to the child or the parent takes but a few minutes, and will be well received. Many teachers' notes are hung on refrigerator doors because

the family is so proud to have received them and to know that the teacher has noticed their child.

Teachers are the first to see the children in the morning and the last to see them at the end of the day. It is important to greet them with a smile and send them home feeling good about themselves. Teachers can make a child's day!

Printing

Printing is a network service which should be used conservatively. Providing printed materials is essential for our jobs, but the cost of toner and paper is considerable. Please make an effort to conserve resources. Black laser printers are strategically placed around the building so that no one has to go far to retrieve documents. Teachers should be considerate of the teaching going on in the rooms where printers are located. Students collecting the documents need to be quiet and respectful when retrieving documents. Try to collect the documents when instruction is not going on.

Classroom teachers need to make the printer closest to them their default printer; a color printer should never be a default printer. If teachers do not know how to use the printer tool in the control panel of their computer or know where they should be printing to, they should see a member of the technology support staff for a quick lesson.

When printing in color teachers on the upper floor should print in color to Gloria Kaplan's room. Lower-level classrooms can print to Room 109 or the library. Main-level classrooms can print to either the library or the computer lab. Do not send students to retrieve documents if printing to the library or computer lab. Please save color printing for special activities and projects.

Teachers should not be using the network printing service for personal use. If you bring your personal printer to school, the school is not responsible for paying for ink or toner.

Public Solicitations

School Board Policy IK addresses public solicitations in the schools.

Quality of Printed Materials

Printed materials distributed to children and parents must be clear, legible, and represent the highest professional standards.

Recess Guidelines

The following guidelines have been established for recess taken in front of the school building:

- No tree climbing; woods are off limits
- Center garden (rocks included) not for climbing
- Boundary behind hoop should be a line from the fence to the gate; playing in and around the parked cars and dumpsters not allowed
- If basketball court becomes an issue, alternate groups on alternate days
- Children are to walk when leaving building
- Supervisors define space on blacktop so all have adequate and equitable play space

Release of Student Information

Personally identifiable information about individual children – name, photograph, etc. – may be released to external sources, such as newspapers, unless parents specifically request that such information not be provided. Parents are provided with an opportunity to make such a request at the beginning of the school year. Such requests are coordinated by the office staff; teachers can see permission status for the children in their own class on Power School.

Requests for Information from External Individuals and Agencies

We are occasionally asked to provide information about individual children by attorneys, evaluators, physicians, and others with an interest in the welfare of our children. In most cases, such requests are appropriate and should be addressed in a timely manner; in other cases, a request for information about a child may be inappropriate. Please consult with the appropriate school administrator when you receive a request for information from an external individual or agency.

Responsive Classroom

The Responsive Classroom guides our approach to teaching and forms the core of our school's social curriculum. The following common commitments have been established for our implementation of The Responsive Classroom:

- Guiding Principles
 - The social curriculum is as important as the academic curriculum
 - How children learn is as important as what they learn: process and content go hand in hand
 - The greatest cognitive growth occurs through social interaction
 - There is a set of social skills children need in order to be successful academically and socially: cooperation, assertion, responsibility, empathy, and self-control (CARES)
 - Knowing the children we teach – individually, culturally, and developmentally – is as important as the content we teach
 - Knowing the families of the children we teach and inviting their participation is essential to children's education
 - How the adults at school work together is as important as individual competence: lasting change begins with the adult community
- Conduct Morning Meeting 8:00 to 8:30 (approx) daily
 - A daily routine that builds community, creates a positive climate for learning, and reinforces academic and social skills
 - Greeting
 - News & Announcements
 - Sharing
 - Activity
- Use Teacher Language
 - Reminding
 - Redirecting
 - Reinforcing
- First Six Weeks
 - Build community
 - Establish routines and procedures
- Hopes and Dreams
 - Completed within first two weeks
- Rules and Logical Consequences
 - A clear and consistent approach to discipline that fosters responsibility and self-control
 - Develop with class
 - Evolve from Hopes & Dreams
 - Model and practice
 - Take-a-break, buddy-break, back-on-track sequence
 - Process with child
- P.B.I.S. Matrix

- Review
- Model behaviors
- Support behaviors
- Guided Discovery
 - A format for introducing materials that encourages inquiry, heightens interest, and teaches care of the school environment
 - Introduce
 - Generate ideas and model exploration
 - Exploration
 - Share observations
 - Cleanup and storage of materials
- Student Choice
 - An approach to giving children choices in their learning that helps them become invested, self-motivated learners
 - Provide options whenever possible
- Parent Communication
 - Involving parents as true partners in their children’s learning

Retention in Grade

Children are typically expected to progress from grade to grade each year having developed the skills and understandings outlined in our school’s curriculum (School Board Policy IKE). However, under certain circumstances, retention in grade may be considered as an individualized alternative for children who have not developed the expected skills and understandings at a particular grade. Such children are evaluated on an individual basis to determine whether or not retention in grade is indicated.

If retention is being considered by the child’s teacher, parent/caregiver notification of this consideration is provided prior to March 1. Such notification includes a discussion involving both the parents/caregivers and the teacher on the concerns felt, the potential benefits, and the potential penalties of retention for the individual child.

When considering retention, the following guidelines are followed:

1. Retention is considered only under unusual extenuating circumstances, such as:
 - A child is unavailable for instruction due to a prolonged illness;
 - A child has moved frequently and had not acquired the needed skills for success;
 - A child may benefit socially, emotionally, and/or academically; especially appropriate for children in the primary grades.
2. Retention recommendations are made by a team consisting of the parents/caregivers, the classroom teacher, members of the *Teacher Assistance and Consultation (TAC) Team*, and a school administrator; the administration holds the legal responsibility to assign children to classes.
3. When retention is recommended, the child’s teacher identifies the goals to be achieved through the retention; the child’s subsequent teacher monitors the effectiveness of the retention in terms of the stated goals.
4. Retention is not used in place of the provision of appropriate educational services, such as special education services or available remedial instruction.
5. Retention is never used as a punishment.

Retention plans are developed by the team for individual children. Retention plans are intended to guide instruction during the retention year to ensure maximum value of the retention. Progress made during

the retention year is documented on the plan and submitted to the office at the end of the year for filing in the child's permanent record file.

Safe Practices

The following practices are established in the interest of safety and in compliance with direction provided by the Pittsfield Fire Department:

- Egress. All doors, including secondary egress doors, must be kept clear and must be capable of being fully opened.
- Fire Extinguishers. Open access to fire extinguishers must be maintained; access to fire extinguishers must not be blocked.
- Hallways. Hallways must be kept free of furniture, storage, etc. that may impede full use.
- Household cleaning products. Household cleaning products should not be stored within reach of children. For example, these products should not be stored under sinks.
- Power Strips. Power strip use should not be overloaded. They must be plugged directly into outlets; power strips must not be plugged into extension cords or other power strips.
- Storage Closets. An eighteen-inch clearance must be maintained; no items are permitted to be stored within eighteen inches of the ceiling.
- Storage of Materials. Materials should be stored in a neat manner; this includes closets, shelves, and counters.
- Wall Coverings. No more than 50% of walls may be covered with posters, children's work, and other displays.
- Windows. Keep interior windows clear of paper so that passing adults can see into classrooms.

Safety Alert

The following procedures have been established in the event of a safety alert or safety alert rehearsal:

1. An announcement will be made that a "safety alert" is in progress via the public address system.
2. Children and adults remain in their room locations at the time of the announcement.
3. Children and adults in the hallway at the time of the announcement leave the hallway and enter the nearest room; this includes children in one of the lavatories.
4. If outdoors at the time of a safety alert, supervisors assemble children and await further direction.
5. Teachers turn off lights and other equipment, close windows, and lock door.
6. Teachers direct children to sit quietly against interior wall, out of sight of hallway door.
7. Teachers take attendance and make note of missing children as well as additional children and adults who may have entered room from hallway.
8. Office staff contacts teachers to account for all children and adults.
9. Children and adults wait for additional direction.
10. An announcement will be made at the conclusion of the safety alert.

Safety and Security

Our responsibility to parents and our community for the safety and security of their children is of primary importance. Orderliness in the school environment, effective and vigilant supervision, and common sense

all contribute to a safe school for our children. Safe practices include, but are not limited to, the following practices:

1. Confront and/or report to the office a.s.a.p. the presence of a visitor without a visitor pass; the visitor should be directed to the school office for sign-in.
2. Do not dismiss children directly during school hours; children must be dismissed only from our school office.
3. Ensure accuracy in taking daily attendance; do not permit children to take attendance; visually confirm each child's presence or absence when taking attendance; forward attendance information to the office by 8:15 a.m. daily.
4. Report a missing child to the office a.s.a.p.
5. Children are never left unsupervised.
6. Unless moving with a class group and/or directly supervised by an adult, children moving through the hallway must have a pass provided by a supervising adult.
7. If a teacher requests a child enter our school building prior to 8:00 a.m., the child must be escorted from the main entrance by a supervising adult.
8. Children may not be interviewed by an external person or agency without the express permission of the principal.
9. Children may not retrieve items from cars in the parking lot unless supervised by an adult.
10. Any change in the normal means of transportation from school at the end of the school day must be approved at the school office; parent notes to this effect are submitted to the office.
11. Keep the office staff advised of changing custody issues and/or restrictions; advise parents that a copy of legal orders to this effect must be kept on file in the school office.
12. Ensure that all doors, excluding the main entrance doors, remain locked and secured at all times (except when in use).
13. Keep hallways clear of furniture, equipment, etc.
14. Keep secondary classroom exit clear of furniture, equipment, etc.
15. Keep chemical cleaning agents in a secure location; do not store cleaning materials under classroom sinks.
16. Keep stored items at least 18 inches from the ceiling.

Our school Safety / Response Committee meets monthly to address safety and security needs of our school community. Concerns about safety and security issues should be brought to the attention of this committee, the principal, or the head custodian in a timely manner. In addition, our Safety / Response Committee conducts periodic inspections of our classrooms and building. Responsible individuals are requested to address safety issues a.s.a.p.

In addition, School Board Policy EPS addresses our school district's safety program.

School Board Policies

Adopted policies of the Pittsfield School Board provide "guidelines and goals for the successful and efficient function of our public schools" (School Board Policy BF). Included in Section A of this binder are those policies most relevant to our operations at the school building level in the day-to-day functioning of our school district. All staff members are required to observe both the spirit and letter of these policies. A complete set of policies is available in our school office.

School Closings and Delayed Openings

School is cancelled or the opening of school is delayed if weather and road conditions dictate that the safety of children and staff will be served by such action or when emergency situations exist (such as power failure, loss of heat, etc.). In addition, school may also be closed early under such conditions. On days when school is cancelled or closes early, afternoon and evening school-sponsored activities are also cancelled.

A telephone tree is established by the office staff at the opening of school in the fall to ensure the rapid communication of a decision to close school or delay the opening of school. Typically, such a decision is made by about 5:00 a.m. and the tree is activated at that time. However, changing weather and building conditions may result in a later decision.

When utilizing the telephone tree, it is important that links not be broken. If you are unable to contact the person for whom you have responsibility, move to the next person on the tree to ensure that every effort is made to complete the calls on the tree as soon as possible. Finally, please keep the office informed about any change in your telephone number.

Notice of closings and delays is posted on the school and district web sites. In addition, notice of cancellation, delayed opening, or other schedule changes is broadcast on a number of area television and radio stations.. A complete listing of these stations is included in our *Family Handbook*.

Searches and Inspections

School Board Policy ECAC-R addresses searches of children and inspections of personal property.

Section 504, Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against handicapped persons. Further, this law requires identification, evaluation, provision of appropriate services, and procedural safeguards by school districts. For further information, consult the 504 guide provided in this binder.

Sexual Harassment

School Board Policy ACA addresses sexual harassment.

SMART Boards

The PES Interactive whiteboards-- along with the laptop computers, document cameras, and response systems—are a significant investment for our school. Teachers are responsible for the daily care and maintenance of the board in their room. If you do not have an operating manual for your Smartboard, see the Technology Coordinator.

Projector lamps are fragile and how long a lamp lasts is dependent on the use and care it receives. Never move a projector with a hot lamp. It takes 30 minutes for a lamp to fully cool. Teachers with adjustable height boards need to especially careful not to jar the projector when moving the board up or down and avoid moving it at all when the lamp is on.

Run the board with one set of classroom lights off so that you can set the brightness on economy. This will add as much as 1000 hours of life to the lamp. Frequent heating and cooling of the lamp shortens the lamp life. So if you will not be using the board for 30 minutes turn the projector off to cool the bulb. To save electricity and lamp life, unplug your board at night, on weekends, and during vacations. But never unplug the projector with the lamp on. Allow the projector to cool the bulb.

Smoking

R.S.A. 155 prohibits smoking in public education facilities and on school grounds at all times. Smoking is also prohibited during school-sponsored events.

Social Networking and Professionalism

Teachers and staff are expected to conduct themselves with professionalism in their lives outside of school, including in their on-line lives. The NEA offers cautionary guidance on their web site at <http://www.nea.org/home/12784.htm>.

Special Education

R.S.A. 186-C ensures that “all children in New Hampshire be provided with equal educational opportunities” and that school districts “provide a free and appropriate public education for all educationally disabled children.” School Board Policy IGBA addresses programs for disabled children. For further information, consult the guided provided in this binder.

Our special educators distribute I.E.P.s to all interested parties at the beginning of the school year; the provisions of the I.E.P.s represent a legal right of children and a legal obligation of schools and school personnel. Responsible individuals are expected to be familiar with and fulfill the terms of the I.E.P.s of children for whom they have responsibility.

I.E.P.s are updated throughout the school year as indicated by the needs of individual children; special educators distribute such updates to interested parties as well. Receiving individuals are requested to sign a receipt indicating that the I.E.P. has been received. All I.E.P.s, including updates, must be returned to the special education office at the end of the school year.

Special Events

Special events – ranging from single-class events to school-wide events – are held occasionally throughout the school year. Special events include concerts, guest speakers, and educational assemblies. Advance planning is important for the success of a special event program; approval for the scheduling of a special event is provided by the principal at least two weeks in advance of the event. Every effort is made to avoid scheduling any special events on Sundays.

Specialist Programs

Our school offers a number of specialist programs to our children. These include art, band, computer lab, guidance, library, general music, and physical education. It is expected that each child have the opportunity to participate fully in these programs, based on the participation schedule.

Staff Conduct

School Board Policy GBCB addresses general expectations for staff conduct.

Staff Development

In addition to staff development activities organized within our school to support the growth of our staff and the improvement of our school programs, individual are responsible for engaging in staff development activities required for recertification.

School Board Policy GCL addresses staff development and additional information is available in the *S.A.U. #51 Master Plan for Staff Development*, which is included in this binder.

Staff Resource Manual

Each staff member receives a copy of our *Manual*, often referred to as the *Maroon Binder*. In addition to relevant school board policies and handbooks, the *Manual* also includes important schedules, lists, guides, and forms. All staff members are expected to be familiar with the contents of our *Manual* and to utilize the information contained in it to support the efficient and productive day-to-day operations of our school.

Student Records

School Board Policy JO addresses children's records.

Student Review Process

To provide continuous monitoring of the academic progress of all children throughout their years in our school, to support teachers in planning for academic growth, and to provide children with appropriate assessments and interventions in a timely manner, staff members engage in the *student review process*.

To do so, meetings are scheduled for each fall and at mid-year to conduct the reviews. Participants in the student review process include the classroom teacher, special educator, reading specialist, director of student services, principal, and others as may be indicated. During student review meetings, the progress and program of each child is discussed. Discussions also include a review of assessment data. As a result, further assessment or program adjustment may be indicated.

Staff Recruitment and Hiring

The following steps are taken to recruit and hire professional staff members of the highest caliber:

1. **Opening.** Position becomes available through school board action.
2. **Posting and Advertising.** Notice of the position is posted as required; advertisements are placed. Potential candidates are asked to submit a letter of interest, resume, transcript, three letters of reference, and a copy of state certification or eligibility.
3. **Interview Team.** An interview team is established; membership minimally includes three staff members – two teachers and one administrator. The composition of this team may vary depending on the position. For example, an interview team for a classroom teaching position would minimally include a teacher from the grade in which the opening exists, the special educator serving the same grade, and the school principal. Additional team members may include other teachers and support staff. The administrator serves as the team chairperson.
4. **Response to Resumes.** As resumes are received, the administrator acknowledges receipt; other relevant information, such as our school mission statement, may be provided to potential candidates.
5. **Resume Review.** Each team member reviews resumes submitted; only those applicants who have provided all required information will be considered. Team members identify and rank the first five candidates for interview invitations. The chairperson collects rankings, collates, and invited four to eight candidates to interview for the open position.
6. **Team Meeting.** The interview team holds a brief organizational meeting prior to the interviews to review needs, process, and roles.
7. **Interviews.** The interview team conducts 45-60 minutes interviews of the invited candidates.
8. **Recommendation.** The interview team recommends one to three candidates for continued consideration. In recommending these candidates, the team first attempts to identify such candidates by consensus. If consensus cannot be reached, a vote is taken with a simple majority deciding.
9. **Reference Check.** The administrator contacts at least two references of finalist candidates to further qualify the candidates; results are reported to the members of the team.
10. **Administrator Interview.** Finalist candidates who have not been eliminated through the reference check are invited for a second stage interview with the administrator.
11. **Recommendation.** The administrator recommends one or more candidates for the position to the superintendent of schools.

12. Superintendent Interview. The superintendent interviews the finalist candidates.
13. Nomination. If approved by the superintendent, a finalist candidate is nominated to the school board; if finalist candidates are unacceptable, the team reconvenes and engages at the appropriate step in this process.
14. Election. The school board elects a finalist candidate to the position.
15. Communication with Candidates. The administrator advises all candidates of the resolution of the recruitment and hiring process.

Staff Rights and Responsibilities

School Board Policy GBCC addresses staff rights and responsibilities.

Student Behavior Expectations

The following student behavior expectations, copied from our *Family Handbook*, have been established:

P.E.S. utilizes a nationally recognized organizational system for developing and supporting a safe and productive academic environment in our school. This system, *Positive Behavioral Interventions and Supports ("PBIS")*, seeks to support children, families, and staff in developing and maintaining practices that encourage respectful behaviors resulting in increased learning within a caring environment.

To this end, our behavioral program takes a proactive approach to schoolwide discipline. We seek to develop and utilize a schoolwide approach to discipline that creates a school environment in which:

- Learning and teaching are valued, and aggressive, unsafe behaviors are discouraged;
- Respect, responsibility, cooperation, and other highly valued character traits are taught and encouraged;
- Individual differences are valued rather than criticized;
- Educating children with disabilities can be supported more effectively and efficiently;
- Teaching fundamental skills like reading, writing, and math can be maximized.

At a most fundamental level, in the interest of supporting a safe and productive academic environment, children are expected to:

- Use only language and speaking tone that is proper, respectful, and courteous to others;
 - Use common courtesies, such as "May I please," "Please," "Thank you;"
 - Refrain from walking between people who are engaged in a conversation;
 - Refrain from interrupting people who are engaged in a conversation; in an emergency and an interruption is necessary, interrupt in a courteous manner;
- Respect and refrain from interfering with the teaching and learning of others;
- Respect, cooperate with, and follow the directions of adults in supervisory roles;
- Bring only safe, school-appropriate articles to school;
- Refrain from approaching or touching others in an aggressive or threatening manner;
- Refrain from chewing gum;
- Respect school property and the property of others;
 - Refrain from writing in school and library books, unless the book is a workbook or journal for which specific directions have been given;
 - Keep assigned equipment (desks, chairs, other classroom equipment, storage areas, etc.) neat and clean;
 - Provide restitution for lost, damaged, or destroyed property.

Through a collaborative effort that was initiated in 2005 and continues on an ongoing basis, children, parents, and staff have identified the three universal values of respect, responsibility, and safety as guiding principles in developing behavior expectations. These values being established, we have further developed our *behavior matrix* that specifically defines and operationalizes these values in various school settings.

Our behavior matrix, reproduced below, is communicated to our children and adults to clearly communicate and teach our behavioral expectations for all.

After-School Activities

- Respect
 - Be courteous and use kind words
 - Sit quietly and listen or participate
 - Show appreciation
 - Dress appropriately for the occasion
- Responsibility
 - Listen to and follow directions the first time
 - If you make a mess, clean it up
 - Use supplies and equipment properly
 - Observe school rules
 - Arrive and leave at the appropriate time
- Safety
 - Walk
 - Keep hands, feet, and belongings to self
 - Stay in assigned area
 - Keep exits clear
 - Students must be supervised by an adult

Arrival and Dismissal

- Respect
 - Use indoor voices
 - Be courteous and use kind words
 - Wait quietly and patiently
- Responsibility
 - Arrival
 - Line up in a timely and orderly fashion
 - Listen to and follow directions the first time
 - Arrive on time
 - Go directly to assigned area (such as breakfast, assigned play area, etc.)
 - Dismissal
 - Line up in a timely and orderly fashion
 - Listen to and follow directions the first time
 - Leave school grounds promptly unless supervised by an adult
 - Wait to be dismissed before leaving classroom
 - Exit through front door
- Safety
 - Keep hands, feet, and belongings to self
 - Walk properly on ramp and stairs
 - Pass is needed to travel in building without an adult
 - Wheeled devices (bicycles, skateboards, rollerblades, etc.) must be walked on blacktop when on school grounds
 - Use sidewalks and paths
 - Wear appropriate attire

Assemblies

- Respect
 - Be courteous and use kind words
 - Wait patiently and quietly
 - Participate in activity appropriately

- Ask/make appropriate questions/comments
- Show appreciation appropriately (clapping)
- Responsibility
 - Listen to and follow directions the first time
 - Keep eyes and ears on presenter(s)
 - Show appreciation appropriately
 - Sit appropriately
 - Take care of lavatory (bathroom) needs before assembly
- Safety
 - Walk
 - Keep hands, feet, and belongings to self
 - Stay in assigned area

Buses

- Respect
 - Be courteous and use kind words
 - Use appropriate language
 - Use quiet voice
- Responsibility
 - Listen to and follow directions the first time
 - Follow rules specific to individual bus drivers
 - Be prepared for your stop
 - Get off at correct stop
 - If you make a mess, clean it up
- Safety
 - Stay in seat
 - Keep hands, feet, and belongings to self and inside the bus
 - Keep aisle clear
 - Get on and off the bus in an orderly fashion
 - Cross in front of the bus

Cafeteria

- Respect
 - Be courteous – say “please” and “thank you”
 - Use good table manners
 - Socialize in a quiet, respectful way with the people near you
 - Wait quietly and patiently
 - Refrain from touching others’ food or trays
- Responsibility
 - If you make a mess, clean it up
 - Come prepared for lunch and recess
 - Listen to and follow directions the first time
 - Take only what you can eat
 - Make everyone feel welcome at your table
 - Use supplies and equipment appropriately
 - Follow the rules for leaving your seat (varies by grade level)
 - Dispose of trash properly
 - Leave schoolwork and playground equipment in designated areas
- Safety
 - Receive permission to leave the cafeteria
 - Walk
 - Exit and enter cafeteria and building in orderly manner

- Keep hands, feet, and belongings to self
- All food must be consumed within the cafeteria

Emergency Procedures

- Respect
 - Take situation seriously
- Responsibility
 - Listen to and follow directions the first time
 - Adhere to procedures for the area in which you are located
 - Stay patiently and silently in assigned area
- Safety
 - Keep hands and feet to self
 - Walk in an orderly manner

Field Trips

- Respect
 - Be courteous and use kind words
 - Wait patiently and quietly
 - Be a good listener
 - Respect the environment
 - Use appropriate voice level
- Responsibility
 - Listen to and follow directions the first time
 - If you make a mess, clean it up
 - Follow rules of the field trip location
 - Come prepared (appropriate clothing, lunch, money, etc.)
- Safety
 - Walk
 - Remain with assigned chaperone
 - Keep hands, feet, and belongings to self

Hallway

- Respect
 - Walk quietly
 - When entering school in the morning, talk quietly with nearby friends and classmates
 - When moving through hallway with class during the school day, talking is not permitted
 - When leaving school in the afternoon, talk quietly with nearby friends and classmates
 - Be courteous and use kind words
 - Wait patiently and quietly
 - Walk to the right in single file
 - Respect others' body space and place in line
 - Yield to classes/children already en route
 - Respect hallway displays
 - Greet others appropriately
- Responsibility
 - Listen to and follow directions the first time
 - Must have pass when not with an adult
 - Go directly to your destination
 - Use ramp and stairs appropriately
- Safety

- Walk
- Keep hands, feet, and belongings to self
- Stay in assigned area
- Move safely

Instructional Areas

- Respect
 - Be courteous and use kind words
 - Wait patiently and quietly
 - Use appropriate voice
 - Respect personal space
 - Listen while others are speaking
 - Use positive language
 - Respect others' comments and opinions
- Responsibility
 - Listen to and follow directions the first time
 - Follow rules specific to individual instructional areas
 - Use supplies and equipment appropriately
 - Use time wisely
 - Be focused, listen, and learn new things
 - Keep belongings neat and organized
 - Sign out/in before leaving designated area
- Safety
 - Walk
 - Keep hands, feet, and belongings to self

Lavatories (Bathrooms)

- Respect
 - Wait quietly and patiently
 - Respect privacy of others
 - Knock before entering (primary grades)
- Responsibility
 - Use equipment and supplies properly
 - If you make a mess, clean it up
 - Keep trip short – use time wisely
 - Flush
 - Report any problems (vandalism, harassment, etc.) to a responsible adult as soon as possible
- Safety
 - Leave the light on unless room is empty
 - Wash your hands thoroughly with soap and water
 - Keep hands and feet to self

Recess

- Respect
 - Share equipment; take turns
 - Respect others' belongings
 - Demonstrate good sportsmanship
 - Wait your turn patiently
- Responsibility
 - Listen to and follow directions the first time
 - Line up quickly and quietly
 - Play by the rules agreed upon beforehand

- Include others who want to participate in activities
- Safety
 - Stay in assigned area
 - Use equipment appropriately
 - Do
 - Go down slides in seated position with feet first
 - Have no more than one person on slide at a time
 - Have no more than two people on cargo net at a time
 - Have no more than three people on tire swing at a time
 - Ride tire swing with feet in center hole
 - Stay on flat area of playground
 - Don't
 - Stand up or walk on slides
 - Jump off structures
 - Walk or climb on top of tunnel
 - Walk, sit, or crawl on monkey bars
 - Hang off tire swing
 - Keep hands, feet, and belongings to self
 - Keep ice/snow, woodchips, rocks, etc. on the ground
 - Be aware of personal space

To ensure a safe, productive, academic classroom and school environment with a clear focus on learning, children and teachers also establish classroom expectations and rules appropriate to the age of the children. These expectations and rules are posted in each classroom and are clearly communicated to each child and adult.

Student/Family Learning Compact

Our *Student/Family Learning Compact* is a voluntary agreement between family and school that is intended to identify specific means for families and the school to work together to support the children's education. A blank compact is sent home at the beginning of the school year. Should children and parents choose to sign the compact and return it to school, both the teacher and principal will also sign the compact. The original is returned to the parent and a photocopy is retained by the teacher and by the school office.

Substitute Teachers and Staff Absences

See the section entitled [Leaves and Procedures for Staff Absences](#) for additional information.

In the event of absence, staff members are expected to provide notification of the absence, secure a substitute, and provide documentation of absence in accordance with the following procedures:

1. Notify Pam as early as possible; in the event of a planned absence (for example, to participate in a staff development activity), notification should be made when plans to be absent are made.
2. Prior approval of the principal is required for all absences with the exception of absence due to illness or emergency.
3. In the case of illness, early notification is also very desirable. Call Pam at home (435-5443) between 6:00 and 8:00 p.m. on the evening prior to the absence or by 6:30 a.m. on the day of absence. Please inform Pam of your supervisory duty when you call.
4. If you expect to be absent for more than one day, please notify the office before the end of the school day, if possible. This may allow for the retention of the same substitute teacher, increasing the likelihood of student productivity during the absence.

5. Absence reports are completed on the day of return from absence; this is required for the efficient and fair compensation of our substitute teachers.

Substitute teachers can be effective only if specific, easily understood plans are left for them by the teacher. Boring, keep-busy sets of worksheets or plans that occupy only a portion of the day contribute to a poor substitute teaching experience and a waste of children's time.

Summer School

Our annual summer school program is organized in the winter preceding the summer session. Staff members interested in serving in our summer school program speak to the director of student services at midyear.

Sunday Activities

The Pittsfield School Board strongly discourages the scheduling of school activities on Sundays.

Supervision of Students

School Board Policy JHFA addresses supervision of students.

Students are not permitted to be in any location – classroom, cafeteria, playground, etc. – without a supervising adult present. Exceptions to this guideline exist when children are moving through the hallways from one supervised setting to another and when children use the lavatories. However, children are not permitted to perform school tasks – reading, writing, etc. – in the hallway without a supervising adult being present.

Supervisory Duties

Supervisory duties are a necessary aspect of student safety and school management. Good supervision is an important part of the school picture, ensuring that children are provided with a safe, orderly school environment and ensuring parents/caregivers that their children are cared for while in our charge.

General supervision guidelines include:

1. Be on time.
2. If it is necessary to exchange a supervisory duty with another person, notify the office of the arrangements made.
3. Keep moving while supervising:
 - You see more;
 - You hear more;
 - You prevent more;
 - You help more.
4. Resist the temptation to remain stationary and engage in lengthy conversations with children or other adults.
5. Never leave your post unsupervised; if you are called away, arrange for a substitute.
6. Some spots seem to invite trouble; give regular and vigilant attention to any location that is out of your direct line of vision.
7. In case of serious accident, send a child to the nurse's office; the supervising adult stays with the injured person; keep others away from the injured person.

A safe, orderly school cannot be maintained without the dedication of all staff members. Whenever you see a rule broken, wherever you are, whether supervising or not, take appropriate action. If children are undisciplined in our hallways, cafeteria, or lavatories, they will likely be undisciplined in our classrooms.

Supplies

Please speak to or email the staff in the main office if you need supplies.

Support Staff Evaluation

Support staff participates in the performance evaluation system adopted by our school district. This includes a formal review following a probationary period and annually thereafter. For more information, support staff should speak with your supervisor.

Teacher Evaluation

Teachers are engaged in the annual teacher evaluation process in accordance with the *Handbook on Teacher Evaluation*, a copy of which is available on the staff pages of the web site.

Teacher Work Day

Teachers are required to be in our school building by 7:50 a.m. and to leave our school building no earlier than 3:00 p.m. Staff members who have responsibility for supervisory duty are required to observe the duty times noted on the duty rosters.

In accordance with the *Master Agreement*, teachers “are expected to obligate whatever time is reasonably necessary to carry out their professional duties, including faculty meetings, conferences with parents or students, extra help to students, open house, or conferences with administration as required. Such meetings shall be of reasonable duration.” Participation in occasional evening events – such as concerts, learning fairs, etc. – is expected.

Teams

In addition to teaching teams, a number of standing teams exist to serve a variety of purposes. These include:

1. Artist-in-Residence / Enrichment Team.
 - Purpose: to develop and implement plans for the annual artist-in-residence program; to introduce a variety of art forms that connect with our curriculum; to enrich the lives of our children.
 - Frequency of meetings: as scheduled to fulfill the charge of the team.
2. Assessment Team (district).
 - Purpose: to consider NHEIAP and other assessment data; to organize and analyze assessment data; to present assessment data to the school community and school board; to recommend strategies to improve children’s performance.
 - Frequency of meetings: monthly and additionally as scheduled to fulfill the charge of the team.
3. Early Childhood Consortium (collaboration with several community agencies).
 - Purpose: to provide programs and activities that support the healthy development of young children; to coordinate such programs and activities among community agencies
 - Frequency of meetings: monthly
4. District Leadership Team.
 - Purpose: to provide leadership and oversight for all K-12 programs and ensure alignment of curriculum, instruction, and assessment across the district.
 - Frequency of meetings: monthly.
5. 5–9 Transition Team (district).
 - Purpose: to ensure program alignment, instructional continuity and smooth transitions between schools.
 - Frequency of meetings: monthly.

6. Intervention Team
 - Purpose: to ensure that each student grows academically and receives appropriate academics as needed.
 - Frequency of meetings: weekly
- ~~Literacy Continuum Team (district).~~
 - ~~Purpose: to improve literacy practices vertically and horizontally across the district.~~
 - ~~Frequency of meetings: semi-monthly.~~
7. Math Task Force (district)
 - Purpose: to monitor achievement in math and strengthen the math program, improving achievement
 - Frequency of meetings: as needed to fulfill the charge of the team
8. NHEET Team (district)
 - Purpose: to align science curriculum, k-12, and promote inquiry-based science practices across the district
 - Frequency of meetings: as needed
9. P.B.I.S. Targeted Team.
 - Purpose: to develop plans of action to address chronic misbehaviors
 - Frequency of meetings: monthly and as needed
10. P.B.I.S. Universal Team.
 - Purpose: to monitor the implementation of the school-wide discipline program; to address discipline issues raised by members; to recommend modifications to the school-wide discipline program; to support staff members in the implementation of the school-wide discipline plan
 - Frequency of meetings: monthly.
11. Professional Development Team (district).
 - Purpose: to monitor and recommend modifications to the *S.A.U. #51 Master Plan for Staff Development*; to support staff members in pursuit of staff development and recertification.
 - Frequency of meetings: monthly.
12. Recycling Team
 - Purpose: to promote recycling in the school and community and monitor the school's recycling program
 - Frequency of meetings: monthly
13. Safety/Response Team.
 - Purpose: to monitor building safety, to air concerns for children's and employee safety, and to maintain protocols for emergency situations; to keep staff informed of protocols;
 - Frequency of meetings: monthly
14. Safety Team (district)
 - Purpose: to insure compliance with Federal, state and local safety standards
 - Frequency of meetings: quarterly and as needed
15. SINI Committee.
 - Purpose: to insure implementation of the School in Need of Improvement plan submitted to the NH Department of education under No Child Left Behind
 - Frequency of meetings: quarterly and as needed

16. Special Education Team.

- Purpose: to ensure that members of the special education team maintain current knowledge of policies, procedures, and changes in state and federal law and rules.
- Frequency of meetings: monthly.

17. Sunshine Team.

- Purpose: to collect staff donations and expend accordingly to address identified needs for support in the event of personal issues.
- Frequency of meetings: as needed to fulfill the charge of the team.

~~Teacher Assistance and Consultation Team (TAC).~~

- ~~• Purpose: To provide staff with assistance and peer consultation on challenging children and situations in their class or caseload; to provide pre-referral options prior to a special education referral is initiated; to consider and make recommendations relative to retention in grade.~~
- ~~• Frequency of meetings: semi-monthly.~~

18. Team Leaders.

- Purpose: to discuss and recommend action on school-wide issues; to coordinate school-wide functions; to ensure effective school-wide communications; to share responsibility for maintaining a cohesive and positive school climate; to provide school leadership in the absence of school administrators.
- Frequency of meetings: monthly.

19. Technology Planning Team (district).

- Purpose: to develop and monitor the implementation of the district's three-year technology plan
- Frequency of meetings: monthly and as needed to fulfill the charge of the team.

20. Transition Team.

- Purpose: to develop a program of transition activities for sixth grade children to enable them to best prepare for and adjust to middle school.
- Frequency of meetings: as needed to fulfill the charge of the team.

21. Wellness Committee (district)

- Purpose: to promote wellness overall
- Frequency of meetings: as needed to fulfill the charge of the team.

In addition, ad hoc teams may be formed on a short-term basis to address concerns and issues of our school community. Staff members contribute to school development and provide service to our school and district through active participation in school and district projects undertaken by these teams.

Telecommunications

School Board Policy IJND addresses telecommunications and Internet safety. In addition, the guidelines below have been established.

- Purpose. The following regulations reflect Pittsfield School Board policy regarding the use of computers and the access to telecommunications.
- General Statement of Policy. Permission for use of telecommunication resources is a privilege, not a right. It demands legal, responsible, ethical, and considerate behaviors by both staff and children. Each staff member and child is held responsible for his/her actions and activity within his/her account. Unacceptable conduct will result in disciplinary action.

All information and data storage areas are considered to be school property. Network administrators may review files and communications to maintain system integrity and insure that

users are using the system responsibly. Users should not expect that files stored on our servers or other storage areas would always be private.

- Limited Educational Purpose. The school district is providing children and employees with access to the school district's computer system, which includes Internet access. The purpose of the system is not merely to provide children and employees with general access to the Internet. The use of the computer system is limited to educational purposes, which include the use of the system for classroom activities, professional or career development, and limited Internet searches. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school district and school policies. Uses, which might be acceptable on a user's private personal account on another system, may not be acceptable on this limited purpose network.

In order to match electronic resources to the approved district curriculum, whenever possible and feasible, district personnel will review and evaluate resources. In this matter, staff will provide developmentally appropriate guidance to students as they make use of telecommunications and electronic information resources to conduct research and other studies related to the district curriculum.

Additionally, where possible, access to informational resources will be designed in ways, which point students to those resources, which have been reviewed and evaluated prior to use. While students may be able to move beyond those resources to others, which have not been evaluated by the staff, they shall be provided with guidelines for such use.

- Use of System is a Privilege. The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district system or the Internet may result in one or more consequences. When appropriate, the Pittsfield Elementary School discipline plan will be used. The following are noted as forms of misconduct in the use of telecommunications.
- Unacceptable Uses.
 - A. Sending or displaying offensive messages or pictures and/or using obscene language are prohibited.
 - B. Staff and children should not reveal personal information online. Personal information includes, but is not limited to, name, address, telephone number, and password. Staff and children are never to reveal any personal information about any other staff member or child.
 - C. Hate mail, harassment, discriminatory remarks, and other antisocial behaviors are prohibited.
 - D. Malicious use of the network to develop programs that harass other users or infiltrate a computer or computing system and/or damage the software or a computer or computing system is prohibited.
 - E. Violating copyright laws is prohibited.
 - F. Use of telecommunications to access or process pornographic material, inappropriate text files, or files dangerous to the integrity of the local area network is prohibited.
 - G. Intentionally seeking information on, obtaining copies of, or modifying files, other data, or passwords belonging to other users, or misrepresenting other users is prohibited.
 - H. No use of telecommunications shall serve to disrupt the use of telecommunications by users.

- I. Hardware or software shall not be destroyed, modified, or abused in any way. The destruction of, modification of, and/or the abuse of hardware or software, in any way, is prohibited.
 - J. Intentionally wasting limited resources is prohibited.
 - K. Employing telecommunications for commercial purposes is prohibited.
 - L. Use of telecommunications for product advertisement or political lobbying is prohibited.
 - M. The foregoing will be subject to further determinations as to whether specific uses of telecommunications are consistent with the policies of the Pittsfield School District.
 - N. There are not facilities provided by this system for sending or receiving private or confidential electronic communications. Mail received at any address provided by the Pittsfield School District is subject to review by system administrators. Messages related to or in support of illegal activities will be reported to the appropriate authorities.
 - O. The Pittsfield School District reserves the right to log telecommunications use and to monitor file server space utilization by users and assumes no responsibility or liability for files deleted due to violation of file server space allotments.
- Limited Expectation of Privacy.
 - A. By authorizing use of the school district computer system, the school district does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on the school district system.
 - B. Routine maintenance and monitoring of the school system may lead to a discovery that a user has violated a policy, another school district policy, or the law.
 - C. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.
 - D. Parents have the right at any time to investigate or review the contents of their child's files. Parents have the right to request the termination of their child's individual Internet access.
 - E. School district employees should be aware that data and other materials in files maintained on the school district system might be subject to review, disclosure, or discovery under New Hampshire statutes.
 - F. The school district will cooperate fully with local, state, and federal authorities in any investigation concerning or related to any illegal activities and activities not in compliance with school district policies conducted through the school district system.
 - Network Account Authorization Agreement.
 - A. The proper use of the Internet, and the educational value gained from proper Internet use, is the joint responsibility of children, parents, and employees of the school district.
 - B. This policy requires the permission of and supervision of the school's designated professional staff before a student may use a school account or resource to access the Internet.
 - C. The Network Account Authorization Form must be read and signed by the user and the parent on an annual basis. The form is filed in the school office.
 - Limitation on School District Liability.

- A. The Pittsfield School District assumes no responsibility or liability for any equipment, the loss of data resulting from delays, non-deliveries, or service interruptions, caused by negligence, error, or omission. Use of any information is at the user's own risk. Any computer connected to our network should have anti-virus software installed.
 - B. The Pittsfield School District specifically denies any responsibility for the accuracy or quality of information obtained through its services. There are not warranties, either expressed or implied, with regard to software obtained from this system.
 - C. The Pittsfield School District reserves the right to remove a user account.
 - D. Employee misuse of telecommunications will be subject to disciplinary measures as provided by board policy and legal statute.
 - E. Although the school district may use technical means to limit children's Internet access, these limits do not provide a foolproof means for reinforcing the provisions of this acceptable use policy.
- Parent/Guardian Responsibility and Notifications.
 - A. Outside of school, parents bear responsibility for the same guidance of Internet use as they exercise with information services such as television, telephones, radio, movies, and other possibly offensive media. Parents are responsible for monitoring their child's use of the school district network and of the Internet if the student is accessing the school district network from home or a remote location.
 - B. Goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations. Any financial obligation incurred by a student through the Internet is the sole responsibility of the student or the student's parents.
 - C. Should the user violate the school district's acceptable use policy, the child's access privileges may be revoked, and school disciplinary action and/or legal action may be taken.
 - D. All provisions of the acceptable use policy are subordinate to local, state, and federal laws.
 - E. Students may be asked to use the school district resources/accounts to access the Internet for completing individual class assignments or projects. The school district will provide parents with the option to request alternative activities not requiring Internet access.
 - F. The school district's acceptable use policy is available for parental review in this handbook.
 - G. Parents are encouraged to provide opinions regarding this policy to the principal or technology coordinator.
- Consequences for the Misuse of Network Resources and Telecommunications.
 - A. General rules for school behavior apply when using media within the school system. The school-wide discipline program consequences will also be employed for any misconduct in the use of telecommunications or the network.
 - Level 1 Misconduct.
 - Violation: Using telecommunications for purposes other than education and research.
 - Consequence: Loss of telecommunication privileges for up to one month.

- Level 2 Misconduct.
 - Violation: Accessing or processing objectionable material; transmission of objectionable or harassing material.
 - Consequence: Loss of telecommunication privileges for a minimum of one quarter. If a child, parent/guardians will be notified and a meeting between child, parents/guardians, and the administration may be necessary to determine further consequences. Children will be held responsible for any costs incurred, such as telephone charges, etc. If the offender is a staff member, further consequences may be imposed by the administration.
- Level 3 Misconduct.
 - Violation: Use of threatening comments, sexual harassment, or unlawful use of the Internet or Internet e-mail.
 - Consequence: Loss of telecommunications privileges for up to one year; notification of police as well as parents/guardians. Parents/guardians may be held responsible for any costs incurred, i.e., telephone charges, court costs, etc. A meeting between all parties involved may be necessary.

Level 2 or 3 violations are considered very serious and additional consequences may occur. The school reserves the right to revoke permission for use of the network and telecommunications resources available. Consequences will be determined by the administration.

Telephone and Cell Phone Use

During class time, telephone messages are taken at the school office. Except in an emergency, neither staff members nor children will be excused from class to receive telephone calls during instructional time. Individual telephone bills are provided on a monthly basis to individuals making personal calls from school; prompt payment is expected.

Staff should not receive or make calls on cell phones in front of children at any place in the building. In general, cell phones should be turned off during the day. In emergency situations a staff member may speak with the principal about leaving a phone on vibrate to receive an anticipated call.

Telephone Use by Children

Children may not use telephones to make calls outside of the school without specific permission from a supervising adult. Children may use the office telephones to call parents/caregivers for emergency purposes only. Under such circumstances, the child must first secure a permission pass from a supervising adult and present the pass to the office staff. Forgotten homework, field trip permission slips, etc. are not considered emergencies.

Transfers

When a child transfers to another school, the child's teacher is responsible for updating all records and for submitting the records to the office in a timely manner for the transmission to the receiving school.

Transportation of Children in Private Vehicles

Staff members should not transport students in private vehicles without prior authorization from the school principal.

United Way

Our school participated in the annual *United Way* fund drive. Information on payroll deduction contributions is available during the annual drive.

Universal Precautions

Staff members are advised to observe certain precautions to prevent direct and indirect transmission of infectious diseases.

Although the HIV virus, for example, has not been shown to be transmitted through casual contact, this agent can be present in blood or certain other body fluids. While body fluids such as saliva, sputum, urine, vomitus, and feces pose no risk of transmitting the HIV virus unless they contain visible blood, these excretions are certainly involved in the spread of other communicable diseases and should not be handled carelessly.

The following precautions are recommended by the Centers for Disease Control for handling body fluids in schools and similar settings:

1. Rubber or other protective gloves should be worn by personnel in cleaning up blood and body fluid spills.
2. Good hand washing, using soap and hot running water, after exposure to body fluids (including routine use after the toilet) should be observed and taught.
3. Open lesions on children and staff should be covered, if possible.
4. Soiled surfaces should be promptly cleaned with disinfectants, such as household bleach mixed one part bleach to ten parts water, which is mixed fresh daily.
5. All disposable materials, including gloves, should be disposed of in a sealed plastic bag; body fluids may be disposed of through the normal sewage system.

There is very little risk of transmission of the HIV virus in traditional school settings and that small risk is reduced even further by following these guidelines concerning routine hygiene. It is essential that exposure to blood and body fluids be minimized in all cases.

Visitors to School

School Board Policy KKA addresses visits to school by citizens. In addition, our expectation that visitors sign in at the office and wear a visitor's badge while visiting our school is outlined in our *Family Handbook*.

Volunteers

Policy IJOC addresses school volunteers.

Website

The staff page of the PES website contains important messages for staff and a regularly updated calendar of professional events and meetings. Weekly and monthly calendars may be printed out from the web site. Staff members are encouraged to use the web site for the most up-to-date information on meetings and professional events. For support in creating a page on the PES web site, please contact the Technology Coordinator.

Weapons

School Board Policy JICI addresses the issue of weapons and dangerous implements on school property.

Wellness

School Board Policy JJIFA addresses the issue of wellness.