

EPPING
ELEMENTARY
SCHOOL

“Children First”

TEACHER HANDBOOK
2011-2012

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EPPING ELEMENTARY SCHOOL VISION

We, the teachers, support staff, and administrators at Epping Elementary School believe all children can learn and achieve at high levels.

We believe that every child will achieve if they feel safe, known and welcome at school.

We believe every child has a right to the best education possible.

We believe that the best education promotes a child's academic, social, civic, and emotional development and that developing respect for one's self and respect for others is a critical part of that process.

We believe education is a partnership between school and home and that open communication supports our mutual effort.

Finally, we believe that we must help instill in our children a love of learning that will grow with them as they take on the responsibility of citizenship in our community, state and nation.

EPPING ELEMENTARY SCHOOL EXPECTATIONS FOR 2011-12

- 1. Implement the Math In Focus program K-5.*
- 2. Emphasize student achievement.*
- 3. Emphasize writing in all academic areas.*
- 4. Provide students with chances to improve by re-teaching and retesting.*
- 5. Employ common formative and summative assessments in math and reading.*
- 6. Integrate technology to teach students and communicate with parents and guardians.*
- 7. Employ implement strategy group methods and guided reading instructional strategies.*

EPPING ELEMENTARY SCHOOL **MATH IMPROVEMENT PLAN 2011-12**

Epping Elementary School made Acceptable Yearly Progress last year but still remains designated as a “school in need of improvement” in mathematics. If the school makes AYP again this year, EES will no longer be considered a SINI. The Epping Elementary School Math Improvement Plan for 2011-12 emphasizes the following strategies and activities to reduce the achievement gap in mathematics:

1. Align the mathematics curriculum with the NH GLEs and map the math curriculum, highlighting the prioritized NH GLE Power Standards to ensure that all students are consistently taught. Grade level teams should complete their curriculum maps in math during the 2011-12 school year.
2. Implement the Math in Focus program K-5 to provide students with a stronger foundation in number sense and problem solving.
3. Identify and implement instructional strategies that enable all students to access and learn the mathematics curriculum. Outside consultants will help train teachers in techniques to differentiate instruction using formative assessments and math manipulative materials. The school is implementing the Math in Focus program which replaces EveryDay Mathematics K through 5. Consultants Eunice Taylor will work with teams every week to help with this process. The Math in Focus publisher will also provide 4 training and coaching sessions.
4. Continue with the special common planning period for grade level teams that is devoted to collaborative planning and analysis of mathematics curriculum, instruction and assessment.
5. Continue to set of common formative and summative assessments to monitor student progress in mathematics. Assessments will be based on NH GLEs. The school will increase the amount of non-fiction writing, particularly in mathematics which will be used for assessment.
6. Continue to offer an extended day program that provides tutoring to students with educational disabilities and to students who have economic disadvantages. Tutoring will take place both before school and after school to provide flexible opportunities for additional instruction.

AN EMPHASIS ON A POSITIVE SCHOOL CLIMATE

If children are to learn to achieve at high levels ability and for staff members to perform at their best, we must promote a school climate which is caring, safe, supportive, and which promotes learning through all the senses. The conduct of staff and administrators, of parents, visitors and volunteers, and the conduct of our students are all factors that determine school climate.

Every staff member and administrator is expected to greet any student they encounter at the start of the day or as the student enters a classroom.

Another expectation at EES is that teachers and staff members will refrain from negative comments or arguing in front of students, other staff members, or visitors.

AN EMPHASIS ON PROFESSIONAL CONDUCT WHICH INCLUDES

- WORKING & LEARNING AS PART OF A TEAM

The primary job of teachers and administrators is to analyze research and improve student performance in their grade level or specialty area. During the school year, teachers and administrators must work in teams to continually plan instruction, monitor student achievement, research and implement interventions that are designed to improve achievement and to then share those results. Teams should ask the questions “What is working? “What is not?” Teams set goals develop action plans based on their findings and may propose school wide changes that may be needed to reach goals and improve student achievement (Based on Wiggan and Tighe *Schooling By Design*)

- COLLEGIALITY

All staff and administration should work to foster an atmosphere of collegiality and respect for each other as professionals whose job it is to meet the educational needs of their students. Collegiality includes working as part of a team and recognizing peers for their successful use of professional skills. Collegiality at EES means that all members of a team attend scheduled team meetings. It means respecting confidentiality of staff, students and their families. Collegiality also means addressing concerns about school issues in a professional manner without denigrating others.

- PROPER EMPLOYEE-STUDENT RELATIONS

Employees and Students shall be expected to regard each other as individuals to be treated with courtesy and respect. Employees and Students shall also be expected to abide by the following rules and regulations in order to protect staff and students.

- ✓ Staff members and students should not socialize on a one-to-one basis after school hours and off school grounds, except during co-curricular or extracurricular activities.
- ✓ Staff members may take groups of students for outings after school or on weekends, provided that they obtain written permission from the School Principal and the students’ parents.
- ✓ Staff members should neither invite students to their homes nor give out their home addresses.
- ✓ Staff members should not condone student alcohol or drug use.

Fraternizing or socializing with students outside of co-curricular or extracurricular activities – except with permission from the Principal and parents – shall be considered unprofessional conduct for school staff and shall be subject to disciplinary measures, up to and including dismissal.

(Reference GBEBB Employee-Student Relations)

- EFFECTIVE PLANNING

- **Teams must plan curriculum.** All teams of teachers will collaborate to develop and write unit and lesson plans based on grade level or department curriculum trajectories. Teachers must keep hardcopy

versions of unit and lesson plans that are up-to-date and available in the classroom. More fully developed curriculum plans must be written and available online using Performance Tracker.

• **Plans must include:**

1. Long-range (unit or weekly) plans with reference to EES unit objectives and NH State GLEs. **All classroom teachers need to include reading and math trajectories and monthly plans that accompany them.**
2. Lesson and Unit Goals and objectives.
3. Evidence that all pupil contact time has structure.
4. Daily written lesson plans that are detailed enough for substitutes to implement..
5. Instructional objectives that relate directly to the objectives of the district's adopted curriculum, using adopted program materials (manuals, course descriptions, student texts, and recommended supplementary materials).
6. Instructional plans that demonstrate an understanding of the content and an awareness of
 - a. the variety of ways in which skills can be learned.
7. Evidence that planning has taken into account the academic, social, emotional, and physical
 - a. needs of the students.
8. Description of materials and methods to be used, showing a variety of ways to illustrate information.
9. Special supplementary resources when appropriate (such as library, field trips, guests).
10. Assessments that check for student understanding and getting enough feedback to adjust a lesson and to develop future lessons.

K-5 WEEKLY PLANNING IN MATH Grade level teams must meet together once a week during a special time that will take place at the end of the school day and that is in addition to the regular planning periods that have been in the school schedule. This meeting will include plans for curriculum, instruction and assessment (CIA) Implementing the Math In Focus K-5 will be a main topic for K-2 teams starting September 12. Grades 3-5 will begin implementing Math in Focus after completing NECAP testing in October.

SUBSTITUTE PLANS

A substitute folder should be clearly marked and readily available **on the teacher's desk**. The folder should contain:

1. Seating charts- if your classroom has each desk labeled with the child's name on the desk, than a seating chart is not required.
2. An outline of activities for early arriving students (8:20-8:35)
3. Activities and lessons for Morning Meeting.
2. An outline of the regular day
3. Lunch and recess schedules
4. Duty schedules
5. Snack procedures
6. Lunch procedures
7. Dismissal of students (including the "bus")
8. Emergency plans and procedures
9. Classroom behavior rules and expectations
10. Grouping procedure
11. Any other special information needed to be shared- i.e. names of case managers and classroom aides

NOTE Emergency lesson plans for substitutes are to be available in the event that they are needed and the regular lesson plans cannot be used.

- MEMBERSHIP IN 2 COMMITTEES

Epping Elementary School committees and task forces work on curriculum, instruction, assessment, health, wellness, safety, professional development and other areas of school operations. All teachers are expected to actively participate in at least two committees. Teachers can join any EES committee subject to final approval by the principal.

CLASSROOM INSTRUCTION AND MANAGEMENT

-CLASSROOM INSTRUCTION SHOULD INCLUDE:

1. Clear and comprehensible explanations, demonstrations, practice and feedback. This includes:
 - a. Getting students ready to learn at the onset of every lesson.
 - b. Clearly stating and showing to the students the objectives of the lesson.
 - c. Focus lessons with explicit instruction and modeling
 - d. **Formative Assessments**
 - e. Guided practice and timely feedback.
 - f. Independent practice.
2. Appropriate use of a direct instruction, teaching model; keeping students on task; direct supervision skills; quality of seatwork.
3. Flexibility so that lessons can be adjusted to meet needs of every student.
4. **A DAILY ACADEMIC ROUTINE ESTABLISHED FOR 8:20 to 8:35** Classrooms are open to students starting at 8:20 to allow learning to begin right away. Every classroom teacher must establish a routine for students to enter the class and begin working as soon as they enter the classroom from 8:20 and 8:35.

-CLASSROOM MANAGEMENT SHOULD SHOW THAT:

1. Students are engaged.
2. Rules are clearly defined and marked in the room. All classrooms should post Social Skills signs. These rules are communicated regularly to students and consistently monitored.
3. The teacher monitors the rest of class while working with small groups and individuals.
4. Classroom organization facilitates learning and minimizes student disruption.
5. Instructional transitions are made smoothly and demonstrate pre-planning.
6. All students are treated in a fair, consistent manner, taking individual needs into account.

NEW FOR 2011-12 CLASSROOM AIR QUALITY GUIDELINES

The Epping School Board Policy approved Policy EBBD *Indoor Air Quality* and IMG *Animals in School & on School Grounds* to provide guidelines on how to implement these new state requirements.

- Motorized vehicle emissions – school staff are to follow anti-idling procedures
- Toxic chemicals & items brought in from home – items such as air fresheners, cleaning products (including cleaning wipes), insecticides, upholstered furniture, and other items contributing to poor air quality are not to be brought in from home. If these items are already in school, they must be taken home. In most cases cleaning with soap and water is sufficient.
- Animals in school & on school grounds – permission of the school principal is required to have an animal at school. School staff must meet the guidelines of Policy IMG in order to receive permission. Anyone thinking of having an animal in his/her classroom or have had an animal in the classroom in the

past, should read this policy before making the decision to request bringing an animal to school this school year.

- Copies of the School Board policies are included in the Appendix)

- USE OF VIDEO AND OTHER MEDIA IN THE CLASSROOM

All faculty and staff must get written pre-approval from the school principal prior to using any videos, DVDs or online videos in the classroom. Forms are available in the main office or on the intranet. ***Forms with written lesson plans are required regardless of whether a teacher has received approval the previous years.***

TEACHER ATTENDANCE

Teachers must arrive at school **no later than 8:05 a.m.** and leave **no earlier than 3:20 p.m.** It is important that all staff should be on time for the start of school and scheduled duties, meetings and professional commitments.

Sick Days: If teachers know they are going to be absent the next day due to illness, they should notify Mark Vallone or Erin Milbury before 3:20 p.m. Otherwise, they should call Cheryl MacLeay at 679- by 10:00 p.m. the night before, or by 6:00AM the day of an illness. In case of an extended illness, teachers should call the school by 2:00 p.m. each day there is a need to rehire the substitute for the following day.

Professional days: Teachers can help by reminding office staff the day before a scheduled professional day. This will help ensure plans are ready and substitutes notified.

Find a replacement for duties. *Teachers who have scheduled in advance, a personal day or professional day which falls on a day in which she or he has a duty, MUST arrange a replacement to cover their scheduled duties and that this arrangement is shared with the team leader and Dean of Students. This is very important to ensure the safe operation of the school.*

No requests for personal days or out-of-district workshops whose dates conflict with in-district workshop days, will be approved by the principal or dean on those dates. Please refer to the staff calendar for those days when planning professional development activities. Professional day requests may be denied if they conflict with in-district professional development activities, such as early release day workshops.

Upon reporting to work all employees are expected to be in attendance in the school building. Exceptions on an as-needed basis may be granted by the School Principal. **All professional staff members are also expected to remain in the school building or on school grounds during break periods. Staff must request permission to leave the school for lunch or other break periods must receive permission from the School Principal or his/her designee. (District Policy) All staff must sign the staff book whenever leaving and re-entering the building during contract hours.**

ACCESS TO THE BUILDING

Entrances to the elementary school building are secured by electronic locks controlled by a computer system. The main entrance to the school uses a surveillance camera and buzzer system to screen all visitors. All staff members must use the issued keys that are programmed to allow them to enter the building Monday through Saturday from 6:00 a.m. to 7:00 p.m. Please note that not all entrances are equipped with these special locks so. Staff members should only enter the building through the doors equipped with such locks.

DRESS AND ATTIRE

Our Social Skills Curriculum incorporates the idea that all staff members are role models to our students. Using the phrase, “What it looks like”, that is used in the Social Skills curriculum also encompasses the way we dress as professionals. Here are guidelines to professional attire:

1. Skirts, dresses, and shorts should be long enough to reach fingertip when standing.
2. Tank tops, dresses, and blouse tops must have at least a two-inch strap.
3. Tops must cover the midriff area.
4. “All outerwear must cover underwear.”
5. Safe footwear must be worn. Flip flops and other unsafe footwear can not be worn to school.

STUDENT ATTENDANCE PROCEDURES

It is essential to keep accurate records of student attendance. Poor attendance directly affects student performance. It therefore becomes an important part of our job as educators to emphasize to students the importance of being in school each day by keeping accurate records and providing feedback.

Taking daily attendance:

- 1.** Each teacher will enter attendance online using Power School by **8:50 a.m.**
- 2.** To back up the office system, please keep a log of all daily attendance in a rank book.
- 3.** Parents should phone in absences each morning. Those who don’t are called to confirm the absence.
- 4.** Teachers should request a note from each child regarding the previous day/days absence. The note should be sent to the office by 9:00.
- 5.** Students must submit a note signed by a parent or guardian for purposes of early dismissal. **The note should be read by the teacher and then sent to the office by 8:50 a.m.**
- 6.** Students are late if they arrive after 8:35. No late student should enter class without a pass from the office. Responsibility for marking students “Tardy” rests with the office not the classroom teacher.

If a student is going to be absent for any reason parents or guardians must notify the school by calling the office as soon as possible at 679-8018 or by sending a note with a sibling or another person.

SOCIAL SKILLS CURRICULUM

Philosophy: We believe that all members of the Epping Elementary School Community should conduct themselves in a respectful and appropriate manner at all times. We believe students should be able to demonstrate good manners and show respect for themselves and for others and others’ property. All students should experience a safe, predictable place where there are engaging activities, a positive atmosphere and professional adult supervision. We are committed to protecting the rights of everyone by establishing and consistently carrying out common sense rules while treating each other with respect.

Goals:

Promote academic and social success by creating an atmosphere of respect for us and for each other.

Our social skills curriculum:

1. Spells out what are the expected behaviors needed to promote safety and learning.
2. Makes those guidelines expectations clear to students, staff and parents
3. Teaches those expected behaviors in all school settings

4. Encourages expected behaviors whenever and wherever possible
5. Discourages unwanted behaviors through logical consequences.

Epping Elementary School makes a major effort to show and teach expected behavior early and often during the first quarter of the school year. This means every class should regularly include lessons on an expected behavior such as “How to wait your turn.” All teachers, administrators and staff must demonstrate and reinforce what these behaviors “**Look like**,” and “**Sound like**” in a variety of settings.

Caught Being Kind in a Community of Friends, Helpers, & Learners

1. Teachers will introduce program to students, saying that all adults in the school (specials, hallways, etc) will be watching for students who show kindness, friendship, helpfulness, or learning. The adult noticing the behavior will give the student a golden ticket that can be redeemed for prizes.
2. Classroom teachers will brainstorm with students what these behaviors would look like/sound like.
3. The teacher decides when and how often to distribute slips. The teacher could announce that he/she will be giving out tickets at a certain time, or they can be given unannounced at any time to a student modeling good behavior when most others are not, to get the others to follow, or for any exemplary act of kindness.
4. Option- Teachers could establish with the class a goal and class wide reward if it is achieved. For example, if the class earns ___ gold slips this week, on Friday we will have a _____.
5. Option- Each teacher will receive a set of stamped postcards and a set of class address labels. Teachers are encouraged to send a few postcards home per week with a short specific note of the positive behavior the child showed. The goal would be to send one positive postcard home for each student by the end of the first month of school to establish a positive contact with the family early in the year.

Basic School Rules

1. Once a student has arrived at school, he/she shall remain on the school grounds until dismissal at the end of the school day except by permission of the principal. **STUDENTS MUST NOT ARRIVE AT SCHOOL EARLIER THAN 8:05 am.**
2. All students must walk bicycles while on school property. All bikes must be parked or stored outside at a bike rack. The school is not responsible for any lost or stolen bikes.
3. Weapons or dangerous implements of any kind are not allowed on school grounds.
4. Students must damage any property, whether it is public or private. Acts of vandalism will lead to restitution by the responsible students and their parents/guardians.
5. Any fighting or wrestling and/or play fighting/wrestling among students is dangerous and not allowed.
6. No hard balls, skateboards, scooters or other dangerous toys are allowed
7. Throwing snow, rocks, sticks, sand or other unsafe objects is not allowed.

8. All students will eat their lunch in a quiet, orderly manner and clean their table area before leaving the cafeteria. **Dolls, stuffed animals and other toys are not permitted during lunch time.**
9. At assemblies, students will enter and exit in a quiet, orderly fashion.
10. All students, staff and guests will be kind and considerate to others and always ask permission to use other's possessions.
11. At recess, students will keep their hands to themselves, control their toys/equipment and finally line up and enter school quietly.
12. All students, staff and guests will treat school property, equipment, and materials with care. Stealing is wrong and will not be tolerated.
13. Students are expected to follow all school rules while on a field trip and represent Epping Elementary School in a favorable manner. Any student, who exhibits poor behavior on a field trip, may not be allowed to attend future field trips without their parent or guardian accompanying them.
14. **Electronic devices.** Students are not allowed to use devices such as Game Boys, mp3 players, watches that play music, cell phones and pagers etc. on school grounds or on field trips, during school hours, unless there is permission given by administration.
15. Energy drinks (liquid or powder) or gum of any kind are not allowed in school.
16. **All students and staff will use computer technology properly.** This includes use of the Internet. No student may use the Internet without a written authorization signed by a parent or guardian and on file with the school.

STAFF SAFETY REPORTING REQUIREMENTS

School staff members are required to report the following incidents to the School Administration immediately per School Board Policy, state law, and federal law. (Reference Policy G Personnel and Policy J Students)

Misconduct	Tobacco	Suicide.
Violence	Alcohol/Drug	Hazing
Theft	Suspected child abuse or neglect	Gang activity
Destruction	Bullying	Weapons

BULLYING

New Hampshire law and Epping School Board policy require Epping Elementary to develop and enforce rules to prevent bullying. This policy is intended to comply with **NH RSA 193-F** and **Epping School Board Policy JICK Student Safety and Violence Prevention**, which specifically identify bullying as a form of student harassment.

New Hampshire's bullying law has been revised effective July 1, 2010. This policy has been revised to reflect these changes in law and is being reviewed by the School Board. As a result this policy may be subject to change.

Bullying means “insults, taunts or challenges, whether verbal or physical in nature which are likely to intimidate or provoke a violent or disorderly response from the student being treated in this manner.” (NH-RSA 193-F) Epping Elementary School will not tolerate such behavior. Acts of bullying will lead to disciplinary action, which must include, by law, referral to the Superintendent. Bullying and harassment will be considered serious violations of school rules. This policy covers not only students but also all school employees and volunteers working at the school.

To help prevent bullying, all staff members at Epping Elementary School will be trained in methods for responding to incidents of bullying. The Social Skills Committee has worked hard on developing a school-wide plan to prevent bullying. Each grade level will implement age appropriate lessons and activities throughout the school year. Training will be available to parents and staff throughout the year. Epping Elementary School will make available forms for reporting incidents of bullying and harassment and shall require the use of these forms. These forms are available in the Main Office, from the Superintendent’s Office, and on the District Website.” Please refer to Annual Parent Notice of Rights and Policies or Policy JICK on the Epping School District Website. .

SEXUAL HARASSMENT

(From the Epping District Handbook) “It is the policy of the Epping Public Schools to maintain a learning and working environment that is free from sexual harassment. It shall be a violation of this policy for any member of the Epping Public Schools staff to harass another staff member or student through conduct or communication of a sexual nature. It shall also be a violation of this policy for students to harass other students or staff through conduct or communication of a sexual nature. Each administrator will be responsible for promoting understanding and acceptance of, and assuring compliance with, state and federal laws and board policy and procedures governing sexual harassment within his or her school or office. Violations of this policy or procedure will be cause for disciplinary action.

Sexual harassment means unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of sexual nature. Sexual harassment may include, but is not limited to the following: verbal harassment or abuse, pressure for sexual activity, repeated remarks to a person with sexual or demeaning implications, unwelcome touching, and suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning one’s grades or job.

Epping Elementary School will make available forms for reporting incidents of sexual harassment and shall require the use of these forms. These forms are available in the Main Office, from the Superintendent’s Office, and on the Epping School District Website.” Please refer to Annual Parent Notice of Rights and Policies or Policy JBAA on District Website.

According to RSA 193-D and 193-F any school employee who has witnessed or has reliable information that a pupil has been subjected to bullying, harassment, or sexual harassment must file a report to the principal, or designee who shall in turn report the incident to the superintendent. Please use school forms for reporting such incidents.

DISCIPLINE PROCEDURES

Epping Elementary School believes in a progressive and assertive discipline approach. The goal of discipline is to educate our students during any “teachable moment,” to ensure the safety of everyone, and to promote academic success for all. Student success is a result of the work and intervention of the Epping Elementary School Staff. Students who are unable to follow the rules and philosophy of Epping Elementary School will be referred to the Principal or Dean of Students.

Continuum of Intervention

Student behavior at Epping Elementary School is continually reinforced to meet the expectations of the Social Skills Curriculum. When students are unable to display the behaviors that are deemed as appropriate, faculty and staff has been trained to intervene accordingly.

Minor and Non-Threatening Violations

- 1) **Classroom:** Faculty and staff are encouraged to correct difficulties where and when they occur. Teachers and staff will initially give the students' non-verbal warnings, verbal warnings, and may even change the seating arrangements. If the student/students are still having difficulty following the instructions of the teacher, than they will be given a clear and concise warning about a referral to the main office. If the teacher has to attend to the student/students difficulty again, then they will be sent to the main office to meet either with the Principal or Assistant Principal.
- 2) **Office Referral:** When a student is referred to the main office for a disciplinary reason they will sit quietly in the main office until the Principal or Assistant Principal has had time to review the referral slip. On the referral slip will be a brief narrative of why the student was sent out of class and to the main office, events that preceded the referral, strategies that the teacher or staff used to correct the problem without utilizing a referral, location of the incident, time of the incident, and place where the incident occurred.
- 3) **Office Meeting:** When the student meets with the Principal or Assistant Principal they will be given the opportunity to discuss the situation. This allows the Administrator to hear and investigate information regarding the referral. Once the administrator has gathered information pertinent to the referral he will process the information with the student and administer a consequence.
- 4) **Consequences:** Students may receive a range of consequences depending on their severity and frequency. Students may be counseled, warned, given a lunch/recess detention or removed from class for a period of time to meet with counselors, complete work or just read quietly. Parents are notified by phone and by sending a copy of an office referral home for their signature. Consequences are designed to fit the level of disruption or damage. Teachers who write the office referral will receive a copy that includes administrative action. Administrators may follow up with a brief meeting with the teacher or staff member making the referral. Referrals bullying and sexual harassment will result in formal investigations and reports to superintendents along with consequences for the students found responsible for such infractions.
- 5) **Administrative Discretion:** The goal at Epping Elementary School is to teach all of our students how to act appropriately in all situations. It is our belief that discipline should deter unwanted behaviors and increase acceptable behaviors. When considering disciplinary actions, administrators must take into account the unique qualities and situations of every student.
- 6) **Home and School Working Together** Students are much more likely to succeed at school when parents/guardians, administrators and teachers are able to work cooperatively as a team. Together, we can make a difference and promote our children's safety and learning.

Threatening, Dangerous & Serious Violations

- 1) **Examples of Threatening, Dangerous and Serious Violations:** Making threats, bringing or carrying weapons to school, or seriously disrupting school routines are examples of dangerous behavior and will be regarded as serious violations of the school behavior code. Possession of alcohol or other drugs is a serious violation. Attacking or repeatedly harassing or bullying other students will be considered acting in a dangerous manner. Stealing or vandalism will be considered a serious violation.
- 2) **Consequences:**
 - a) For all student violations that have created an unsafe school environment or are deemed as an excessive non-threatening violation, the student will be suspended out of school for 1-5 school days. A mandatory

meeting between an administrator, parent/guardians and student must occur before the student is allowed to return to class. The guidance counselor may be included in this meeting.

- b) For more than one serious violation the student will be suspended out of school for 2-5 school days. A mandatory meeting between an administrator, parent/guardians, guidance counselor, and student must occur before the student is allowed to return to class. The school resource office may be contacted.

Suspension and/or expulsion for gross misconduct. New Hampshire RSA 193:13 provides that a student may be suspended or dismissed from school for gross misconduct or for neglect or refusal to conform to the reasonable rules of the school. For example, incidents of bringing weapons to school will be subject to immediate suspension and report to the police. Students possessing a gun on school grounds will be subject to expulsion.

UNACCEPTABLE DISCIPLINE PRACTICES

As responsible adults supervising children, all of us to positive make disciplinary decisions that demonstrate firmness yet fairness. Corporal punishment is not allowed; nor are techniques such as sarcasm or name calling, that demean or degrade an individual or group. **Disciplining students by placing them unsupervised in the hall with the classroom door closed is also unacceptable** . Finally, it's important to keep academics in a positive light, which means there is no giving extra math problems or writing assignments as a punishment.

NATIONAL HONOR SOCIETY

Epping Elementary School participates in the National Elementary Honor Society for grades 4 and 5. Students are nominated by their teachers based on having had all grades of a B or better and S or better. Those students are given an application to fill out and are chosen to be inducted by a committee based on scholarship, service, leadership and character. Students in grade three are selected at the end of their third grade year, but are not inducted until they are in fourth grade. Once students are inducted into the NHS, they must maintain grades of B or better and S or better as well as demonstrating good conduct in order to keep their membership in National Honor Society.

STUDENT TEACHER ASSISTANCE TEAM (STAT)

Teachers who experience difficulty in meeting the particular needs of an individual student can consult with the Student – Teacher Assistance Team. This consultation takes place only after a variety of strategies have been employed in the classroom and after consultation with parents and after requesting a hearing and vision test by the nurse. Teachers who make the referral meets with STAT to develop a plan that includes proven intervention strategies with measurable goals. The team collects data and monitors progress. If the plan is not effective the team will revise the plan. If the plan still is not successful after a series of revisions STAT may recommend the Child Study Committee review the student's record and consider further testing to identify possible educational disabilities. The Child Study referral is completed by STAT and the classroom teacher.

CHILD STUDY TEAM AND SPECIAL EDUCATION CONSIDERATIONS

The Child Study Team decides how to handle referrals for special education testing. Child Study is responsible for developing and implementing plans for students identified with educational disabilities that address a student's specific needs in the least restrictive environment.

CLASSROOM PROFILES, PORTFOLIOS & DATA

Each student has a portfolio following him / her through each year in elementary school. The portfolio contained examples of the students work in reading / language arts and math. Each portfolio should be used as a teaching tool in assessing each student's progress. Grade level teachers and specialists also document student progress through the use of classroom profiles that record student achievement in the DRA, NWEA, Dolch and other assessments. Use of assessment data such as the DRA, NWEA and NECAP must be incorporated by teachers as they develop lessons and report progress to parents. **Portfolios and assessment data should also be shared with parents at conference times.**

REPORT CARDS AND GRADING

REPORT CARDS

A.) Reporting grades:

1. **Grades 1 and 2 use the following Letter Grades:**

E = Excelling, S = Satisfactory, N=Needs Improvement, U=Unsatisfactory.

Grades 3 – 5 use the following Letter Grades:

A = outstanding progress, B = very good progress, etc.).

Also note an effort / self-management grade is given for academic subjects.

B.) Other guidelines:

- The grading format and criteria must be clear to both student and parents.
- Grading procedures must be the same for all teachers in a grade level team.
- Every report must include detailed comments provide **specific** feedback on student progress.
- The tone of comments is professional.
- Grades should accurately reflect an assessment of the child's **total** performance in that subject area. (Use the space under the shaded section to denote a strength (+) and / or a weakness (-) in each academic and character building area).
- Teachers and teams should track and analyze of the proportion of grades in their classroom and grade level as well as the positive and negative comments given on the report cards

Quarterly attendance totals will be provided to each teacher by the office. **All report cards will be submitted to the Principal according to the report card schedule in the appendix of this handbook.**

- Honor Roll Lists are due in the office with the report cards each quarter.

PARTICIPATION IN SCHOOL COMMITTEES, MEETINGS & EVENTS

All teachers and administrators are expected to participate as members on committees and task forces as well as actively participating as part of teams (grade level, PLTs etc) and in school events that take place beyond the regular school day. Teams conduct their work through meetings that follow the protocols below:

MEETINGS

Two Required Faculty meetings per month There are two mandatory faculty meetings held after school each month on the second and fourth Thursdays from 3:30 to 4:30 p.m. Meetings are scheduled for the second and fourth Thursday with a few exceptions. Please check the school calendar for those dates.. Advisory meetings are generally held on the first Thursday with the third Thursday of each month reserved for an optional Math Improvement Committee Meeting that can be organized by EES faculty and staff. No other meetings should be scheduled that conflict with faculty meetings.

Note: Missing two or more meetings may lead to disciplinary action.

Regular Team Meetings. All teams with team leaders must meet a minimum of once a month for purposes of planning curriculum, scheduling, RTI and other topics. Meetings must be scheduled in advance by team leaders and in consultation with team members. Teams must establish written meeting norms with agendas and note keeping included. Notes must be sent to the principal, dean of students and administrative assistant within one week.

Attendance at scheduled team meetings is mandatory for all team members.

ATTENDANCE AT SPECIAL EVENTS

There will be several occasions during the school year when all certified staff will be expected to attend late afternoon or evening functions. These evenings are few but they can be a powerful way to connect with parents, relatives and members of the community upon whom we depend for support in our efforts to educate the children of Epping. Attendance shows our commitment to children and our dedication as professionals.

1. Fall Open House
2. Curriculum nights
3. Winter Concert
4. Spring Concert
5. Artist in Residence culminating program and pot luck supper

COMMUNICATION

WITH THE HOME Educating children is a partnership between home and school and is most successful when there is active help and participation by parents and community members. Our school encourages this by keeping parents informed and actively seeking their help. Teachers and administrators need to send communications to parents and guardians through a number of media: regular mail, email, newsletters, web site, telephone or by meetings and conferences.

There will be scheduled conferences following the close of the first marking term and following the third marking term. The report card schedule may be found in the appendix of this handbook.

EMAIL Teachers can communicate with the main office or their child's parents via e mail. It is important to know that, while this method of communication is welcomed, it is not necessarily a confidential means of communication. A confidential issue may be better served through a phone call or written communication.

NEWSLETTERS & SCHOOL WEB SITE Teachers are expected to communicate with parents and guardians regularly via a newsletter or through schooljotter.com. Teachers may be asked to submit an occasional article to Cool News, the weekly newsletter of EES. is our chance to let the public know all the good that we do on a regular basis. Teacher newsletters and other communication are subject to review and/or approval by school and District administrators

OTHER MEDIA. News releases and contacts with the press are handled by the administrative assistant and approved by the principal. Teachers who want to share a story of interest such as a special guest speaker, field trip, or event should contact Cheryl MacLeay.

SUPERVISION

All EES staff members and administrators are responsible for the health and safety of the children in our school. Therefore, **any staff member or administrator who is assigned a duty:**

- **Must be on time.**

- Must **actively supervise** by moving within an assigned area and actively observing kids.
- Must **actively enforce** all school rules, particularly those relating to safety.
- **Must arrange for a substitute for that duty on days of professional or personal leave.**

Remember, that as a school and as professionals we may always be liable for what happens inside the school and on school grounds. What we do not want to have happen is that the school or professional be deemed negligent in the supervision of children.

NOTE: Students must *never* be left unattended in the classrooms, conference rooms, multipurpose room, playground or outside the building during school hours.

RECESS PLANS AND SUPERVISION

The Dean of Students works with the Social Skills Committee and physical education teacher to develop guidelines and rules for recess. Grade level teams are responsible for adjusting recess plans if needed. Teachers will be responsible for supervising recess and may be asked to assist administrators in supervising lunch in the cafeteria. **Recess supervision requires at least two teachers or staff per grade level.** The pre-school and kindergarten use separate playgrounds that are fenced. The gate must be closed and supervised whenever the children are at recess.

Each grade level team supervising any recess must bring out a small safety kit and radio to stay in communication with the main office. The kits and radios are located in the main office and must be returned to the office at the end of recess by one of the teachers supervising recess or by his or her designee.

Each grade level can access recess equipment that is stored in a shed outside school. Use of equipment should be monitored by teachers supervising recess and working in collaboration with the physical education teacher who maintains that inventory leader in collaboration with the physical education teacher. **Please note that in cold weather, frozen ground, bark mulch or wood chips are more likely to cause injuries to students playing on equipment on the playground. Therefore, access to that equipment must be restricted during freezing weather when the ground may be frozen.** The recess schedule is in the appendix of this handbook.

LUNCH

When a class is scheduled to go to lunch, classroom or unified arts teachers must escort students into the cafeteria and make sure the cafeteria is being supervised. If no lunch supervisors are present, the classroom or specials teachers must supervise students until a supervisor enters the cafeteria.

Teachers and other staff members with lunch duty will report to the building administrator in the cafeteria for assignment. Building administrators or their designees are responsible for managing lunch time procedures and discipline.

LUNCH PROGRAM PROCEDURES

All students will receive an application for free / reduced hot lunch. Upon receipt of completed applications, a decision will be made as to who is eligible for the program. Teachers will be notified as soon as possible of qualified students in their class. Monday is collection day for payments for milk and reduced hot lunch. It is very important that all money and collection records be **turned in to the cafeteria daily.**

New for 2011-12 Food Service Policy for all Staff: Staff members will not be allowed to charge for any food service purchases. All food service purchases are cash only.

DISMISSAL PROCEDURE

Parents and guardians may pick up their students at the curb near the main entrance. Parents and guardians may park and walk to this area or line up in the driveway loop.

TECHNOLOGY & TECHNOLOGY USE BY TEACHERS

Epping Elementary School is receiving a significant increase in technology in 2011-12. EES teachers will receive 25 laptop computers, 18 projectors and 16 document cameras. A portable interactive whiteboard is now set up in one of our two labs. With computers in every classroom and a network that provides all staff email and access to the Internet it is important to use technology regularly. EES uses Powerschool an online system that manages student information such as attendance, addresses, contact numbers and classroom rosters. In addition to following District guidelines for computer use, Epping Elementary School requires the following practices by all teachers

1. Check email at the start and end of the school day
2. Turn off computers at the end of every day
3. Use Powerschool to report daily attendance (classroom teachers only)
4. Use computers to prepare grades and comments for report cards.
5. Report any problems or questions to Erin Milbur . Do not send emails to District IT staff without first receiving approval from Mark Vallone
6. Save school related files to the server not to individual hard drives alone. .
7. **LIGHTSPEED SYSTEMS MUST BE USED IN CLASSROOMS** Teachers providing large group or direct instruction in a classroom must use the LightSpeed sound system provided in every classroom. Training in the use of LightSpeed is available from Kathy McKay who is responsible for all the systems in the building. Teachers experiencing problems with LightSpeed should report them to Kathy McKay.

PAPER AND OTHER SUPPLIES

Grade level teams and departments order much of their supplies such as pencils and pens during the annual budget process. Paper for copiers will be provided by the office at the beginning of the year. Paper may be rationed if excessive copying depletes supplies. Teachers and staff should practice conservation and use digital files as much as possible.

MONEY

All money collected for field trips, etc., is to be turned in to the office counted and identifying what school activity this money represents.

Money must be **counted** by the responsible teacher and **placed in the money pouch** with the **\$ amount, grade, teacher's name, event** and **date** written on the deposit sheet. Large amounts of money must be turned into the main office so that it can be stored in a secured location.

FIELD TRIPS/ SPECIAL EVENTS

1. Field trips or events must be approved by the principal **at least one month prior**
2. All money must be collected, counted and turned in to the office before the event or field trip.
3. All arrangements must be made in advance and in writing.
4. Cheryl Macleay will secure buses for trips or events. Please see her after receiving approval.
5. It is important that the times indicated for the departure and return of the buses are accurate. Buses are engaged according to this written information.
6. All volunteer chaperones must be trained in their roles and responsibilities by the administration prior to departure. Training sessions take just a couple of minutes and are given in the lobby.
7. For safety reasons students should wear the Epping Eagle T-Shirts on all field trips.
8. For safety purposes, at least one teacher from each grade level should bring a school cell phone obtained from the main office before leaving.
9. All field trips must directly support the curriculum, integrating pre and post trip lessons that involve reading and writing. Teachers must submit written plans to the principal prior to the field trip.
10. **New for 2011-12 Field trips will NOT visit gift shops. The purchase of gifts and souvenirs does not support the academic goals of the trip and often places financial pressures of students and their families.**

SAFETY

Safe Building/Safe Classroom To help keep our building safe and in compliance with federal and state fire safety standards, all classrooms should be free of furnishings and equipment that do not meet minimum safety standards. For example, the following items are not allowed in a classroom:

Coffee machines; Household furniture that lacks an approved fire-rating certificate; **Curtains** and other fabric that has not been treated by custodians with an approved fire retardant; **Refrigerators; Over 50% of the wall space** covered with artwork or teaching materials.

Fire Drills: The state requires that we have **12 fire and safety drills** during the school year. When an alarm is rung, follow directions that are posted in each classroom. Be sure that the classroom door and windows are closed and children are safely away from the building and are quiet and orderly. Immediately upon assembling outside, take attendance to ensure that all students have exited the building. When the signal is given, everyone may re-enter the building.

Other safety drills and procedures: Epping Elementary Schools require drills for Evacuations, Reverse evacuations, Lock downs, Shelter in place, and Drop, cover, and hold (Handouts provided in your mailbox). All staff should be familiar with these procedures including proper use of the “Go Kits” during emergencies.

Go Kits The items below are included in the classroom emergency “**Go Kits.**” Note that these materials in these kits are only to be used **ONLY** during emergencies and not used in place of materials purchased from school supply and equipment accounts.

Evacuation Kit Content List

Folder w/homeroom numbers & teacher names

Faculty/Staff Roster

Tape

Current attendance & sign out/dismissal lists

Clipboards

Tissues

Phone lists by grade level
Poster board, markers, pens
Parental sign-out lists

Site Map
Flashlights and batteries
Identification Vest

Trash bags
Clip boards
Space Blankets

Medical Evacuation Kit

Student medication	First Aide supplies	Tissues
Ibuprofen/Acetaminophen	Cough drops	Rubber gloves

STUDENT SERVICE & EXTRA- CURRICULAR ACTIVITIES

Epping Elementary School has added National Honor Society as another service organization to complement the school's Student Council. Both organizations provide students with opportunities to learn leadership, civic and community service skills. The school also offers before and after school enrichment and remediation programs such as foreign languages, crafts, games, writing, performing arts and yoga. Faculty and staff have opportunities to submit proposals for conducting an after school activity and be paid a stipend for conducting and supervising the activity.

GUIDANCE The School Counselor participates in whole school, grade level, classroom and individual programs. Due to the varied responsibilities and concerns that come up on an unscheduled basis, teachers are asked to have students remain in their classrooms until the School Counselor picks them up.

STAFF EVALUATION

Evaluations will be based on guidelines developed by a district evaluation team.

PROFESSIONAL DEVELOPMENT – See District Website or refer to Folder Provided by the SAU

MEDICAL/HEALTH ISSUES

WORKPLACE INJURY/ILLNESS

Any accident, injury, or incident involving a staff member at or on school property must be documented in a referral to the nurse or supervising administrator within 24 hours of the incident. Workmen's Compensation forms cannot be filed if the school nurse or an administrator has not seen you with 24 hours of the incident

Employees who are injured at work need to report to their school nurse to fill out the 1st Report of Injury Form to notify the Epping School District of a work related injury or illness and for workers' compensation eligibility. School nurses will have the First Report of Injury Form available.

1. During the Regular School Day:

Employees who are injured at work need to go to the school nurse. The health of the employee is considered paramount at all times. If possible both the school nurse and employee will together fill out the First Report of Injury Form including any treatment received and follow up recommendations, and again if possible both the employee and the school nurse will sign the report. The school nurse will forward a copy of the completed form to the Epping School District Payroll Department at the Superintendent's Office and the School Principal's Office. The Payroll Department will follow through reporting to the Department of Labor.

2. After School Hours or School Is Not In Session:

Employees who are injured after school hours or when school is not in session, and need medical attention, need to seek medical attention at a physician's office or emergency room. Please note that employees should seek assistance by contacting their supervisor. It is important that in emergencies 911 should be called. As soon as possible upon return from the physician's office or emergency room, employees should see the school nurse to report the work related injury. During school vacation time the employee is advised to contact the Superintendent's Office. If the First Report of Injury Form is not completed the medical bills will be denied by the insurance company. (District Policy HndBk pp 55-56.)

ILLNESS/DISMISSAL OF STUDENTS

CHILDREN WITH INFECTIOUS OR COMMUNICABLE DISEASES ARE EXCLUDED FROM SCHOOL UNTIL THEY ARE NO LONGER CONTAGIOUS.

When Children Should Be Excluded Or Dismissed From School

(Note: Teachers should use these guidelines when they are not feeling well.)

A child should not attend school or will be dismissed from school after contacting parent, legal guardian or other person authorized by the parent if the child has any of the following conditions:

1. Temperature: Oral- 101 degrees or greater, rectal- 102 degrees or greater, axillary- 100 degrees or greater, accompanied by behavior changers or other signs or symptoms of illness until medical evaluation indicates inclusion in school.
2. Symptoms and signs of possible sever illness (such as unusual lethargy, uncontrolled coughing, irritability, persistent crying, difficult breathing, wheezing, or other unusual signs) until medical evaluation allows inclusion.
3. Uncontrolled diarrhea that is, increased stool water, and/or decreased from that is not contained by the diaper or child is unable to control until diarrhea stops.
4. Vomiting illness (two or more episodes of vomiting in the previous 24 hours) until vomiting resolves or until a health care provider determines the illness to be non-communicable and the child is not in danger of dehydration.
5. Rash with fever or behavior change, until a health care provider determines that these symptoms do not indicate a communicable disease.
6. Head Lice (Pediculosis) or the presence of nits (eggs). Child is to be checked by the school nurse before returning to class. The nurse should be notified if the child had Lice while not in school so that steps can be taken to identify other cases and reduce the spread of Lice.
7. Any child currently being treated for a bacterial infection until 24 hours after beginning antibiotic therapy (Strep Throat or Scarlet Fever).

If your child becomes sick at school, please have someone available to assume temporary care if you cannot be reached, as indicated on his/her emergency card. It is very important that parents pick up ill children quickly.

The proceeding was based on New Hampshire Laws and Administrative Rules, Chapter 5 Section 200:39 and New Hampshire Department of Health and Human Services HP6S.

Accident/Illness/Medication

Student Accident, Illness, and Injuries:

1. All injuries, illness, and accidents should be reported to the teacher in charge of the class or activity. The teacher will refer the student to the school nurse. A Health Pass or written note should accompany the student to the Health Office. If the school nurse is not available arrangements will be made to assess the child and administer treatment as needed. Students will return to class with a Health Pass or written note. Teachers will be notified if the student is going to be sent home.
2. Any student seriously injured during the school day shall have a report filed by the school nurse and/or staff person that witnessed the accident. The accident report shall be filed with the school principal and superintendent's office with the original being kept by the school nurse and a copy sent home to the parents/guardians. This report must be filed within 24 hours of the accident.

Medication:

When it is necessary for a child to have medication during the school day, the school nurse must have the following information:

1. "Request for Medication" form signed by parent/guardian. This form includes student's name, grade, name of medication, dosage, times, prescriber's name, and diagnosis.
2. Medication in original containers if over-the-counter or in properly labeled prescription containers.
3. Signed Doctor's order stating diagnosis is recommended.

All medications must be brought to the Health Office by the parent/guardian. All medications will be locked in the Health Office, unless otherwise determined by the nurse and parent. If the nurse is not available, arrangements will be made with principal to administer medication. **No teacher may give any student medication unless it has been pre-approved by the school nurse.** Medication will be administered during the school day only when the interval between doses requires administration in school or the medication is a "when necessary" order.

All medication must be brought to the health office by a parent or guardian.

Information on Illness, Parasite Infestations, and Diseases Occurring in School

New Hampshire Department of Health and Human Services Disease Handbook will be available in the school library, teacher's room, and the Health Office. This manual contains disease fact sheets that are intended to familiarize people with specific infectious disease problems encountered in children. Also in the fact sheets are general guidelines to prevent spread or reduce the occurrence of bacterial or viral illness and some parasitic infestations.

Updates to teachers presently detecting illness, parasite infestations, and diseases will be included in the confidential daily bulletin, announced at staff meetings, and by flyers. Updates will include: how many cases, how to limit the cases, health risks to all, and what should be done if a child in your classroom or you come in contact with or suspect you have an illness. (Information about the H1N1 virus is available in the health office. EES will devote staff meeting time to discuss protocols for dealing with this virus.

Parents will be notified via Cool News, flyers, and phone calls to the parents of the student with suspected illness. Contact the school nurse if you have additional concerns about health issues occurring in the classroom. The school nurse is available for classroom evaluation and health education, which includes how to wash hands, how to help you stay well, and how germs are spread. Education to staff on health issues will be presented during staff meetings and in-service days.

H1N1 Flu Reminder .

Based on the past experience with the H1N1 flu virus, the following health practices should be routine at EES:

1. Respiratory etiquette (covering nose and mouth to cough or sneeze and discarding tissues after use).
2. Frequent hand washing especially after coughing and sneezing.
3. Handwashing before eating, after using the restroom, and otherwise as needed.
4. Isolation of ill persons immediately from others and send home.
5. Requirement that symptomatic individuals remain home for at least 24 hours after they are free of fever without the use of fever-reducing medications.
6. Routine cleaning and regularly clean areas and items likely to have frequent hand contact.”

Teachers should take the same precautions and follow the same protocols for attendance as students.

DAILY SCHEDULES

Morning Bell Schedule

First Bell Rings: 8:20 a.m.

Final Bell Rings: 8:35 a.m.

Any student entering after the 8:35 bell is late must report to the office.

Students cannot enter the classroom without a tardy slip.

Afternoon Bell Schedule

At 3:00 walkers will be dismissed while bus students wait in their classrooms until their grade level is called over the intercom. Students attending the Town's Recreation Department' after school program will be dismissed as well. Bus students will be dismissed by bus number.

Parents and guardians may pick up their students at the curb near the main entrance. Parents and guardians may park and walk to this area or line up in the driveway loop

Lunch:

Full Time Kindergarten..... 11:45 – 12:10

Grade 1..... 11:45 – 12:10

Grade 2..... 12:15 – 12:40

Grade 3..... 12:15 – 12:40

Grade 4..... 11:15– 11:40

Grade 5..... 11:15– 11:40

Lunch Recess:

Grade 1..... 12:20 – 12:40

Grade 2..... 11:05 – 11:25

Grade 3..... 11:05 – 11:25

Grade 4..... 1:00 - 1:20

Grade 5..... 1:00 - 1:20

SCHOOL YEAR CALENDAR

Note for 2011-12 remember to include 2 faculty meetings every month.

August 30	Day 1 of Contract Year: District Professional Dev. & Teacher Preparation
August 31	EES Math In Focus Training Day for K-5
September 1	EES Professional development, planning& room prep day.
September 6	First day of school for grades 1-5 Pre-school holds an orientation later in the morning
September 7	Orientation sessions for Kindergarten
September 8	First Day of Kindergarten Faculty Meeting
September 13	School Picture Day 2011
September 15	2011 Band Instrument Rental Night !! Math Improvement Committee Meeting
September 16	Constitution Day: Read the Preamble to the U. S. Constitution at 8:35. PTO Fundraiser Kickoff (Drive runs through October 4)
September 22	Faculty Meeting Volunteer Orientation session
September 27	Open House Grades 3-5
September 28	Open House Grades K-2
September 30	District professional development day. No school for students EES conducts NECAP preparation as highest priority PD
October 3-21	NECAP Testing Window
October 3	NECAP Task Force meeting (No Literacy Committee) End of PTO fund raiser/ PTO meeting at 7:00
October 6	Advisory Council
October 10	No school for Columbus Day Holiday
October 13	Faculty Meeting
October 20	Math Improvement Committee Meeting
October 27	Faculty Meeting
October 28	District PD Day No school for students PTO Halloween Monster Mash Grades close
November 3	Advisory Council
November 4	2 Fiddles residence Report cards due in office
November 8	2 Fiddles residence
November 9	2 Fiddles residence + barn dance in evening
November 10	Parent Conference Day (No School for students)
November 11	No school for Veterans' Day
November 14	Remaining report cards go home
November 14-22	Student Council Food Drive
November 17	November Faculty Meeting
November 23-25	No school for Thanksgiving Recess (Wednesday through Friday off)
November 29-Dec 1	Christa McAuliffe Technology Conference
December 1	Advisory Council
December 5	Literacy Committee Meeting PTO meeting
December 8	Faculty Meeting
December 15	Math Improvement Committee Meeting

December 23-January 1	Holiday Vacation
January 2	Return to school
	PTO Meeting
January 5	Advisory Council
January 6	Unified Arts close grades
January 12	Eagle Day Assembly: Martin Luther King Jr. theme
	Faculty Meeting
January 13	District Professional Development Day
January 17	Martin Luther King Jr. Holiday
January 19	Math Improvement Committee Meeting
January 20	Grades close
January 26	Faculty Meeting
January 27	Report cards due in office
February 2	Advisory Council
February 3	Report cards go home
February 6	PTO Meeting
	Literacy Committee Meeting
	Classroom placement process begins
February 9	Faculty Meeting
February 16	Last Day for STAT and retention referrals
	Math Improvement Committee Meeting
February 20	District Professional Development Day
February 23	Faculty Meeting
February 24	I Love to Read Month Jamboree
February 25- March 4	Winter Vacation
March 5	PTO Meeting
	Literacy Committee
March 6	Advisory Council
March 8	Faculty Meeting
March 9	Teachers submit classroom placement information to Erin Milbury
March 12-16	Administrators meet with special education and data team re: Placement
March 13	District PD Day No School for Students. Town election
March 15	Math Improvement Committee Meeting
March 22	Faculty Meeting
April 2	PTO Meeting Report Cards due in office
	Literacy Committee meeting
April 5	Advisory Council
April 6	Report cards due in office
April 11	Parent Conference Day (Contractual)
April 12	Faculty Meeting
April 13	Remainder of report cards go home
April 19	Math Improvement Committee Meeting
April 21-29	Spring Vacation
May 3	Advisory Council
May 7	Literacy Committee meeting
	PTO meeting
May 10	Faculty Meeting
May 17	Math Improvement Committee Meeting

May 24	Faculty Meeting
May 28	No school for Memorial Day
June 1	First of classroom placements due
June 4	Literacy Committee Meeting PTO meeting
June 7	Advisory Council
June 8	Last day for grades to close
June 9	Volunteer Recognition
June 13	Report cards due in office
June 14	Faculty Meeting
June 19	Tentatively scheduled as Last Day of School for Students Report cards go home
June 20-21	Professional development for staff (Includes time to close down classrooms etc)
June 26	Marked in official calendar as last day of school (Allows for 5 snow days)
July 20	Teachers receive final drafts of class lists for 2012-13 Office sends out notice to parents of student placements
August 10	Any welcome letters by teachers should be sent out by this date

2011-12 REPORT CARD SCHEDULE

First Quarter –September 6 – November 4 (41 instructional days)

October 28	Last Day for Grades to Close
November 4	Report Cards Due In Office
November 10	Parent conference day (contractual day)
November 14	Non-conference Report Cards Go Home

Second Quarter – November 7 - January 27 (46 instructional days)

January 6*	Art, Music, Computer and P.E. Grades Close
January 20	Last day for Grades to Close
January 27	Report Cards Due In Office
February 3	Report Cards Go Home

Third Quarter - January 30- April 6 (44 instructional days)

April 2	Last day for Grades to Close
April 6	Report Cards Due In Office
April 11	Parent Conference (Contractual day)
April 16	Remainder of report cards go home

Fourth Quarter - April 9 – June 19 (44 instructional days)

June 8	All grades close
June 13	Report Cards Due In Office
June 19	Report Cards go home on last day of school

ALL REPORT CARDS MUST BE LOGGED INTO COMPUTER SYSTEM AT THE END OF EACH QUARTER. THE DATES FOR LOGGING WILL BE DETERMINED BY DEA MAYNE

WHO DOES WHAT IN THE EPPING SCHOOL DISTRICT?

Melinda Stanley	Payroll	679-8003	Ext 106
Paula Van Gundy	SAU Administrative Assistant	679-8003	Ext 101
Martha Williamson	Business Manager/Personnel Benefits	679-8003	Ext 104
Cheryl MacLeay	EES Administrative Assistant (Sick leave, field trips, course reimbursement, workshops)		Office
Karen Mongeon	EES Receptionist (Paper supply requests, student records, and student activities)		Office
Abbie Constantineau	Health Office Secretary		Office
Luetta Petrie	Health Office Secretary		Office

CLASSROOM SCHEDULE GRADES 1-5

Teacher	M	T	W	Th	F
Bilodeau	P.E. 1:40 – 2:25	Art 1:40-2:25	Music 1:40 -2:25	Reading/Math 1:40-2:25	Library 1:40 – 2:25
Pattee	Music 1:40 – 2:25	Reading/Math 1:40-2:25	Library 1:40 -2:25	P.E. 1:40-2:25	Art 1:40 – 2:25
Sweitzer	Library 1:40 – 2:25	P.E. 1:40-2:25	Art 1:40 -2:25	Music 1:40-2:25	Reading/Math 1:40 – 2:25
Mahalaris	Reading/Math 1:40 – 2:25	Library 1:40-2:25	P.E. 1:40 -2:25	Art 1:40-2:25	Music 1:40 – 2:25
Boelter	Art 1:40 – 2:25	Music 1:40-2:25	Reading/Math 1:40 -2:25	Library. 1:40-2:25	P.E. 1:40 – 2:25
Demers	Successmaker 12:50-1:35	PE 12:50-1:35	Music 12:50-1:35	Art 12:50-1:35	Library 12:50-1:35
Crane	P.E. 12:50-1:35	Library 12:50-1:35	Successmaker 12:50-1:35	Music 12:50-1:35	Art 12:50-1:35
Bliss	Library 12:50-1:35	Art 12:50-1:35	P.E. 12:50-1:35	Successmaker 12:50-1:35	Music 12:50-1:35
Godbout	Art 12:50-1:35	Music 12:50-1:35	Library 12:50-1:35	P.E 12:50-1:35	Successmaker 12:50-1:35
Butt	P.E. 10:20 – 11:05	Music 10:20 – 11:05	Library 10:20 – 11:05	Computer 10:20 – 11:05	Art 10:20 – 11:05
Thompson	Art 10:20 – 11:05	Computer 10:20 – 11:05	P.E 10:20 – 11:05	Library 10:20 – 11:05	Music 10:20 – 11:05
Dodge	Computer 10:20 – 11:05	Library 10:20 – 11:05	Music 10:20 – 11:05	Art 10:20 – 11:05	P.E 10:20 – 11:05
Rossel	Library 10:20 – 11:05	P.E 10:20 – 11:05	Art 10:20 – 11:05	Music 10:20 – 11:05	Computer 10:20 – 11:05
Robblee	P.E. 9:30 – 10:15	Music 9:30 – 10:15	Art 9:30 – 10:15	Library 9:30 – 10:15	Computer 9:30 – 10:15
Harris	Art 9:30 – 10:15	P.E. 9:30 – 10:15	Library 9:30 – 10:15	Computer 9:30 – 10:15	Music 9:30 – 10:15
Eckhardt	Library 9:30 – 10:15	Computer 9:30 – 10:15	Music 9:30 – 10:15	Art 9:30 – 10:15	P.E. 9:30 – 10:15
4X	Computer 9:30 – 10:15	Library 9:30 – 10:15	P.E. 9:30 – 10:15	Music 9:30 – 10:15	Art 9:30 – 10:15
True	Library 8:40 – 9:25	Computer 8:40 – 9:25	Music 8:40 – 9:25	Art 8:40 – 9:25	P.E 8:40 – 9:25
Young	Computer 8:40 – 9:25	P.E 8:40 – 9:25	Library 8:40 – 9:25	Music 8:40 – 9:25	Art 8:40 – 9:25
Baker	P.E. 8:40 – 9:25	Library 8:40 – 9:25	Art 8:40 – 9:25	Computer 8:40 – 9:25	Music 8:40 – 9:25
Feld	Art 8:40 – 9:25	Music 8:40 – 9:25	P.E. 8:40 – 9:25	Library 8:40 – 9:25	Computer 8:40 – 9:25
C.I.A. Curriculum/Instruction / Assessment time	Grade 1	Grade 3	Grade 4 & K	Grade 5	Grade 2

ART

Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:05-8:40	Duty/ Planning	Duty/ Planning	Duty/ Planning	Duty/ Planning	Duty/ Planning
8:40-9:25	5 Feld	AIR/Planning	5 Baker	5 True	5 Young
9:30-10:15	4 Harris	AIR/Planning	4 Robblee	4 Eckhardt	4 X
10:20-11:05	3 Thompson	AIR/Planning	3 Rossel	3 Dodge	3 Butt
11:15- 11:45	K- Daniels	K- Yergeau	Lunch/ Planning/ Duty	Lunch/ Planning/ Duty	Lunch/ Planning/ Duty
11:145 12:50	Lunch/ Planning/ Duty	Lunch/ Planning/ Duty	Lunch/ Planning/ Duty	Lunch/ Planning/ Duty	Lunch/ Planning/ Duty
12:50-1:1:35	2 Godbout	2 Bliss	Successmaker Crane	2 Demers	2 Crane
1:40 – 2:25	1 Boelter	1 Bilodeau	1 Sweitzer	1 Mahalaris	1 Pattee
2:30-3:00	C.I.A.	C.I.A.	C.I.A.	C.I.A.	C.I.A.
3:00 – 3:20	Dismissal Duty	Dismissal Duty	Dismissal Duty	Dismissal Duty	Dismissal Duty

LIBRARY

Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:05-8:40	Duty/ Planning/ Open Lib	Duty/ Planning/ Open Lib	Duty/ Planning/ Open Lib	Duty/ Planning/ Open Lib	Duty/ Planning/ Open Lib
8:40-9:25	5 True	5 Baker	5 Young	5 Feld	K
9:30-10:15	4 Eckhardt	4 X	4 Harris	4 Robblee	Planning
10:20-11:05	3 Rossel	3 Dodge	3 Butt	3 Thompson	Planning
11:15- 11:45	Lunch/ Planning/ Duty	K Daniels	K Yergeau	K Daniels	K Yergeau
11:45-12:50	Lunch/ Planning/ Duty	Lunch/ Planning/ Duty	Lunch/ Planning/ Duty	Lunch/ Planning/ Duty	Lunch/ Planning/ Duty
12:50-1:1:35	2 Bliss	2 Crane	2 Godbout	Successmaker Bliss	2 Demers
1:40 – 2:25	1 Sweitzer	1 Mahalaris	1 Pattee	1 Boelter	1 Bilodeau
2:30-3:00 3:00 – 3:20	CIA Dismissal Duty	CIA Dismissal Duty	CIA Dismissal Duty	CIA Dismissal Duty	CIA Dismissal Duty

COMPUTER

Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:05-8:40	Duty/ Planning/ Open Lab	Duty/ Planning/ Open Lab		Duty/ Planning/ Open Lab	Duty/ Planning/ Open Lab
8:40-9:25	5 Young	5 True		5 Baker	Feld
9:30-10:15	4 X	4 Eckhardt		4 Harris	4 Robblee
10:20-11:05	3 Dodge	3 Thompson		3 Butt	3 Rossel
11:05- 11:30	Planning/ Transition	Planning/ Transition		Planning/ Transition	Planning/ Transition
11:15-12:50					
12:50-1:1:35					
1:40 – 2:25					
2:30-3:00					
3:00 – 3:20					

PHYSICAL EDUCATION

Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:05-8:40	Duty/ Activities/ Planning	Duty/ Activities/ Planning	Duty/ Activities/ Planning	Duty/ Activities/ Planning	Duty/ Activities/ Planning
8:40-9:25	5 Baker	5 Young	Feld	Kindergarten	5 True
9:30-10:15	4 Robblee	4 Harris	4X	Planning	4 Eckhardt
10:20-11:05	3 Butt	Rossel	3 Thompson	Planning	3 Dodge
11:15- 11:45	K-Yergeau	Lunch/ Planning/ Duty	K- Daniels	Lunch/ Planning/ Duty	Lunch/ Planning/ Duty
11:45-12:50	Lunch/ Planning/ Duty	Lunch/ Planning/ Duty	Lunch/ Planning/ Duty	Lunch/ Planning/ Duty	Lunch/ Planning/ Duty
12:50-1:1:35	2 Crane	2 Demers	2 Bliss	2 Godbout	Successmaker Godbout
1:40 – 2:25	1 Bilodeau	1 Sweitzer	1 Mahalaris	1 Pattee	1 Boelter
2:30-3:00	C.I.A.	C.I.A.	C.I.A.	C.I.A.	C.I.A.
3:00 – 3:20	Dismissal Duty	Dismissal Duty	Dismissal Duty	Dismissal Duty	Dismissal Duty

MUSIC

Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:05-8:40	Duty/ Activities/ Planning	Duty/ Activities/ Planning	Duty/ Activities/ Planning	Duty/ Activities/ Planning	Duty/ Activities/ Planning
8:40-9:25	<u>Kindergarten</u>	5 Feld	5 True	5 Young	5 Baker
9:30-10:15	Planning	4 Robblee	4 Eckhardt	4 Feld	4 Harris
10:20-11:05	Planning	3 Butt	3 Dodge	3 Rossel	3 Thompson
11:15- 11:45	Lunch/ Planning/ Duty	Lunch/ Planning/ Duty	Lunch/ Planning/ Duty	K Yergeau	K Daniels
11:45 -12:50	Lunch/ Planning/ Duty	Lunch/ <u>Kindergarten</u> Duty	Lunch/ Planning/ Duty	Lunch/ Planning/ Duty	Lunch/ Planning/ Duty
12:50-1:1:35	Successmaker Demers	2 Godbout	2 Demers	2 Crane	2 Bliss
1:40 – 2:25	1 Pattee	1 Boelter	1 Bilodeau	1 Sweitzer	1 Mahalaris
2:30-3:00 3:00 – 3:20	C.I.A. Dismissal Duty	C.I.A. Dismissal Duty	C.I.A. Dismissal Duty	C.I.A. Dismissal Duty	C.I.A. Dismissal Duty

Student /Teacher Assistance Team Schedule

**Every Week
Date and Time TBA
Starts Week of September 25
Finishes Week of March 23**

Collaborative Team Planning Period

**2:30 – 3:20 Every Week
TBA**

Child Study Committee

**Every Friday 2:00 – 3:00 p.m.
September 19, 2011 June 8, 2012**

Retention Schedule

November 10	Teacher shares concerns about student w/parent
Dec / Jan	Teacher monitors student progress and shares concerns with parents and STAT.
February 17	Teachers turn in list of possible retentions to Guidance.
March 9	Teachers writes parents to acknowledge concerns.
March 22	STAT finishes review of all retention candidates.
April 2	Guidance sends letter to parents identifying concern.
By April 20	Teachers and counselor meet with parents to discuss concerns.
May 25	Last day for second meeting to make recommendation.
June 19	Report card issued with placement decision.

Epping Elementary School Acceptable Use Policy

I. POLICY STATEMENT

The school district has made available computers and networks to students, staff, and community members in order to:

1. Support education and research
2. Facilitate and disseminate knowledge
3. Encourage collaborative projects and resource sharing
4. Foster creativity and innovation
5. Aid technology transfer
6. Provide access to research and educational facilities

II. TERMS AND CONDITIONS FOR USE OF COMPUTERS AND NETWORKS

All students who wish to use the computers and computer networks must have a signed agreement on file. Computer access will be denied to any user who has not submitted a signed agreement.

III. USER CODE OF CONDUCT

All users of the school district's computers and networks are expected to abide by school board policy and the generally accepted rules of computer/network etiquette. Informal rules of behavior have evolved for the use of and communication on the Internet and other network services. These rules of behavior include, but are not limited to the following:

11. Use the computer system for educational purposes only.
12. The computer system cannot be used for unlawful purposes Do not place unlawful information on any network system.
13. Intentionally damaging the computer system, damaging information belonging to others, misusing system resources or allowing others to misuse system resources will result in administrative action.
14. Users may not tamper with computers, networks, printers, or other associated equipment except as directed by a teacher, administrator, or designated computer technologist. Unauthorized entry into computers or vandalism or destruction of computer equipment and/or files is forbidden and is considered criminal activity under federal law.
15. Report any misuse of the computer system or network to the designated computer technologist and/or school administrator.
16. Users may not write, produce, generate copy, propagate, or attempt to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computer's memory, file system, or software.
17. Be polite. *All users should use language appropriate for a school setting.* Users shall not deliberately use the computer system to annoy, offend, or harass others with language, images, or threats. Users shall not deliberately access or create any obscene or objectionable information, language, or images. Users shall exercise good judgment in sending out mass e-mails.
18. Users will not install, copy, change, or transfer any software or documentation provided by the school district, teachers, or another user without permission from the designated computer technologist. .
19. Network account is for the user's private use only. Do not let other people use your name, password, or files for any reason (except for authorized school staff members). Use of the school district system is restricted to school network accounts and school related business.
20. Observe the rules of copyright. Users must respect all copyright issues regarding software, information, and attributions to ownership on the internet.
21. Be aware that all files, including emails are school property and therefore subject to legal/administrative scrutiny.

22. Exercise good judgment in visiting web sites. Visit those sites, which are relevant to the topic you are researching.
23. Ask designated computer technologist before attaching personal equipment to school the school network, such as laptops.
24. Request permission from the designated computer technologist/building administrator to take home technology equipment (hardware or software).

Violations of the User Code of Conduct or Acceptable Use Policy will result in the immediate suspension of computer privileges as well as possible further disciplinary action as outlined in the Student/Parent Handbook.

Social Skills Manners

Classroom Manners

- ◆ Keep your hands and feet to yourself
- ◆ Make eye contact when talking to someone
- ◆ Raise your hand to speak
- ◆ Wait your turn
- ◆ Speak with respect
- ◆ Listen actively. Be alert and responsive
- ◆ Work quietly by yourself
- ◆ Use “indoor” voices
- ◆ Share
- ◆ Be friendly to others
- ◆ Use kind words and actions
- ◆ Ignore students who are not behaving politely

Cafeteria Manners

- ◆ Walk at all times while in the cafeteria
- ◆ Keep your hands and feet to yourself
- ◆ Sit with good posture with only 4 people to a bench
- ◆ Sit facing the table with food in front of you
- ◆ Chew food with mouth closed
- ◆ Use “indoor” voices to talk with people in front of you, beside you or diagonally across the table
- ◆ Hold utensils and napkins with care
- ◆ Don’t play with food
- ◆ Keep your table neat
- ◆ Put trash and uneaten food in trash barrel when your table is called
- ◆ Wipe your face and hands with a napkin after you finish eating

Recess Manners

- ◆ Keep your hands and feet to yourself
- ◆ Watch where you are going
- ◆ Share. Include others in your game
- ◆ Play in marked areas only
- ◆ Respect others’ space and property
- ◆ Line up without pushing or cutting
- ◆ Be friendly and polite to others
- ◆ Play safely on playground equipment
- ◆ Keep hardballs and other dangerous toys at home.
- ◆ Do not throw things like sand, snow, sticks or rocks.
- ◆ Check toys brought from home with your teacher for safe use at recess

Bus Manners

- ◆ Keep your hands and feet to yourself
- ◆ Follow the driver’s instruction
- ◆ Sit in assigned seat
- ◆ Change seat only with permission
- ◆ Respect others’ space and property
- ◆ Talk quietly using appropriate language

Assembly Manners

- ◆ Walk quietly into the cafeteria
- ◆ Sit quietly
- ◆ Keep your hands and feet to yourself
- ◆ Wait quietly for presentation to begin
- ◆ Sit on your bottom facing the performance
- ◆ Keep eyes on performance
- ◆ Wait to be invited to participate
- ◆ Applaud appropriately when the performance is over
- ◆ Wait for a signal from your teacher before leaving the cafeteria

Hallway Manners

- ◆ Walk quietly in a single line
- ◆ Keep your hands and feet to yourself
- ◆ Walk on right side of hallways, door ways and stairs
- ◆ Greet others with a quiet safe wave

Library Manners

- ◆ Keep your hands and feet to yourself
- ◆ Walk quietly at all times while entering, exiting and working in the library
- ◆ Be especially quiet when others are studying or a library class is in session
- ◆ Sit quietly after you have finished checking out book
- ◆ Sit quietly with a book if you are not checking out a book with your class
- ◆ Put books back where you found them or put them in book drop if you don’t remember
- ◆ Always use the library computers respectfully

DISCIPLINE REFERRAL FORM

Staff: Be sure to complete all the information requested. It will be used for statistical purposes.

Student Name: _____ **Date:** _____

Teacher/Staff Name: _____ **Time:** _____

Reason for Referral: (Please check/circle a general category and explain below)

<input type="checkbox"/> Bullying*	<input type="checkbox"/> Out of Assigned Area
<input type="checkbox"/> Continued refusal to do work	<input type="checkbox"/> Physical/Verbal Aggression
<input type="checkbox"/> Forgery/Plagiarism	<input type="checkbox"/> Physical/Verbal Threatening
<input type="checkbox"/> Harassment/Sexual Harassment*	<input type="checkbox"/> Theft
<input type="checkbox"/> Inappropriate/Abusive Language	<input type="checkbox"/> Vandalism
<input type="checkbox"/> Lying	<input type="checkbox"/> Weapon
<input type="checkbox"/> Other-Please Explain _____	

***These referrals may require an additional form being filled out. Please obtain form from the Main Office.**

Location

<input type="checkbox"/> Bathroom	<input type="checkbox"/> Classroom	<input type="checkbox"/> Hallway
<input type="checkbox"/> Breakfast	<input type="checkbox"/> Lunch	<input type="checkbox"/> Library
<input type="checkbox"/> Field Trip	<input type="checkbox"/> Bus	<input type="checkbox"/> Gym
<input type="checkbox"/> Recess <input type="checkbox"/> Other- Please explain _____		

Situational Information at time of Incident

<input type="checkbox"/> Transition Time within Classroom	<input type="checkbox"/> Unstructured Time
<input type="checkbox"/> Structured Time	<input type="checkbox"/> Other-Please Explain _____

Previous Interventions Attempted

<input type="checkbox"/> Behavior Plan	<input type="checkbox"/> Moved Seat
<input type="checkbox"/> Call Home	<input type="checkbox"/> Verbal Warning
<input type="checkbox"/> Loss of Recess (teacher)	<input type="checkbox"/> One to One Conversation with Student

Others Involved

<input type="checkbox"/> Faculty/Staff	<input type="checkbox"/> None	<input type="checkbox"/> Peers
<input type="checkbox"/> Substitute <input type="checkbox"/> Other-Please Explain _____		

Parents Contacted

Date: _____ **Time:** _____

Parent Signature: _____ **Please return signed form the next school day.**

Administrative Action Taken by _____ **Date:** _____

<input type="checkbox"/> Administrative Detention	<input type="checkbox"/> Meet with Guidance	<input type="checkbox"/> For Information Only
<input type="checkbox"/> Out of School Suspension	<input type="checkbox"/> Teacher Detention	<input type="checkbox"/> Loss of Lunch Privileges
<input type="checkbox"/> Warning	<input type="checkbox"/> Other _____	

Effective Teams

(Adopted from *Schooling by Design* by Wiggin and McTighe,)

While there is no magic formula, we found that highly effective learning teams have the following:

Shared Values and Goals. The team members have a common vision of student learning needs and a well-defined understanding of how their collective teaching capabilities can be orchestrated to meet those needs. They clearly identify a learning challenge around which the team can join forces to improve student achievement.

Collective Responsibility. Team members have appropriately differentiated responsibilities based on their experience and knowledge levels. They hold themselves mutually responsible for each other's success, and they are collectively accountable for improving the achievement of every student served by the team.

Authentic Assessment. Team members hold themselves personally and professionally accountable by using assessments that give them real-time feedback on student learning and teaching effectiveness. These assessments are valuable to them—not because they are linked to high-stakes consequences, but because they are essential tools to improve the team's teaching effectiveness, as measured by student learning gains.

Self-Directed Reflection. Highly effective learning teams establish a reflective feedback loop of goal-setting, planning, standards, and assessment that is driven by the learning needs of the students and the corresponding professional-development needs of the teachers.

Stable Settings. Highly effective learning teams do not function within dysfunctional schools, but they can transform low-performing schools into successful learning organizations if they are given dedicated time, space, resources, and leadership for their collaborative work. Even the best teachers in the world can't turn around a low-performing school by working alone.

Strong Leadership Support. Highly effective learning teams are supported by school leaders who build a climate of openness and trust that empowers team members to make decisions on how to improve teaching effectiveness that are directly linked to student needs. This support must be balanced with appropriate, positive pressure to continuously increase school performance with improvements in teaching effectiveness that are explicitly linked to specific student learning needs.

Continuous learning by all staff and administrators is an expected part of our jobs.

90/90/90 Schools: A Summary of the Work of Douglas Reeves

Part I: 90/90/90 Defined and the Characteristics of These High Achieving Schools

90/90/90 Schools are schools that were identified because they are at least 90% combined minority, at least 90% free or reduced lunch qualified students, and at least 90% successful on standardized assessments. These schools would appear to be doing something unexpected that is leading to a high level of student achievement under challenging circumstances.

The high achieving schools were found to have five commonalities that are worth reviewing in some detail within our own schools. The five areas are:

1. There is a strong emphasis and focus on achievement.
2. There are clear curricular choices
3. There are frequent assessment and multiple chances for students to show improvement.
4. There is a strong emphasis on writing in all academic areas.
5. There is external scoring of student work.

What is meant by each of these five common areas?

1. Focus on achievement is something that is celebrated and publicized throughout the school and throughout the community. Graphs, charts, and pictures of success are posted and displayed in classrooms, hallways, offices, and in local stores. High academic performance is rewarded with high praise. There are no more than five areas of focus within the school. Those students who are not able to meet the high standards at this time are placed in an intervention program that may be as long as three hours per day until they are ready to meet the standards.

2. When the curriculum focuses on only a few areas, mathematics, language arts, and reading, and these areas are covered in all content areas, the results are that test scores go up in all areas, not just in the focus areas.

3. Frequent assessments are given to students. When they do poorly on an assessment they are given multiple opportunities to succeed. They are not failures, they just need more time to reach the level of success. Student learning is the goal, not student grading. Weekly student assessment of progress is made by the teacher, and the child is encouraged to show improvement in the next week.

4. The most common characteristic of these high performing schools is that they have an ongoing writing performance assessment program. Research shows that creative writing is always stronger than informative or narrative writing, so the weaker writing areas must be given greater emphasis. There is a single rubric for all writing assignments in all content areas. This helps teachers to do a better job of evaluating student needs across the curriculum.

5. External scoring allows schools to develop a common assessment practice. By exchanging student work for assessment purposes, it helps the student with their achievement and it helps the teacher to maintain alignment of their curriculum, assessment practices, and expectations. It becomes the norm for teachers to work with a common rubric and to have a common understanding of the rubric.

There needs to be an alignment of the standards, curriculum, objectives, assessments, and available resources for a school to function at the highest possible level.

In order to reach success, Mr. Reeves describes the STAR Model for success. This includes:

1. Ongoing and focused professional development
2. Modeling of effective teaching and assessment practices
3. Ongoing professional collaboration
4. Effective communication between school staff, parents, and students
5. Visible tracking of student progress on a frequent and regular basis

Multiple school assessment practices must be implemented. There is a place for standardized assessments, teacher developed assessments, performance assessments, and other ways of finding students level of achievement.

EBBD – INDOOR AIR QUALITY

Indoor air quality has been reported to be impacted by motorized vehicles, toxic chemicals, certain items brought from home, and animals in school. The following guidelines are recommended to protect the health and well being of our students, staff, and school community. The Superintendent may establish additional rules and regulations to minimize or eliminate motorized vehicle emissions, the use of toxic chemicals, and certain items brought from home which contribute to poor indoor air quality. Please reference School Board Policy IMG and IMGA for guidelines on animals in school.

Motorized Vehicle Emissions

1. Bus providers are to follow anti-idling procedures when arriving at student loading or unloading areas. Exceptions may be made for extreme weather conditions which require idling for heating or mechanical purposes or to insure full functioning of safety lights and equipment when loading/unloading students.
2. All drivers are to turn off engines when parked to drop off or pick up children. Exceptions may be made for extreme weather conditions.
3. Delivery vehicles are to follow anti-idling procedures unless the vehicles need to run compressors or other devices. Exceptions may be made for extreme weather conditions.
4. Emergency vehicles are to follow their common safety protocols.

Toxic Chemicals & Items Brought in From Home

1. Soap and water is to be used for routine cleaning of furniture, equipment, and the facility. Exceptions may be made for the Facilities Department when deep cleaning is required to address sickness or facility need.
2. Non-toxic cleaning products, fertilizers, and insecticides are to be used. Exceptions may be made due to unavailability or cost.
3. Items such as cleaning products, insecticides, upholstered furniture, and other items contributing to poor indoor air quality are not to be brought in from home.

The Superintendent in conjunction with the School Principals, Business Administrator, and Facilities Supervisor may utilize resources, methods, and recommendations established by Federal, State, and District agencies.

The School Principal or designee, in collaboration with the Facilities Supervisor, is directed to annually investigate air quality in school buildings using a checklist provided by the New Hampshire Department of Education. This checklist is to be filed with the NH Department of Education, School Board, and Town Health Officer. Checklists will remain on file for five years. School Principal or designee conducting a good faith report shall be immune from civil liability. EBB2

Statutory/Regulatory/Policy/Handbook Cross References
ESD Policy IMG (Animals in School and on School Grounds)
ESD Policy IMG A (Service Animals)
RSA 200:11(a) (Investigation of Air Quality)
RSA 200:48 (Air Quality in Schools)
Handbook (Referenced in Personnel Handbooks)
APPROVED: July 21, 2011

PREVIOUS POLICY: None

IMG – ANIMALS IN SCHOOL & ON SCHOOL GROUNDS

The Board recognizes that, under the proper conditions, animals can be an effective teaching aid. In order to protect both children and animals, the following guidelines are adopted for use in all schools in the district.

1. The only animals allowed in a classroom must be for a specific and appropriate educational purpose and shall be allowed for the amount of time necessary to achieve the educational goal.
2. The only animal products (e.g., owl feces for dissection) allowed in a classroom must be for a specific and appropriate educational purpose and shall be allowed for the amount of time necessary to achieve the educational goal.
3. The bringing of animals into the classroom must not violate town/state/federal ordinances.
4. All animals and their care must meet indoor air quality standards per Policy EBBB Indoor Air Quality.
5. No animal shall be at school unless the teacher has permission from the School Principal. At the School Principal's discretion, permission to keep the animal may be denied based on: (1) the purpose for the animal's presence, (2) the ability of the teacher to control the animal, (3) student and/or staff health needs, and/or (4) the past practice in the classroom. The School Principal shall also be responsible for enforcing this policy.
6. It shall be the responsibility of the teacher to be aware of how each animal affects the health and well being of the individual students and staff members in that particular classroom. Parents should be consulted to determine special considerations needed for children who are immune compromised, have allergies or asthma, or other special needs. Classroom staff and guests should also be consulted as to their potential susceptibility.
7. Selection of classroom animals should be appropriate for the maturity and age level of classroom children. Wild or exotic animals are not permitted in classrooms, unless under the control of a professional.
8. It shall be the responsibility of the teacher to insure the appropriate care, feeding, and handling of the animal, the safety of children and staff, and the cleanliness of the classroom, and to protect the classroom and facility from damage.
 - a. All animals must be in good physical condition and vaccinated against transmittable diseases. Dogs, cats, and ferrets require proof of current rabies vaccination. Animals are to be kept clean and free of intestinal parasites, fleas, ticks, mites, and lice. Nails are to be trimmed. Precautions should be taken to minimize transmission of all diseases and injuries (e.g., Salmonella, rabies, ringworm, bites, scratches, etc.)

IMG2

b. No animals are to be allowed to run freely in the classrooms, food areas, or activity areas. No animals are permitted to damage or soil school property or school facilities.

c. All animal eating, housing, sleeping, exercising, entertaining, and medical needs should be appropriate to insure the health and well being of the animal.

d. Areas should be designated for animal contact. Such areas should be properly cleaned regularly and after animal contact. Food and drink may not be consumed in these areas. The teacher is responsible for keeping such areas clean on a daily or as needed basis.

e. All fecal material must be cleaned from the cage of any mammal or bird on an as needed basis (at a minimum of once per week), and appropriate sanitizer used. All fecal and bedding matter will be disposed of in an appropriate outdoor waste receptacle. Reptiles, fish, and insects must be cared for in a manner to minimize odor and maintain health. Cleaning should be performed by people older than 5 years and under the supervision of an adult. Persons cleaning cages must wear gloves,. Ideally, cleaning should be performed when children are not in the room. Hands must be washed after contact with animals, animal products, or their environment. Hand hygiene should be stressed, using verbal and written educational materials.

f. No animals are to be left unattended at any time during the school year when school is closed or during the summer vacation. Animals are to taken home on weekends, holidays, and vacation periods. Fish may be left unattended on weekends and holidays if an extended feeding apparatus is used.

g. In the event an emergency school closing causes disruption of the routine feeding and care of an animal, it will be the responsibility of the teacher to provide a plan of care for his or her classroom-housed animals. In each school where these animals are housed, there should be a plan whereby a staff member who visits the school daily during the emergency closing is aware of the animals' presence and sees to their care. If no staff member visits the school daily in such circumstances, the teacher is responsible for the daily care of the animal(s).

Animals on School Grounds

1. Students and Staff - Unauthorized animals are not allowed in school buildings or on school grounds. Children and staff will be instructed to keep their personal pets off the school grounds. The appropriate town official will be called and requested to impound all animals taken into custody by school personnel.

2. Service animals – Exceptions are granted for service animals per Board Policy IMG A Service Animals.
IMG3