

DUNBARTON ELEMENTARY SCHOOL

Dunbarton, New Hampshire



STAFF HANDBOOK

2017-2018

DUNBARTON ELEMENTARY SCHOOL

"Striving to be the best elementary school in New Hampshire"

HANDBOOK PURPOSE

The purpose of the handbook is to present, in written form, the general procedures, policies, and philosophy of the Dunbarton Elementary School. It has been designed to assist you in becoming familiar with the Dunbarton Elementary School and to better assure normal operating procedures. It is extremely important that each staff member becomes familiar with the information found in this handbook and keeps it available in his/her classroom.

MISSION STATEMENT

It is the mission of our administrators, teachers and staff members to engage students actively in the learning process, to develop their skills in acquiring knowledge and to have them demonstrate and exhibit the ability to use knowledge in purposeful and measurable ways.

PHILOSOPHY

The essence of our philosophy is focused on students as actively engaged learners responsible for their education and their lives. At the core of our belief system is the conviction that we must strive to be a community of learners where intellectual development and adaptability to change become driving forces for students and staff alike. We wish to promote a scholastic community where the climate is humane and caring, promoting not only self-esteem but also a respect for diversity.

NEW STUDENT ORIENTATION PROCEDURES

The following procedures will be used when a new student enrolls at DES:

1. Students will be assigned to a classroom by the Principal.
2. Students will be given a tour of the school before officially starting their first day.
3. As soon as possible, the office will contact the student's previous school to determine if there are any special educational needs, identify the child's current academic standing, and the group/texts the child is using. The previous school's check-list will be placed in the child's cumulative file and a copy will be presented to the classroom teacher.
4. If information from the previous school indicates major academic difficulties, appropriate personnel (Special Education, Reading Specialist, Speech/Language OT/PT, Nurse) will be notified immediately. If a child is identified, the SAU#19 Special Education Director will be notified immediately by the Dunbarton Special Education Facilitator or by the Principal.

MAILBOXES

- Each faculty member will have a mailbox located outside the main office.
- **Prior to the start of school each morning and at lunchtime, teachers should check mailboxes.**
- **E-mail** should be checked twice daily (AM & PM).
- A staff message sent electronically by the Principal once a week and should be read in a timely manner.

SPECIALS

We offer classes in Art, Music, and Physical Education (weekly); Health, Library Media Studies, Technology, and Second Physical Education (biweekly). We also offer string lessons and band instrument lessons.

GUEST SPEAKERS

Teachers need to inform the Principal and office of the guest's name, date/time of visit in advance. The content of the guest's presentation should support the grade level curriculum. Please make sure that any guest has checked in at the office to sign in and is wearing an ID sticker.

REPORTING ACADEMIC PROGRESS

Student Progress Sheets will be sent home to all students in grades 1-6 approximately midway through all trimesters. Report cards will be sent home each trimester. First and second trimester cards will be completed within Infinite Campus and the principal may review from time to time.

PARENT COMMUNICATION

As a school, we encourage informal and frequent parent/teacher communication concerning student progress in school. Teachers should be assessing students' progress on a daily basis, which produces multiple grades for each marking period. The school also assesses students through standardized tests such as the SBAC and STAR testing.

School Board Policy KB (see appendix) outlines the importance of timely, informative, and relevant communication through regular notes, parent-teacher contracts, phone conversations, classroom newsletters, individual class websites, etc. The regular maintenance of these communication vehicles is the responsibility of each classroom teacher. Copies of all communications sent home to the entire class should be sent to the Principal for approval **24 hours in advance**.

OPEN HOUSE*

- Attendance is required.
- It is a true open house in which teachers will be available in their rooms to show students and parents the classroom.
- Sign-up sheets for parent-teacher conferences should be made available.
- An all-school announcement will formally end the evening.
- * Format will be determined each school year.

HOMEWORK (Policy IKB)

- The purpose of homework is to help students become self-directed, independent learners
- Homework assignments support clearly defined school & classroom objectives and reinforce/enhance school experiences
- Emphasis is placed on the value of the assignment for students
- Homework demands timely & meaningful follow-up & feedback from the teacher

A general rule is 12 minutes of homework for each year in school. That means someone in their first year can expect 12 minutes while someone in their fifth year can expect an average of at least 60 minutes each night. In addition to the time set aside for regular homework, reading should also be considered as part of the daily routine. This is a school board policy (IKB).

RETENTION PROTOCOL AND PROCEDURES

In general, most children mature and acquire the basic skills of learning in a manner requiring a school year for each grade. In Dunbarton, children with unusual ability and work habits are provided the opportunity, whenever possible, of mastering skills according to their ability. In instances where a child has not shown sufficient maturity, social and emotional growth, and has failed to acquire sufficient mastery of basic skills, it may be best for the child to remain in the current grade another year.

When the classroom teacher has a concern regarding a particular student, he/she shares this concern with the Principal and notifies the child's parents, usually through a parent/teacher conference by the **last week in January**. This communication with the parents is vital and

should be documented utilizing the *Retention Packet* forms (available from the Principal). Various interventions are tried for a specified length of time and documentation is kept as to the progress of the student and the success of the intervention(s). If all goes well with the intervention(s), the process ends here.

If the classroom teacher still has a concern regarding the student, he/she follows the next step in the Retention Packet in **March** which includes completing various forms (student retention worksheet, Light's Retention Scale, and a review of Chip Wood's *Yardsticks* and the cumulative folder. By **late April**, the Agreement/Disagreement Form should be presented to the parents/guardians for signatures.

SPECIAL EDUCATION

TOP TEN LIST FOR MEETINGS:

During the course of the year when attending a special education meeting, staff members will:

1. Address any concerns with the current program to the special ed. team prior to the meeting to ensure a united front.
2. Arrive on time.
3. Bring the child's academic cumulative folder.
4. Bring child's current work samples.
5. Be prepared to articulate the child's current progress in school & hi-lite strengths.
6. Know the current services being provided to the child.
7. Know and articulate the modifications/accommodations being provided to the child based on the Individual Education Plan (IEP).
8. Upon completion of the meeting, review notes and minutes to assure that "what we say we are going to do gets done."

RECYCLING

Below you will find lists of what items are recycled and where the containers are located to deposit them:

RECYCLE

Metal Cans, Soda Cans
Plastic Bottles
Glass
Cardboard
Paper

WHERE

Container in Teachers/Staff Room – Room 200
Container in Teachers/Staff Room – Room 200
Container in Teachers/Staff Room – Room 200
Hallway outside kitchen area
In the classroom

LOST & FOUND

- Located in the gym – students are encouraged to check during lunchtimes on a regular basis.
- Unclaimed items are taken to the recycling bin by the gym's back door.
- Small items such as jewelry will be in a Lost & Found basket in the main office.

STUDENT ARRIVAL AND DISMISSAL

Students Who Walk or Who Are Driven to School

Students who walk to school or are driven should not arrive before 7:35 A.M. since there is no supervision prior to that time. A staff member is on duty from 7:35 A.M. until 7:45 A.M. Students should be dropped off in the lower (Community Center) parking lot. **Students should not be dropped off in front of the school or by the Safety Complex (fire /police stations) as these two areas are extremely hazardous to walking students.** Students should then enter the building via the Community Center (gym) door, and report to the Common Area just outside the Library Media Center where they will be supervised until they are dismissed to class at **7:45 a.m.** Parents who choose to walk their students into school need to enter through the Main entrance and sign in at the office.

If parents escort their children to the classroom this **IS NOT** a time for a 'parent conference'. Please inform the parent that if they would like to schedule a conference they can do so by calling you to arrange a date and time. If a situation becomes unmanageable, please notify the Principal.

Students Arriving by Bus

Buses arrive at the front of the school; no vehicle traffic is allowed. The students immediately walk into the building and congregate in the Common Area. Two staff members are on duty, one outside to greet the buses and one in the Common Area supervise until 7:45 a.m.

Students Arriving Late

After 7:55 a student is considered tardy. Students must report to the office with their parent(s) and obtain a tardy slip prior to entering class.

DISMISSAL

The order of dismissal is: After School Program/Parent Pick-up, then Buses.

It is the teacher's responsibility to keep a current record of each child's afternoon dismissal routine, furnished by the office. You should know where your students are going after school, including their bus number. Each teacher receives an email at 2:10 outlining the dismissal changes for the day. It is the staff member's responsibility to check this plan change list.

The students attending the After School Program and leaving via parent pick-up are met and supervised by adults. An announcement will be made to dismiss after-school program children and parent pick-up students. Students are not to be picked up at the classroom door. Student Pick Up and Drop Off is in the lower parking lot.

Once the buses arrive, students will be dismissed by grade level. Wait for this announcement. Once you hear the announcement, you should escort your students to the parking lot and watch them walk to board their bus (there is no staff member assigned to afternoon bus duty).

ATTENDANCE

School begins at 7:50; any students arriving after this time are recorded as tardy. Classroom teachers are to send their attendance roster electronically to the office **by 8:15 AM**. If technology is not available, a paper copy is required.

Any notes for changes in the student's regular dismissal procedure must be sent to the office in the AM in the green plastic folder to be recorded on the daily dismissal. Bus drivers will receive list of the daily changes from the office. It is the responsibility of each classroom teacher to check their email from Pickup Patrol by 2:20 so that they can be aware of changes in order to insure a smooth and safe afternoon dismissal.

STUDENT TARDIES

Students are considered tardy if they arrive to school after 7:55 A.M. If they are late because of a bus situation, they are **NOT** considered tardy. In either case, if a student enters your room after 7:55 a.m. or after you have sent your attendance list to the office, please check with the student to make sure he/she stopped at the office on the way into building. If he or she did not, send the child to the office for a tardy slip. Many times students are late because of their parents. If you find that this is a problem, please talk to the parent to see if they can get the student to school on time. If this parental behavior continues, please notify the Principal.

DRESS CODE

All staff members are expected to dress in a professional manner. For safety purposes, shoes need to have a back strap. The Friday of each pay week is designated as an optional "Casual Day." Attire on these Fridays should reflect appropriate casual dress. Jeans are allowed on "Payday Fridays."

DUTY PROCEDURES

IF YOU HAVE A DUTY ASSIGNMENT AND ARE AWARE THAT YOU WILL BE UNABLE TO COVER IT DUE TO ABSENCE OR ATTENDANCE AT A MANDATORY MEETING, **IT IS YOUR RESPONSIBILITY TO ARRANGE FOR COVERAGE.**

STUDENT ARRIVAL DUTY:

Staff member responsibilities are:

- to ensure that the students are walking
- to maintain order within the Common Area perimeter
- to keep the hallway entrances clear
- to control the noise level
- to cue students to remove their hats and put personal items away
- to dismiss students to their classrooms at 7:45 a.m. by turning the lights off/on

AM PROCEDURES

- Teachers are to be in their classrooms by 7:45 to welcome students.

Morning Routine

- Collect student notes from home to complete attendance
- Send attendance electronically & place student notes in the green office folder
- Place other items (PTO, Special Ed, etc.) in the same office folder labeled "Office", and place folder in the Lucite box outside your door.
- Collect lunch/snack money, place it the purple folder labeled "Lunch" and send to café in the snack basket each morning.

SNACK TIME

- A student from each classroom will deliver the snack basket to the café
- Teachers are expected to schedule a 10-15 minute snack time into the morning instructional block. A 'working snack' is also appropriate, especially for the upper elementary students. The purpose is to offer children time for a nutritional snack, and to use the bathroom. Each teacher monitors their classroom procedure for bathroom use and snack. If teachers need to leave the room, they must arrange for appropriate adult coverage.
- All hot beverages are to be covered with a secure lid. This is an important liability and safety matter.

RECESS DUTY

- A duty teacher gets the walkie talkie and bag from the office and hands those items over to the designated person responsible for blacktop area. That person is not only responsible for supervising the blacktop area, but also for using the key on the bag to let students in for bathroom access. This person should also ring the bell to signal the end of recess: Lower Elementary - 11:52, Upper Elementary - 12:20. Kindergarten - 11:25. This person would then return the walkie talkie and bag back to the office for the next recess.
- The A duty teacher will be responsible for supervising the playground equipment area. This person should ensure the students are using the equipment appropriately per the rules below.
- B duty teacher *stands between the gaga pit and adjacent field area. This person should supervise the gaga pit and the immediate field aea.*
- C duty teacher stands out in the field between soccer and kickball/baseball fields and supervises games/students in these areas.
- Duty teachers should not be conversing unless for the safety of a student
- One-on-one staff are responsible only for their student
- Upper elementary students must wear snow boots to be in the snow
- Lower elementary students must wear snow boots and snowpants to be in the snow
- Shoes with backs must be worn to climb equipment
- Upon the bell ring, grade levels circle up by assigned letter with duty teacher. They are not required to be silent, but they do need to hear the teacher for instructions
- Students must walk down the hill
- Monkey bars
 - Hanging using hands only

- Motion should be from the building towards the woods
- Will stay below the monkey bars
- One student at a time
- Slide
 - Feet first, on bottom
 - One person sliding at a time
 - One person on the platform
 - One person at the bottom of the stairs
 - Students must wait until student clears the bottom of the slide
- Swings
 - On your bottom only
 - Stay clear of the swings
 - Do not climb poles
- Gum is not allowed at recess
- Upper elementary students may not swing on the adaptive swing
- Students will play within playground boundaries: the fire road, stone wall, treeline, blue fences, staff parking lot

Lunch Duty (Duty persons should arrive before lunch duty actually begins)

- One person stands by the allergy table and bathroom. Checks lunch boxes and looks for bathroom signal from students at tables
- One person stands in the middle of the tables
- One person stands by the end of the tables and monitors trash cans
 - See duty schedule for assignments
- Do not allow students to go back to their classroom to get ice cream money
- Students are allowed to retrieve forgotten lunch boxes from classroom if accompanied by the middle- duty teacher, who must notify the other duty members that they are leaving
- Students must raise hand to get up and clean their area, or go to the bathroom
- Students must stay at their table after cleaning until their classroom teacher arrives (lower-12:17 & upper-12:45)
- Students that are not following expectations should be moved to a new table for a break; at a second offense, students will be moved to the "take a break" table for a few minutes
- Indoor noise level is expected

Hallway

- Whisper volume-if not, it becomes silent
- Single file
- Keep hands off wall

INDOOR RECESS DUE TO INCLEMENT WEATHER

The office determines if it will be an in-door recess due to inclement weather. The students will spend recess in their respective classrooms; grade levels are combined into one classroom. The three staff members on recess duty will each cover one grade.

Teachers are responsible for:

- providing indoor recess activities (board games, drawing paper, crayons, etc.)
- deciding which classroom will house the students during indoor recess
- establishing the bathroom routine
- assigning a student(s) to be responsible for taking/returning materials to their classroom

Duty Staff members are responsible for:

- determining among themselves which grade level they will each cover
- maintaining order & safety within the classroom using appropriate indoor activities
- ensuring the students respect the teacher's classroom and materials
- giving a three minute warning before the end of recess to clean up
- notifying the office, via phone, if they need assistance

STUDENT INJURY PROCEDURE

If a child is injured in any way, either in the classroom, cafeteria, or on the playground while you are on duty, please call/radio the nurse/office and inform them of all the details before sending the student. Fill out an accident form (from the nurse) before you leave. If this occurs after school, do not leave until the office is fully informed.

PARENT PICK UP/AFTER SCHOOL PROGRAM DISMISSAL DUTY.

Staff members are on duty to dismiss students for parent pick up in the lower parking lot. A staff member from the After School Program will check in students for their program. The office will supply the staff members with a student list for parent pick up and the After School Program.

Staff member responsibilities are:

- Pick up walkie-talkie from office
- Be in the gym **by 2:25**
- Monitor student behavior while they wait inside the gym
- Ensure that students are picked up by correct adults, who accepts the child at the door
- Radio the office that students have been dismissed through parent pick up and the After School Program
- Bring any remaining students to the office **by 2:40**
- Return walkie-talkie to office

SOME HELPFUL HINTS FOR DUTIES:

Always be punctual in arriving at your assigned duty area.

Keep moving while on duty. You see more. You hear more. You prevent more.

Never leave your post unsupervised. If you are called away, arrange for a substitute before you leave. Ask another teacher to take your place or call the office via the phone/walkie-talkie to explain that you need coverage.

Some spots seem to invite trouble. Pay close attention to: playground equipment, the woods, and any spot that is out of your direct line of vision. Be on the lookout for clusters of students with apparently nothing to do. The playground boundaries are the fire road, the stone wall, the tree line, the blue fences, and the staff parking lot.

SCHOOL RULES

- 1)** Walk and move safely.
- 2)** Follow directions: Cooperate with all school staff and fellow students. Follow school procedures that make the school run smoothly so that time and energy can be devoted to advance student learning.
- 3)** Show respect: Demonstrate respect, caring, and courtesy for others.
- 4)** Keep our school neat and clean: Have pride in caring for school property, and respect for the property of others.

Since we do not establish a rule for every possible misbehavior, we expect, as is developmentally appropriate, students to take responsibility for their actions based on the positive behavior expectations demonstrated through the following programs:

Responsive Classroom: *The Responsive Classroom approach is a widely used, research-based approach to elementary education that increases academic achievement, decreases problem behaviors, improves social skills, and leads to more high-quality instruction.*
(www.responsiveclassroom.org)

POSSIBLE CONSEQUENCES IF STUDENTS CHOOSE NOT TO FOLLOW THE RULES:

- o Reminder/Redirection
- o Logical Consequences relating to the infraction
- o Processing Form (4-6 grade): students are removed from the situation where they are given a processing form to complete within a 15-minute period. The Processing Form will be sent home to be signed by a parent/guardian along with classroom work missed during the processing time.
- o Lunch Detention (4-6 grade): students who receive two consecutive processing forms within the same trimester, will be required to attend lunch detention during the lunch period following their second offense.
- o Continuous violations will result in a phone call to parents
- o Severe/Harmful behavior, either physical or verbal, property damage, harassment, and/or inappropriate language shall result in an immediate lunch detention, extended loss of recess, community service, suspension, repairs, and/or a parental conference as determined by the school principal.

Each classroom teacher is responsible to assist their students in following their individual plans. A form completed by parents will outline each student's plan and will be kept in the school office. Each teacher will also receive a copy of their students' plans which should be kept in a folder clearly identified and located in each emergency back pack.

SCHOOL OR CLASSROOM EVENTS

All field trips, classroom guests, classroom activities that parents are invited to, assemblies, etc. should be posted in the school/classroom notices and sent to the office so that the school Secretary is informed. Make a special point to let the Principal know about any special events happening in your classroom to celebrate student learning.

FIELD TRIP PROCEDURES:

- Call the destination for available dates for a field trip
- Complete the Field Trip form found in the Appendix or from the office
- Contact the office for available funding
- Submit the completed form to the office for the Principal to approve
- After approval, call the destination for final confirmation
- Contact the office to arrange for bus price and availability
- Complete the permission form found in the Appendix and submit to office for approval
- Send the approved permission slip home for parent signature
- Collect and keep the signed permission slips to take with you on the Field Trip
- Collect any student supplemental funding and submit all monies with a balance sheet to the office at **least one week in advance.**
- Charge your cell phone to take with you
- If a snack or lunch is needed, ensure that all students have one. Arrange with the kitchen to take a bag snack/lunch for students on the Hot Lunch program

On the day of the Field Trip:

- Pick up a First Aid kit/medications and any student specific health concerns from the nurse
- Verify permission slips and take them with you
- Make sure payment arrangements are understood
- Ensure you have your final Field Trip confirmation from the site of your trip
- Let the office know when you are departing. Lock your classroom door and post the *Away on a Field Trip* sign

PLAN BOOK

The teacher's lesson plan book should be kept up-to-date, planned at least 3 days in advance and be available on his/her desk for the Principal to review when making classroom visits and observations. A substitute teacher may need to use the book as well. Include an attendance list, seating chart and a note indicating the location of the emergency backpack containing RED and GREEN emergency drill cards. Due to confidentiality issues, sensitive materials should not be kept in this location. Should you have a digital plan book, please make the appropriate arrangements to ensure your substitute has access to your plans.

IMPORTANT COMPONENTS OF A GOOD TEACHING/LEARNING PLAN

1. The typical academic work day should include blocks of time devoted to curriculum for:
 - ✓ Literacy - guided reading (leveled readers)- Reader's Workshop
 - ✓ Penmanship
 - ✓ Phonics (Part of Foundations)
 - ✓ Writer's Workshop
 - ✓ Mathematics (including related math games)
 - ✓ Science
 - ✓ Social Studies
 - ✓ Specials: (Gym, Music, Art, Technology, Library Media, Health , Dare)
2. Goals of the lesson/activity- what are your short and long term goals? How does this lesson relate to the approved SAU#67 and Dunbarton Elementary School curriculum and grade level expectations? Consider the level of ability and interests of students.
3. Prior knowledge- have you checked to see what the students know and what they do not know? Assessing prior knowledge is critical for learning.
4. Class discussion or interaction- do you have higher-order thinking questions to generate discussion?
5. Is the assessment built into the activity or the lesson?

BULLETIN BOARDS

Criteria to consider: instructional value, variety, student work, positive messages. Backing paper gives displays a more professional polish. Displays should be ongoing throughout the school year and timely.

CARE OF CLASSROOMS

Teachers/Staff are responsible for the appearance of their rooms. At the close of each day, students should arrange chairs to one side, pick up all items that may have fallen to the floor during the day (paper, pencils, tissues, snacks, etc.), close all windows, turn off lights, fans, and computers. Classroom doors should be locked at the end of each school day. Keep your grade book and items of value secure at all times. You are responsible for the security of your belongings and school materials assigned to you.

PETS

- No animals/birds/insects will be kept as regular classroom pets
- Animals/birds/insects may be brought in for short intervals for educational purposes (approval from both the Principal and School Nurse is needed along with rabies vaccinations, exam for parasites, documentation of animal's disposition)
- The following shall not be permitted in school for any reason: ferrets, wild rodents, iguanas, green turtles, dead animals (unless museum preserved)
- Fish tanks are allowed if kept clean and emptied at the close of school

PTO

- 100% faculty membership is the goal to show support of this organization's work.
- Volunteers are needed to serve as teacher representatives at monthly meetings.

**Process for Professional Staff Development as outlined in
The SAU 67 Professional Learning Master Plan**

Teachers and staff will base the development of their goals on:

- the SAU and building goals,
- a self reflection using the Professional Practice Profile, and
- an examination of relevant performance data.

Step 1: Needs Assessment/Self Assessment which will be completed online by September 30.

Step 2: Goal Setting – goals for developing the Individual Professional Learning Plan will support both district and SAU level plans as well as supporting your own individual needs.

Step 3: Choose an Option (due by Oct. 30) – educators can choose from Action Research, Traditional Clock Hours or a hybrid of both.

For more specific information, please refer to the Professional Learning Plan found at the SAU 67 website at: www.bownet.org.

KEYS

Classroom keys are issued by the school secretary. Building keys are available for sign-out through the secretary. They **must** be returned to the secretary on the morning of the next school day. Signing out keys during school vacations is not encouraged.

LENGTH OF DAY

The teacher day begins at 7:35 A.M. Teachers who do not have A.M. Greeter Duty should be in their own classrooms by 7:45 A.M. to receive their students. Students do not enter a classroom without adult supervision. The school day ends for students at 2:30 P.M. and for teachers at 2:45 P.M. if there are no scheduled meetings or parent conferences. The start of the school day will be 7:55 on your specific admin meeting days.

Every effort should be made to schedule personal appointments after 3:00 P.M. in order to avoid conflicts with teaching schedules. Requests for early dismissal from the school day should be made to the Principal for emergencies only.

PARKING

- Staff parking is located outside the front entrance on a first-come, first-served basis.
- Other available parking spaces are located in the side parking lot behind the police station.

POLICY INFORMATION

- SAU & District policy handbooks are available in the library, in the school office and online on the school board website (<https://sites.google.com/a/dunbarton.k12.nh.us/dunbarton-school-board/>) for review.

TEACHER LIABILITY

It is the School Board Policy JHFA (see appendix) and a District expectation that all students will be under adult supervision at all times.

A teacher who leaves a classroom unattended is responsible for any acts done by a student that occur during the period of absence. **Please notify the office if you need coverage.** In the event of an emergency, please notify the principal's office and request assistance. The intercom system may also be used to do an all-call for the school nurse, stating that you need her immediately.

Any unsafe equipment or conditions that are found in the classroom or school should be corrected by the teacher or reported to the nurse's office. Students should also be strongly warned about the unsafe item or condition for their safety. Failure of the school to warn the students and rectify the situation immediately could also be considered negligent and could lead to litigation in the case of a related injury.

Classroom teachers are more closely related to student activity than are other members of the school staff. They are, therefore, more often named as defendants in cases alleging negligence. In the courts, the welfare of students is the standard by which administrative action is judged.

LEAVING THE SCHOOL BUILDING

A teacher who needs to leave the school building during the day should request permission from the Principal. Requests should be limited to emergencies. If approved, the departure and return are to be completed in the staff sign out log located in the office.

NURSE

- Ill students should be sent to the nurse with a School Nurse Pass.
- Teachers should alert the nurse by phone or have another student accompany the ill students when appropriate.

TELEPHONE USAGE

Classroom phones may be used to call out with during non-school hours. Personal calls may be placed on the phone in the staff break room, although no long distance phone calls should be made from these phones. If these phones must be used in an emergency, the calls should be charged to your phone credit card. (School Board Policy GD & GD-R requires that you do not make any phone calls that can be charged to the school). Please no use of cell phones while in classrooms and/or working with students.

CONTRACTS

It is the professional responsibility of all SAU 67 employees to read their individual contracts.

HANDBOOKS

It is the professional responsibility of all SAU 67 employees to read and understand the student and staff handbooks.

STAFF MEETINGS

- Staff meetings are held monthly on the first Wednesday of the month.
- Professional staff members are required to attend these monthly meetings and support staff is welcome but not required to attend.

SUBSTITUTES

Staff members in need of a substitute should notify the Principal's Secretary as far in advance as possible. Emergency/medical leaves during the school day require notification to the Principal. Calls made to the sub caller after hours need to be received by 6 AM. In order to request any kind of leave, **you must fill out a Staff Leave Request form and place it in the Principal's mailbox. Once approved, you will receive a copy of the approved request.**

All classroom teachers and specialists need to develop 3 days of lesson plans that a substitute can follow during an absence. These lesson plans and seating chart will be in a red folder, with *Sub Plans* labeled on the front cover, and placed in the top right hand drawer of the teacher's desk. Emailing sub plans to the office on the day of the absence is acceptable in the case of an unexpected absence, but is not an encouraged practice.

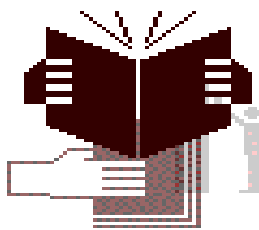
SUPPLIES

You are allotted a certain amount of money to purchase any supplies that you may need for your particular classroom, which can be used at any time throughout the school year.

REIMBURSEMENT PROCEDURE

The procedure is as follows:

- Submit original receipt with a "Staff Reimbursement" form located in the Staff mailboxes to the Principal.
- If and when the Principal approves the staff expenditure, the Principal's Secretary will submit it to the SAU for reimbursement.
- You will be informed if the reimbursement is not approved. Unless you request a check to be mailed to you (on the form), it will be attached to your next paycheck.



Guidelines for Using the Dunbarton Elementary School Library Media Center

The school Library Media Center (LMC) encourages a lifetime love of reading in each child. Biweekly library classes enrich classroom curriculum and help students develop the skills necessary to gather and use information from a variety of sources. The LMC provides books, periodicals, audiovisual materials, computers and equipment for students, staff, parents, and community use.

HOURS AND SCHEDULING

The Library Media Center is open each school day for student use from 8:00 A.M. to 2:45 P.M. While library classes are scheduled biweekly, students are encouraged to use the library media center as needed for research and book selection. Classes and large groups should be scheduled in advance. However, individuals and small groups of students (5 or less) may be sent to the LMC without prior arrangement. Please send the students with a pass. DES staff members are welcome to use the LMC before, during, and after school hours. Self checkout forms should be used for before and after hours checkout. Please do not remove items from the LMC without checking out.

CIRCULATION

Students in first grade may borrow one book. Students in the second through sixth grade may borrow two books. Books are loaned to students for two weeks and may be renewed as needed. Use of additional materials for research projects is permitted with the approval of the Library Media Specialist. Staff members may borrow materials as needed for instruction with no set due date.

OVERDUE MATERIALS

Students may not borrow new books/materials until overdue books/materials are returned or paid for. If a book is overdue 6 weeks or more, students will be notified. If the book is not returned, a letter will be sent home to parents. Parents are asked to pay for the replacement of lost books. Payment will be refunded if the book is later found and returned in good condition.

TECHNOLOGY AND EQUIPMENT

4 TV/VCR/DVD setups and 4 digital projectors are available for classroom use. These are located in designated areas throughout the school. Reservations for the use may be made on the calendar found with each setup. Teachers are requested move equipment themselves, as students are not permitted to move equipment throughout the building. Please report any equipment

malfunction to the Library Media Assistant. 5 desktop computers are available in the LMC for student and staff use. There is also a wall mounted Smartboard; teachers may sign up for time in the library to use this resource. 2 mobile computer lab carts are available for classroom use. Carts are located in the 3rd and 6th grade areas; a sign up sheet is on each card. If you encounter a computer problem, please notify the Computer Technician by completing a technology problem form.

USE OF COPYRIGHTED MATERIALS

All students and staff members are required to observe copyright law and follow the fair use guidelines. The Dunbarton School District will not assume responsibility for any violations. "Request to Use Video" forms (pink) are available in the LMC and must be submitted to the Library Media Specialist 1 week **before** the showing of any video to students, whether they are from our library or another source.

SELECTION OF MATERIALS

Materials in the LMC support the curriculum and are age-appropriate. They are selected according to adopted school board policy. Teacher requests to purchase materials are welcomed.

REVIEW OF MATERIALS

Individuals or groups requesting review of LMC materials must follow the adopted school board policy for reconsideration of instructional materials.

HOW WE CAN HELP

The Library Media Specialist is available to work as an instructional partner for planning and implementing research units. If you need materials for research sent to your classroom, please fill out the yellow *Materials Request Form*. Also, don't hesitate to drop by the LMC anytime you are interested in finding just the right book to read aloud to your students.

STUDENT RECORDS ACCESSIBILITY

Policies and Procedures

DEFINITIONS: For the purposes of this policy, the Dunbarton School District has the following definitions of terms:

STUDENT - any person who attends, or has attended a school, or is tuitioned by the Dunbarton School District to another educational setting.

ELIGIBLE STUDENT - a student or former student who has reached age 18 or is attending a post-secondary school.

PARENT - either natural parent of a student, a legal guardian, or an individual who is legally empowered to act as a parent or guardian in the absence of the student's parent or guardian.

EDUCATION RECORDS - any record (in handwriting, print, tapes, film, or other medium) maintained by the Dunbarton School District or an agent of the district which is directly related to a student, EXCEPT:

1. A personal record kept by a school staff member if it is kept in the personal possession of the individual who made the record, and information contained in the record has never been revealed or made available to any other person except that staff member's temporary substitute.
2. An employment record which is used only in relation to a student's employment by the Dunbarton School District.
3. Alumni records which contain information about a student after he or she is no longer in attendance at the District and the records do not relate to the person as a student.

ANNUAL NOTIFICATION: A school district is required by Section 99.7 of the FERPA (Family Educational Rights and Privacy Act) regulations to provide parents annual notification of their FERPA rights. If the parents have a primary or home language other than English, the district must effectively notify them. Its policy must include the method it will use to inform the parents. Parents of Dunbarton students will be notified of their FERPA rights annually by publication in the student handbook.

Procedure to inspect education records

Parents of students, or eligible students, may inspect and review the student's education records upon request.

Parents or eligible students should submit to the Principal, a written request which identifies as precisely as possible, the record or records he or she wishes to inspect.

The Principal (or other appropriate school official) will make the needed arrangements for access as promptly as possible and notify the parent or eligible student of the time and place where the records may be inspected. Access must be given in 45 days or less from the receipt of the written request.

Refusal to provide copies

With an understanding that it cannot deny parents access to their children's records, a school district is required to describe the circumstances in which it may deny parents a COPY of a student's education record. For the Dunbarton School District, the following are examples:

The District will not provide a parent or eligible student a copy of the student's education record unless failure to do so would effectively prevent the parent or eligible student the right to inspect and review the records.

If the student record involves answers to a standardized test, the District will not provide a parent with a copy of standardized test questions

Fees for copies of records

The fee for copies will be \$.20 per page. Postage is not included in the fee.

Types, locations, and custodians of education records

The following is a list of the types of records that the District maintains, their locations, and their custodians:

<u>TYPE</u>	<u>LOCATION</u>	<u>CUSTODIAN</u>
Cumulative School Records	Office	School Administrator
Cumulative School Records - former students	Current school	School Administrator
Health Records	Nurse’s Office	School Nurse
Special Education Confidential Records	S.A.U.#67 Special Education Central Office Home School Administrator’s Office	Assistant to the Superintendent
School Transportation Records	School Bus Garage	Transportation Coordinator

Disclosure of education records

The Dunbarton School District will disclose information from a student’s education records only with the written consent of the parent or eligible student, EXCEPT:

1. To school officials who have a legitimate educational interest in the records.

A “school official” is: a person elected to the School Board; a person employed by the district as an administrator, supervisor, instructor, or support member; a person employed by or under contract to the district to perform a special task, such as an attorney, auditor, medical consultant or therapist.

A school official has a legitimate educational interest if the official is: performing a task related to a student’s education; performing a task that is specified in his or her position description or by a contract agreement; performing a task related to the discipline of a student; providing a service or benefit relating to the student or student’s family, such as health care, counseling, or job placement.

2. To officials of another school in which a student seeks or intends to enroll upon request of such official.

3. To certain officials of the U.S. Department of Education, the Comptroller General, and state and local educational authorities, in connection with certain state or federally supported education programs.
4. In connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount or conditions of the financial aid, or to enforce the terms and conditions of the aid.
5. If required by a state law requiring disclosure that was adopted before November 19, 1974.
6. To organizations conducting certain studies for or on behalf of the district.
7. To accrediting organizations to carry out their functions.
8. To parents of an eligible student who claim the student as a dependent for income tax purposes.
9. To comply with a judicial order or a lawfully issued subpoena.
10. To appropriate parties in a health or safety emergency.

Record of requests for disclosure

The Dunbarton School District will maintain a record of all requests for and/or disclosure of information from a student's education records, excluding requests of school officials and requests for directory information. The record will indicate the name of the party making the request, any additional parties to whom it may be disclosed, and the legitimate interest the party had in requesting or obtaining the information. The record may be reviewed by the parents or eligible student.

Directory information

Disclosure of Directory Information is optional. If the option is exercised, a school district is required to list the items it has designated as Directory Information.

The Dunbarton School District designates the following items as Directory Information: student name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, most recent previous school attended and photograph. The District may disclose any of those items without prior written consent, unless notified in writing.

Correction of education records

Parents or eligible students have the right to ask to have records corrected that they believe are inaccurate, misleading, or in violation of their privacy rights. Following are the procedures for requesting correction of records:

1. Parents or the eligible student must request the Dunbarton School District to amend the record. They should identify the part of the record they want changed and specify

why they believe it is inaccurate, misleading, or in violation of the student's privacy or other rights.

2. The Dunbarton School District may comply with the request or it may decide not to comply. If it decides not to comply, the District will notify the parents or eligible student, reasonably in advance, of the date, place, and time of the hearing.
3. The hearing will be conducted by a hearing officer who is a disinterested party; however, the hearing officer may be an official of the District. The parents or eligible student will be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. The parents or student may be assisted by one or more individuals, including an attorney.
4. The Dunbarton School District will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence presented and the reason for the decision.
5. If the Dunbarton School District decides that the challenged information is not inaccurate, misleading, or in violation of the student's right of privacy, it will notify the parents or eligible student that they have a right to place in the record a statement commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision.
6. This statement will be maintained as part of the student's education records as long as the contested portion is maintained. If the Dunbarton School District discloses the contested portion of the record, it will also disclose the statement.
7. If the Dunbarton School District decides that the information is inaccurate, misleading, or in violation of the student's right of privacy, it will amend the record and notify the parents or eligible student, in writing, that the record has been amended.

GUIDELINES FOR SUICIDE INTERVENTION PROCEDURES

It is crucial for all school personnel to remember that it is not the responsibility of an individual to assess whether or not threats are of a serious nature. All threats are to be taken seriously and reported immediately.

Identification of Suicidal Ideation

Suicidal ideation, as addressed by these guidelines, may include the following:

- any threats to harm or kill oneself, including threats which may be said in a joking manner,
- any expressed desire to die, whether verbally, written or in art,
- gestures that indicate possibility of self harm.

CRISIS INTERVENTION PROCEDURE FOR SUICIDAL STUDENTS

The following guidelines provide a general sequence of steps to be taken with students who are experiencing suicidal ideation.

1. When an individual receives information indicating suicidal ideation, he/she shall immediately inform the Principal, Nurse, and School Counselor.
 - A. An appropriate crisis team shall be alerted and one person shall be identified to coordinate the activities. (An "appropriate crisis team" shall be defined as consisting of a building administrator, nurse, special education teacher, school counselor and person(s) with knowledge of the student and the current situation.)
 - B. The Coordinator shall check the existing file to determine if this is a first or subsequent occurrence.

2. The nurse and/or building administrator shall talk to the student and other team members to discuss the following:
 - A. If this is a first occurrence for the student, a decision will be made whether the student needs an immediate suicide assessment.
 - B. If the team feels the student needs an immediate assessment, steps 3, 4 and 5 must be followed IMMEDIATELY.
 - C. If this is a first occurrence for the student and the team does not feel the student needs an immediate assessment, the following steps must be taken.
 - a. The student must be counseled about the seriousness of his/her expression and instructed in alternative ways to express feelings.
 - b. Parents must be contacted immediately and an appointment shall be made for parents to come to school within 24 hours to discuss the situation. Parents must be informed that a subsequent occurrence will result in an immediate suicide assessment. Ask parents if student is seeing a therapist and ask for a release to speak to him/her.
 - c. With proper release, contact student's therapist regarding the situation.
 - d. All of these situations must be fully documented (form) and filed.

3. If this is a second or subsequent occurrence, the event coordinator shall:
 - A. Designate a Crisis Team Member to remain with the student to provide security until alternative plans can be made. A student who has been identified by the Crisis Team as needing an assessment **should never be left alone for even a moment**. It is preferable for the student to be contained in a small room that is considered relatively safe. Even if the student has to go to the bathroom, someone must accompany him/her. In the elementary school, the student may remain in class if proper security can be provided.

- B. Contact the student's parent or guardian and make arrangements for the parent(s) to join the student at the school. Ask the parent if there is a preference as to which agency to contact for the emergency assessment.
 - a. If the parent or guardian cannot be contacted, a team member shall call the police to provide transportation to the agency providing the suicide assessment.
 - b. Given an obstructive parent or guardian, the designated Crisis Team member will make the parent aware that DCYF Protective Services will be notified of the crisis and that the police will be called to provide transportation. The designated Crisis Team member will immediately file a report with the DCYF Protective Services. If unable to reach DCYF, a report will be filed with the local police immediately.
 - C. With proper release, contact the student's therapist regarding the crisis to solicit input.
 - D. Contact SAU#19 Crisis Team Coordinator.
4. A Crisis Team member will initiate referral to the proper agency (Riverbend in Concord for Dunbarton) for an Emergency Suicide Assessment by making the appropriate phone calls. The team member will share the specific evidence of suicidal ideation (i.e., quotes: "I hate my life. I want to die." gestures: took a bottle of pills.) If available, a member of the school staff may wish to accompany the parents and student. **The team member will arrange to receive written verification that the Emergency Suicide Assessment was completed.**
5. Document the steps taken (form) and who was involved. Make notes of times and specific people spoken with and the order of their involvement.

DRUG-FREE SCHOOLS AND COMMUNITIES ACT

This certification, as required by Section 5145 of the Drug-Free Schools and Communities Act, as added by Section 22 of the Drug-Free Schools and Communities Act Amendments of 1989 (P.L. 101-226), must be submitted to the New Hampshire Department of Education in order for a Local Education Agency to be eligible to receive funds or any other form of financial assistance under any Federal program after October 1, 1990.

Each of the below indicated Local Educational Agencies certifies that it has adopted and has implemented a drug prevention for its students and employees that, at a minimum, includes--

(1) for students

(a) age-appropriate, developmentally based drug and alcohol education and prevention programs (which address the legal, social, and health consequences of drug and alcohol use and which provide information about effective techniques for resisting peer pressure to use illicit drugs or alcohol) for all students in all grades of the schools operated or served by the LEA, from early childhood level through grade 12.

(b) a statement to students that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful.

(c) standards of conduct that are applicable to all students in all the LEA's schools and that clearly prohibit, at a minimum, the unlawful possession, use, or distribution of illicit drugs and alcohol by students on school premises or as a part of any of its activities.

(d) a clear statement that disciplinary sanctions (consistent with local, State and Federal law), up to and including expulsion and referral for prosecution, will be imposed on students who violate the standards of conduct, and a description of those sanctions. A disciplinary sanction may include the completion of an appropriate rehabilitation program.

(e) information about any drug and alcohol counseling and rehabilitation and re-entry programs that are available to students.

(f) a requirement that parents and students be given a copy of the standards of conduct and the statement of disciplinary sanctions required.

(g) notification to parents and students that compliance with the standards of conduct is mandatory.

(2) for employees

(a) standards of conduct applicable to employees that clearly prohibit, at a minimum, the unlawful possession, use, or distribution of illicit drugs and alcohol on school premises or as part of any of its activities.

(b) a clear statement that disciplinary sanctions (consistent with local, state, and Federal law) up to and including termination of employment and referral for prosecution, will be imposed on employees who violate the standards of conduct, and a description of those sanctions. A disciplinary sanction may include the completion of an appropriate rehabilitation program.

(c) information about any drug and alcohol counseling and rehabilitation and re-entry programs that are available to employees.

(d) a requirement that employees be given a copy of the standards of conduct and the statement of disciplinary sanctions required.

(e) notification to employees that compliance with the standards of conduct required is mandatory.

(3) for both student and employee drug prevention programs:

- (a) a biennial review by the LEA of its programs to --
 - (i) determine the program's effectiveness and implement changes to the programs if they are needed; and
 - (ii) ensure that disciplinary sanctions are consistently enforced.

APPENDIX:

DUNBARTON SCHOOL DISTRICT POLICY KA

SCHOOL, COMMUNITY, AND HOME RELATIONS

The School Board recognizes the importance of having a strong partnership between the school system and the parents of our students as well as the community at large. It is therefore the policy of the board to define standards for involvement between the schools, the community, and the parents of all students enrolled in district schools. The superintendent is directed to implement these standards.

- District schools are a welcoming place, clearly accessible to parents and the community. - Communication between home and school is regular, two-way and meaningful.
- Parents are full partners in the educational decisions that affect children and families.
- Parents will be encouraged to visit their schools for beginning of the year events such as "Open House" and new student orientations. These events will be used to disseminate information on school policies, discipline procedures, assessment tools and school goals.
- Opportunities are provided to guide parents on ways to assist with homework, give feedback to teachers, and how parents can help their children improve skills and perform well on assessments.
- Parents are encouraged to attend school-sponsored parent workshops to learn about parenting skills, health, safety, nutrition, home environments that support education and other topics of child and adolescent development, as they are available. The district will use online and other methods to publicize all such opportunities widely.
- Reasonable efforts will be made to communicate with parents in their primary language or in the language in which they feel comfortable. - For the purposes of this policy, the term "parent" refers to any adult-mother, father, older sibling, aunt, uncle, grandparent, guardian, mentor
 - who plays a significant role in the care of a student or students enrolled in district schools.
- The district will relay to parents all information received regarding cultural, recreational, academic, health, social and other resources that serve families within the community.
- The support of businesses, agencies and faith-based organizations will be sought through financial, goods and services, and volunteer contributions.
- Partnerships will be developed with local organizations, local city and county governments, natural resources, and talented individuals to strengthen school programs, family practices and student learning.
- Student participation in community service will be encouraged.
- Business partnerships will also be developed to assist students in the successful transition to employment or further education.

Legal References:

NH Code of Administration Rules, Section Ed. 306.04(a)(11), Policy Development NH Code of Administration Rules, Section Ed. 306.04(k), Policy Development Proposed: 11/15/89 Adopted: 01/17/90 Proposed: 03/07/07 Adopted: 04/09/07