

STAFF HANDBOOK

2017 - 2018



Contents

Letter to Staff p. 4

DCS Staff 2016-17 p. 5

Professional Responsibilities pgs. 6- 19

Arrival/Homeroom/Attendance p. 6

Absences/AESOP p. 6

Duties/Playground & Lunch Guidelines/Procedures pgs. 6-8

Problem Solving Team & School Leadership Team p. 8

Individual Education Plans (IEP) p. 8

Faculty Meetings/Professional Meeting Norms p. 9

Viewing Films p. 9

Gum Chewing p. 9

Plan Books/Guest Teacher Plans/Grade Books pgs. 9-10

Parent Communication p. 10-11

Professional Growth and Evaluation p. 11

Communication with Colleagues p. 12

Discipline/School Culture pgs. 12-17

General Procedure's pgs. 17-20

p. 17: Child Abuse

Staff Conduct with Students

Confidentiality

Code Red/Crisis Announcements

Fire Drills

Extreme Weather

p. 18: Extreme Weather

Smoking

Fundraising

Parent Teacher Association

Field Work

Copyright Compliance
Employee Computer and Internet Use

RSU 5 Policies pgs. 21-37

Durham Community School

Staff Handbook

The purpose of this handbook is to help orient new faculty members and to serve as a reference point for veteran staff. It is designed to be a helpful document as well as to clarify some of the more mundane expectations of all staff.

Each year we recommit to creating an engaging and effective learning environment for children and our practices and policies are established towards meeting this goal.

Please read this handbook carefully and as you do think about information that should be included or updated for next year.

I continue to be proud to say I work at Durham Community School and that we have a great staff committed to providing an outstanding school for our children. Have a great year.

Sincerely,

Will Pidden

Staff 2017 - 2018

William Pidden	Principal	Cindy Hjorth	Grade 2
Hiram Sibley	Asst. Principal	Molly Hogan	Grade 4
Tiffany Alden	Grade $\frac{7}{8}$ ELA	Amber Holmes	Ed. Tech
Priscille Allard	Bus Driver	Lexi Hunt	Ed. Tech
Jess Anderson	Bus Driver	Emily Ivers	Ed. Tech
Debi Bartlett	Adm. Secretary	Rachel Kelsea	Ed. Tech
Deborah Bartlett	Technology/Engineering	Devon Koenig	Grade 6
Tracy Beaulieu	Bus Driver	Debbie Koval	Kitch. Staff
Carrie Begley	Grade 1	Molly Leding	Grade 4
Moe Bernier	Bus Driver	Jamie Lemont	Kindergarten
Dana Bisbee	Grade $\frac{7}{8}$ Spanish	Pam Lizotte	Guidance
Tiffany Blanchard	Custodian	Nick Lyons	Phys. Ed
Alex Briasco-Brin	$\frac{7}{8}$ GaTe Math	Cecelia Martin	Ed. Tech
Jessica Carr	Kitch. Staff	Bobbi Maunsell	Grade 2
Lindsay Carter	Choices	Heidi McCarthy	Music
Kate Cass	Kindergarten	Patty McLaughlin	Grade 5
Diane Chabot	Ed. Tech	Stephanie McSherry	Instruct. Strat.
Amanda Chisholm	Grade 3	Stephanie Merrill	Pre K
Renee Cloutier	Bus Driver	Jim Millhime	Custodian
Eliza Damone	Library	Melissa Mills	Special Ed.
Beth Daniels	Math RTI	Cheryl Morse	Kindergarten
Susan Dee	Literacy Strategist	Patrick Moulton	Tech. Support
Alicia Deroche	Ed. Tech	Megan Nealey	Grade $\frac{7}{8}$ Math
Ruth Dodge	Speech	Lynn Perrotta	Grade 3
Sara Domingo	Grade 4	Rose Pinette	Secretary
Allison Edwards	Music	Amanda Salve	Ed. Tech - RTI
Celeste Emery	Grade 3	Ashley Shoukimas	Art
Devon Freeman	Ed. Tech	Bob Simmons	Grade $\frac{7}{8}$ Soc. St
Kerry Giles	Bus Driver	Kathy St.Michel	Kitch. Manager
Amy Goodwin	Ed. Tech	Robin St.Michel	Ed. Tech
Kim Gormely	Nurse	Kenny Sylvester	Bus Driver
Tom Green	Ed. Tech	Erin Valle	Reading RTI
Colleen Gridley	Grade $\frac{7}{8}$ Science	Carolyn Vavro	Grade 1
Hannah Hall	Special Education	Dani Vinci	OT

Jacky Hammond	Grade 6	Julie Walters	JMG
Adele Hassett	Grade 5	Kelli Wedgewood	Social Worker
Missy Heald	Custodian	Nicole Williams	Custodian
Terry Hickey	GaTe	Laurie Zinni	Grade 2

CONFLICT BETWEEN POLICY AND HANDBOOK

If there is an inadvertent conflict between this handbook and the RSU No.5 School Department Policies, School Department Policies will prevail. There is a copy of the School Department Policy Handbook in the school office for your reference and on line at www.RSU5/Policies. The Durham Community School has the right to make changes to the staff handbook at any time without prior notice.

The RSU 5 School Board conducts its regular meetings on the 2nd and 4th Wednesday of each month at the High School. Meetings convene at 6:30 P.M. and the public is cordially invited to attend. Special meetings will be announced in the school's weekly newsletter as well as local newspapers and on the local cable T.V. channel.

I. PROFESSIONAL RESPONSIBILITIES

A. Arrival Time: Teachers should be on duty and ready to greet students ten minutes before the start of the school day. Support Staff should punch in to the Time Clock at their scheduled arrival time.

B. Homeroom: An orderly start to the day helps children transition from the trip to school and prepare for their lessons. Please establish a daily routine for homeroom that includes:

- Greeting the children at the door of the room
- All chairs taken down

- Pledge of Allegiance
- Attendance
- Lunch Count
- Any announcements

C. Student Attendance Procedure: Attendance must be completed accurately on Power School by the homeroom/classroom teacher. Attendance slips will be provided for Guest Teachers. Please assign a student to bring attendance slips for Guest Teachers to the office and place a note in the guest teacher packet indicating who may bring the slips to the office by 9:00 a.m.

D. Absences from school: If you are going to be absent from school, please use the AESOP System unless the need occurs during school hours. PLEASE NOTE:

There should be no need to give directions for the guest teacher over the phone. There should be adequate plans on your desk for the guest teacher including a seating plan, daily schedule, textbooks and any other information that will be helpful. Please take some time early in the year to talk to your children about expectations of them when a guest teacher is in your class. Assigning some job responsibilities can really help the children be more successful with a guest teacher.

E. Space Responsibility: Teachers are responsible for their classroom area. Make sure that your class is covered at all times. During passing between classes please either escort your class (K-6) or cover the corridor just outside your classroom. Children passing in the corridors should not disrupt children who are in classes. Please remember we have a responsibility for all students, therefore if you see a student disrupting the school environment or an unsafe situation occurring it is a professional responsibility to address the situation.

F. Duties: Supervisory duties are crucial to the culture and safety of the school. Recess and lunch are among the greatest causes of stress and problems for children during the day. Consistent enforcement of expectations helps to maintain a positive and safe learning environment.

- To maximize supervision, duty staff members should be on duty on time, circulate individually, engage in conversations with children and encourage positive play.
- In order to keep children safe, playground rules and playground boundaries must be consistently enforced.

Presiding Duties:

- Teachers are responsible and have authority wherever they are.
- Teachers assigned to duties are expected to observe student behaviors. Teachers should not use duty time as an opportunity to visit with one another or do other activities that may distract from supervision.
- **A CLASS OF STUDENTS IS NOT TO BE LEFT UNATTENDED WITHOUT ADULT SUPERVISION**

- Teachers should be in control of a group when going from one location to another. It is expected that teachers sit with their assigned class during school assemblies and functions.
- Teachers and staff should have high expectations for appropriate student behavior and should correct inappropriate behavior of any student when witnessed.

Playground Rules and Discipline Procedure

Playground supervisors must praise, circulate, and make every effort to catch problems before they escalate. We want students to tell us when others are mean to them or when they are concerned about others. We may not always respond to reports of little things, but we avoid using the word tattling because that discourages kids from telling us about more serious things. We set limits and talk about consequences calmly and with positive feeling tone.

What are the basic playground rules?

- We don't allow hitting or name-calling, whether the students are friends or not.
- No one should shut other students out of a game or activity.
- Students should follow adults' directions without arguing
- Students should play safely.
- If students bring toys from home, we expect them to share toys within reason.

Discipline Procedure

If students do the following things, they stand against the wall or sit at a picnic table or stay with a teacher for all or part of a recess:

- Low-level physical contact (pushing, bumping)- even if careless
- Low-level name-calling (not about intelligence, gender, or other serious issues)
- Not following directions
- Unsafe play

If students do the following things, they stand against the wall or sit and we fill out a behavior report form or electronic form from the office:

- Repeated low-level hitting or name-calling
- Repeatedly not following directions
- Serious hitting (punching, kicking, knocking down, etc.)*
- Name-calling focused on intelligence, family, gender, race, or other serious issues.
- Overt defiance/disrespect to adults
- Sexually oriented behaviors- kissing, pulling down clothes, etc.
- Stealing others possessions.

If a student tells us some other students did something on this list (and we didn't see or hear it), we ask the student what they did and encourage honesty by telling them their parents will hear the truth. If they say they didn't do it, we write a report including the names of witnesses. If they say yes, we write a report and commend them on the form for their honesty.

We send students to the office immediately when they do as follows:

- Continue aggressive behavior after we ask them to stop
- Continue defiant behavior
- Risk harm to others or self.

We usually expect student to deal with or solve the following problems themselves:

- When someone says, "I don't want to play with you today."
- When other people won't play the game they want to play.
- When someone won't share a toy with them.

We usually suggest that they solve these problems by playing with someone or something else.

□ Rules for the Lunchroom

What are our behavioral expectations? (Transitions in the building from recess, classroom; entering cafeteria, getting lunch, "dumping" trays, etc.)

We use a short, simple list of behavioral expectations for the lunchroom. When issues need to be addressed **try to use positive wording, for example, "Use your inside voice" instead of "no yelling."** Here are the lunchroom rules for Durham Community School, which use the acronym **SMILE**:

- **S**tay seated until excused. Eat and drink at your seat.
- **M**ake sure that you are kind to others at all times.
- **I**nside voices must be used in the cafeteria.
- **L**eave for lining up only when excused.
- **E**very day, clean up your own lunch space (table and floor). Take trays to assigned place.

Copies of the rules in large, easy-to-read lettering will be displayed at tables and in several places around the lunchroom.

G. **Viewing of full length films** should be limited, and when viewed, movies should be G rated only. If, for educational reasons, a teacher wants to show a film that is rated beyond a G, then approval must be sought from an administrator. If the film

is approved, then a notification to parents would need to take place, stating the rating and the reason for showing it.

When using streaming video clips for instruction, they must be viewed prior to use and should meet the criteria of a G rated film. ("G-rated motion picture contains nothing in theme, language, nudity, sex, violence or other matters that would offend parents whose younger children view the motion picture.")

H. **Gum Chewing** In general, gum chewing at school is not permitted. Some students receive special permission from the school to chew gum, as part of their learning plan. If students are allowed to chew gum, they may do so at times that their teacher permits, and they must throw it into the trash before leaving the room. Permission may be revoked at any time.

I. **Faculty Meetings**: There will be two faculty meetings a month. Please be on time for all meetings.

J. **Professional Meeting Norms**: While it is important to recognize our individual differences in communication and learning styles, it is imperative to maximize our time spent in planning continued efforts toward implementing best practices in education. In order to make the discussions that need to take place at staff meetings, cluster meetings, common planning times and other professional meetings worthwhile and productive please use the norms of effective meetings listed below.

- *Stick to the agenda, with some flexibility
- *Treat each other respectfully
- *Listen- no side conversations
- *Opportunity to contribute to the agenda
- *Be honest
- *Agree to disagree but leave with consensus and support decisions outside of the meeting
- *Be on time
- *Confidentiality
- *Start/end on time, purposely adjust agenda if needed with designation for FYI and discussion
- *Think systemically

K. **Student Assistance Team** – The Student Assistance Team (SAT) is a means by which teachers and staff can meet with others to discuss academic, social, or emotional concerns about students. The SAT will brainstorm with the teacher and provide support for interventions designed to help the student be more successful in school.

L. **School Leadership Team** - The School Leadership Team (SLT) is comprised of staff members representing each of the grade clusters, special education and the specials. Its purpose is to act as an advisory group on matters of school improvement and professional development. The SLT meets on the (TBD) Wednesday of the month in. Anyone is welcome to propose agenda items to an administrator or attend the meetings

M. **Individual Education Plans (IEP's) or PLP and/or 504 Plan:** It is the classroom teacher's responsibility to have knowledge of a child's IEP and to implement the requirements of such a plan. Each teacher must familiarize themselves with the IEP's of any students in their classroom before the first day of school.

N. **IEP Meetings:** Attendance at IEP meetings is a professional responsibility. If it is not possible to attend and give input, a written summation of your input is a requirement.

O. **Plan Books:** The teacher's plan book is a professional tool. Plan books should be made out 3 – 5 days in advance. The daily plan should indicate the following for each curriculum area.

- What is to be taught (objectives)
- How it is to be taught (the teacher will...)
- Student activities (the children will...)
- How the work will be assessed.
- Plans for differentiation
- Resources required

P. **Guest Teacher Folders:**

Clearly label your Guest Teacher Folder and leave it on your desk.

Schedule

Leave a copy of your **teaching schedule** and any **duties** that you have. Include written instruction for **transition times:** i.e. do teachers escort class or stand in the hall between classes?

Clear Plans

Include **additional activities** that the guest teacher can have student work on **if students finish early**. Leave more work than you think students will be able to complete – just in case. Have any 'extra' worksheets that students might work on copied off in advance to avoid down time in the classroom.

Class Rosters

Indicate students for the Guest Teacher to use as helpers.

Seating Charts

Leave a copy of seating charts (if applicable); it helps the guest teacher learn student's names more quickly.

Attendance Procedure

Leave **copies of attendance forms** and instructions for how to get that information to the office in a timely fashion. Have the guest teacher take attendance – not the students.

Phone information

Label office phone numbers on the inside of the folder.
Debi 300 Rose 301

Emergency Procedures

Map showing fire exits
Code Red & Yellow Procedures

Q. **Grade Books:** Teachers are expected to provide students with accurate and timely feedback (both summative and formative).

- Assignments must be entered with a due date.
- Grades must be entered on Powerschool within three to five days of an assignment due date.
- Grades must be entered by the closing date for each trimester.

R. Parent communications: Establishing and maintaining regular communication with parents results in improved student achievement. Parents love to hear that their children have been doing well at school, so don't wait for bad news before calling. If a child is at risk for academic failure it is imperative that the parents are notified early. Provide all students with opportunities to "dig themselves out" of their situation or they will lose hope and we will lose them. Progress reports, report cards, or notices of athletic ineligibility can not be the first notice that a parent has that their child is in danger of failing at least one class.

We have a number of staff with family members attending Durham Community School. The range is from children, grandchildren to nephews, nieces and cousins.

Out of respect for everyone concerned if an incident occurs at school that requires parental contact please handle that in the same manner as you would for any other student.

If it is not an emergency than contact is usually made after school. Please don't interrupt a colleagues work day or stop them in a hallway to address an issue.

S. RSU 5 Professional Growth and Evaluation: The RSU 5 Board of Directors recognizes that the professional growth and evaluation of teachers is an important component of a world-class educational system.

The profession growth and evaluation system combines goal setting, observation and feedback cycles to support this process.

The Professional Growth and Evaluation Handbook is posted on the DCS website under teacher links.

T. **Modeling:** The environment of the school is heavily influenced by the way in which children regard the adults. It is important for staff members to dress and act in a professional manner at all times. Modeling the language, actions, and behavior we expect of the children is an important instructional component.

When you develop and communicate classroom / team procedures and expectations with children please make sure those expectations are posted and referred to regularly. Remember it is the process by which we develop and communicate our expectations (core values) on a daily basis which has the impact on children. How we communicate is often as important, if not more so, than what we say.

PBIS, posting of positive expectations and ongoing reference to those expectations, with reteaching when needed, will serve as a valuable reminder for all members and guests of the Durham School Community.

U. **Cell phones:** Please ensure cell phones are turned off during classes and professional meetings. If you need to be contacted in an emergency, the office will notify you.

Cross Reference: GBCC - Employee Use Of Cell Phone

V. **Leaving the building:** If you need to leave the building during the work day please sign out using the binder in the office. Please sign back in upon your return. This helps us in the case of emergencies.

W. **Communication with Colleagues:** The core values of Respect extends to all members of the Durham School community. It is important to communicate with other in a professional and courteous manner. If you feel that you are being treated unprofessionally or feel intimidated and are unable to address it directly, please seek the assistance of colleagues or an administrator.

When staff members see administrators in these situations the administrator will do the following – **unless the incident requires more immediate action:**

- Discuss the situation and make an informal action plan. In most cases, simply talking it over with someone else helps the person take care of the situation.
- Facilitate a discussion between staff members to reach a positive resolution to the situation.

- Should those steps fail, the parties would then meet and make a formal action plan to help restore professional communication between staff members.

All of these conversations are kept in strict confidence between the parties involved.

X. Co-Curricular events: Attendance at co-curricular events makes a very positive statement to students and parents. Between sporting activities, plays, and concerts there are a number of opportunities to show your support of children's efforts

Y. Discipline:

For learning to take place it is imperative that there is a positive environment throughout the school. The responsibility for discipline within the building rests with the entire staff. Children respond consistently when they are held responsible on a consistent basis. If children are behaving in a way that is disruptive to the learning environment, please address it.

As a classroom teacher you have a wide variety of classroom management tools at your disposal. Remember to seek out advice from colleagues, administration, and guidance for those challenging situations. Whenever possible utilize the lowest level disciplinary action necessary to achieve your goal – warnings; parental contact; in room discipline; time out; lunch/recess detention; after school detention (5-8); referral to administration; team meeting with student, parent, and administration.

Obviously there are situations which require immediate referral to the office – including: fighting, threatening/harassment of other students or staff; chronic classroom disruptions; and other forms of extreme disrespect toward students and staff. Remember to contact parents as soon as possible in the disciplinary process. Parents need the opportunity to help their child be successful in school.

Another step to help remind students of classroom rules and expectations is to develop the classroom rules together and to post the rules and expectations in a highly visible place in the classroom. This models our School-wide PBIS work. This step also helps ease the transition for Guest Teachers.

When an office referral is needed teachers should fill out the Electronic Discipline Intervention Form

Below is a discipline outline for faculty and staff to help distinguish between different student behaviors, and the role faculty, staff and administration plays in providing successful interventions:

**TEACHER MANAGED
MINOR PROBLEM BEHAVIOR**

DEFINITION

Defiance/Disrespect/Non-compliance	Student engages in brief or low-intensity failure to respond to adult requests.
Disruption	Student engages in low-intensity, but inappropriate disruption.
Dress Code Violation	Student wears clothing that is near, but not within, the dress code guidelines defined by the school district.
Inappropriate Language	Student engages in low-intensity instance of inappropriate language.
Other	Student engages in any other minor problem behaviors that do not fall within the above categories.
Physical Contact/Physical Aggression	Student engages in non-serious, but inappropriate physical contact.
Property Missue	Student engages in low-intensity misuse of property.
Tardy	Student arrives at class after the bell (or signal that class has started).
Technology Violation	Student engages in non-serious but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and or computer.

**OFFICE REFERRAL
MAJOR PROBLEM BEHAVIOR**

DEFINITION

Abusive Language / Inappropriate Language/

Profanity	Student delivers verbal messages that include swearing, name calling or use of words in an inappropriate way.
Bus Slip	Student receives a bus slip for behavior.
Defiance/Disrespect/Non-Compliance	Student engages in refusal to follow directions, talks back and/or delivers socially rude interactions.
Disruption	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.
Dress Code Violation	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district.
Forgery/Theft	Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without that person's permission.
Threatening Gestures/Comments	Student delivers disrespectful messages * (gestural) to another person that includes threats, and intimidation, obscene gestures, pictures, or written notes.
Name Calling/Hurtful Comments	Student delivers disrespectful messages (verbal) to another person that includes threats, name calling and/or hurtful comments.
Lying/Cheating	Student delivers message that is untrue and/or deliberately violates rules.
Physical Peer to Peer Aggression	Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.)

Property Damage/Vandalism	Student participates in an activity that results in destruction or disfigurement of property.
Electronic Violation	Student engages in inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.
Use/Possession of Alcohol, Drugs, and/or Tobacco	Student is in possession of or is using alcohol, illegal drugs/substances or imitations and/ or tobacco.

Discipline Outline for Faculty and Staff Durham Community School

Our strength as a school is our ability to maintain positive relationships with our students and not to take their behavior personally. We maintain good behavior best when we greet students, tell them specifically what they do right, and have clear, specific expectations in our classrooms and in other situations. We maintain good relationships with parents by telling them what their children are doing right on a regular basis. In dealing with misbehavior, the most important strategy is a mental one. We remember that a student's misbehavior or refusal to do schoolwork is not about us. This focus helps us to discipline with a positive feeling tone and without anger. Student misbehavior **falls into six categories. Each type of behavior requires a different response** from school staff.

- **Low-level peer problems not on our list of rules** (low-level, mutual friendship conflicts not involving name-calling, systematic exclusion, rumors, threats, or hitting) We can best respond to these behaviors with a suggestion of a few ways to resolve the problem (play with someone else, tell the person you want to be their friend, meet with the counselor together).
- **Quiet, non-disruptive refusal to do schoolwork:** Notify parents after two incidents. Set up a conference between teacher, parent, and counselor and/or special educators after three incidents to develop a plan and/or screen for learning difficulties.
- **Inappropriate but not aggressive or unsafe actions:** (rough play, or inappropriate language **not** directed at another child) These behaviors are best dealt with by staff-created consequences such as removal from the activity, contact administration and/ or a call to parents. Middle school students (5-8) consequences range from warning to recess/lunch/teacher/office detention.

- **Bullying:** (Name-calling, systematic exclusion, rumors, threats, or hitting) Use immediate consequences such as ‘you hit, you sit’ for K-4 students. Write up and submit a behavior report form if you see, hear, or have this behavior reported to you. You do not have to investigate students’ reports to you, though you may ask for more information if you have time. Each staff person should have a clipboard and outside staff should take a clipboard out to recess. Aggressive students should only be sent directly to the office if they represent a continuing threat to others. Use your judgment in reporting rumors, exclusion, and ‘fighting’. Please lean toward reporting if the behavior seems one-sided and likely to hurt. If there are three such incidents, schedule a conference with parents, assistant principal and counselor to plan a strategy. K-4 and 5-8 teachers and staff will be provided with forms to report peer aggression. Teachers should post copies of Durham Community School Aggressive Behavior Rubrics in every classroom and review procedures with students.
- **Class disruption:** (Disrespect to teacher or disrupting others’ learning) Suggested interventions include a warning or asking the student to sit away from other students in the classroom. If the behavior continues, send the student to your time out partners classroom for 15 minutes and have him/her stay in at the next snack or lunch recess detention as a consequence.

Middle school students consequences range from warning to time out/recess/lunch/teacher detention. **If there is a disruption in the classroom, or an academic intervention/consequence that is classroom based, it should be coordinated by the teacher.** Hallway, cafeteria and other common area infractions may result in an office detention. Communicate with the students advisor to problem solve.

All teachers at all grade levels should be part of the problem solving process with students during an intervention/consequence. **Utilize Collaborative Problem Solving (CPS) as a tool to build rapport and problem solve during your time with the student.** If there are three such incidents, schedule a conference with parents, assistant principal or principal to plan a strategy.

- **Severe behavior:** (Putting self or others’ safety at risk; continued disruption of teaching; refusal to leave the room; continued or severe aggression; threat of severe aggression) Call or take the student to the office.

Responsibilities of all staff school wide:

- Acknowledge effort, courtesy, consideration for others, and other positive behavior. Let kids know what they are doing right.
- Maintain a positive tone in interactions with students and parents.
- Greet and talk with students in the halls
- If students report friendship troubles that are not against our rules, help them think about how to solve those problems or refer them to guidance for support.

- Report aggression to peers (hitting, name-calling, systematic exclusion, and threatening) to the office on the behavior report form soon.
- If you are on duty, have clear expectations of student behaviors such as listening to adults, playing safely, eating neatly and use your own consequences such as having a student sit away from the activity when those expectations are not met. Consistently refer to our HERO Expectation Matrix. Talk with the assistant principal or principal about students who break these rules habitually.
- **Recommended:**
- ***Be a silent mentor to a student***
- ***Send specific positive notes home to parents about students behavior***

Classroom teacher responsibilities:

- Review RTIB and PBIS “HERO” Matrix on school web site. Develop a grade level plan to teach and positively reinforce school wide expectations.
- Have clear classroom behavior expectations. Use consequences for classroom disruption and disrespect to you. Communicate with parents about this behavior. If any student has three incidents of any of these behaviors in a year, initiate a meeting with the assistant principal, principal or guidance counselor and parent to set up a plan. **Utilize CPS as a tool to build rapport and problem solve.**
- If a student in your class has three confirmed incidents of aggression to peers (you will get a notice from the office), set up a meeting to develop a plan involving parents, assistant principal, and counselor.

Assistant Principal/Co-Curricular Director responsibilities:

- Investigate all reports of aggression to peers.
- Determine consequences from the rubric
- Assist students in calling home
- Assist teachers in developing interventions for students habitually defiant or disruptive.
- With teachers, parents, and the counselors, develop and find ways to implement individual plans for students who are repeatedly aggressive to peers
- Assist teachers in setting up and trouble-shooting classroom behavior systems
- With the counselor, clearly communicate behavior expectations and the discipline process to parents and students at the beginning of the year
- Develop a range of extracurricular activities to build students’ bond to the school. Encourage and support high student participation rates.

Guidance Counselor responsibilities:

- Work to resolve peer conflicts.
- Assist teachers in setting up and trouble-shooting classroom behavior systems.
- Talk with students about their behavior.
- Work with at-risk students, both individually and in groups. Develop specific approaches for repeated aggression.
- Work with parents needing support.

- Develop and teach classroom guidance lessons focusing on inclusion, friendship, problem solving, goal setting, and sticking up for others.
- Develop a range of extracurricular activities to build students' bond to the school.

II. GENERAL PROCEDURES

- A. Child Abuse: Child abuse or neglect is defined by Maine law as “a threat to a child’s health or welfare by physical, mental or emotional injury or impairment, sexual abuse or exploitation, deprivation of essential needs or lack of protection from these.” Any employee of the school unit who has reason to suspect that a child has been or is likely to be abused or neglected must immediately notify a member of the administration, guidance counselor or the Social Worker.
- B. Staff Conduct with Students: The School committee expects all staff members, including teachers, coaches, counselors, administrators, and others (including volunteers), to maintain the highest professional, moral, and ethical standards in their conduct with students. The interactions and relationships between staff members and students should be based upon mutual respect and trust; and understanding of appropriate boundaries between adults and students in an educational setting; and consistent with the educational mission of the schools.

i. cross reference: NEPN/NSBA code: GBEBB

- C. Confidentiality: Maine law and the Federal Family Educational Rights and Privacy Act (FERPA) require us to maintain the confidentiality of all student education records. This is a very important issue and must be adhered to. There should be no discussing students or learning documents and paper work that contain student information in public places around the school or around visitors to the school.

Cross Reference: NEPN/NSBA code: JRA, JRA-E

- D. Code Red & Yellow Announcements: In extraordinary circumstances we may need to evacuate or lock down the building. When this occurs a “Code Red or Yellow” announcement will be made. Follow the directions on the “Code Red or Yellow” sheet (see Crisis Response Plan in packet). In the event of such a situation, every adult in the building is on duty with the goal of following safety protocol. Code Red & Yellow drills will occur every year..
- E. Fire Drills: We are required to hold ten fire drills per year. For safety reasons we will have several very early in the year. Please be sure you are aware of the escape route from wherever you are stationed in the building. A couple of important reminders:

- a. Post the escape route from your room, and explain the evacuation procedure to your class.
- b. Bring your class list during an evacuation to check attendance.
- c. When the alarm bell rings, every adult in the building is on duty with the goal of a safe evacuation.
- d. Please close the classroom door after the last person has exited.
- e. Students should move and wait quietly and responsibly during any evacuation.

Doorways and windows that are used as escape routes must be kept clear at all times.

F. Extreme Weather: In the event that school needs to be cancelled announcements will be made on local radio and television. When school is closed for the day or dismissed early, all after-school and evening school sponsored activities and community uses of school facilities will be cancelled or postponed.

G. Smoking: RSU 5 prohibits smoking and the use of all other tobacco products in school buildings, facilities, on school buses and on school grounds by all persons, including students and employees. Possession or use of electronic cigarettes are prohibited.

Cross Reference: ADC – Tobacco Use and Possession

H. Fundraising: Any money raised must be banked through Debi in the office as soon as the teacher receives it.

I. Parent Teacher Association: Durham is lucky to have an active PTA which supports the learning process by volunteering and raising funds for educational activities. In order to request financial support for an educational program a grant application is available in the office. PTA support is very useful to us and beneficial to our students. Please try to attend at least one PTA meeting throughout the year – the PTA appreciates and values teacher input and feedback.

J. Fieldwork: Getting children out of the classroom to experience and apply their education is a key component of engaging children. Before planning fieldwork, check to see if transportation is available on the master list in the office, then submit the form for fieldwork to an administrator, stressing the educational purpose of the work and the projected date and expense. If you take your class outside on school grounds, please let the office know and take a radio with you.

K. Copyright Compliance: All employees and students of RSU 5 are expected to adhere to the provisions of federal copyright law. Employees and students who willfully disregard the law and the school unit's copyright policy and administrative procedure(s) do so at their own risk.

Cross reference: NESP/NSBA code: EGAD – Copyright Compliance
EGAD-R – Copyright Compliance Administrative Procedure

- L. Employee Computer and internet use: The RSU 5 School Department provides computers, networks, and internet access to support the educational mission of the schools and to enhance the curriculum and learning opportunities for students and school staff. Incidental personal use of school computers is permitted so long as such use does not interfere with the employee’s job duties and performance, with system operations or other system users.

All RSU 5 School computers remain under the control, custody, and supervision of the school unit. The school unit reserves the right to monitor all computer and internet activity by employees. Employees have no expectation of privacy in their use of school computers or the school network.

Employees are expected to comply with all applicable copyright laws related to software as well as content used from the internet. (FYI: statutory damages for software copyright infringement can cost from \$30,000 (non-willful) per incident to \$150,000 per incident (willful infringement). !!!! (School Technology and the Law: Life in the Fast Lane, Drummond, Woodson, & MacMahon, page 1, 2005)

cross reference: GCSA – Employee Computer and Internet Use
GCSA-R Employee Computer and Internet Use Rules
GCSA-E Employee Computer / Internet Use
acknowledgement form

- M. School Policies: The Durham School Department reviews policies throughout the school year. The policies due for consideration, review, and or adoption are published in the school board agenda. A copy of the agenda is on line and a copy is also given to the CEA president. Any comments or questions may be asked at the board meeting.

Any actions taken on policies are noted in the Board of Director’s meeting minutes. A complete policy document is available for review in the office.

