

WINCHESTER SCHOOL STAFF HANDBOOK

About Our School



The Winchester School is located in the southwestern corner of New Hampshire, and is part of School Administrative Unit #94. Our town's population is 4,200+. Our school's population is about 475 students from preschool through grade 8. We are a school-wide Title One school with approximately 75% of our students qualifying for free or reduced lunch. We have a staff of approximately 45 teachers, a full time principal, a curriculum coordinator, a guidance counselor, school psychologist, nurse, social worker, and a variety of support staff. Winchester students in grades 9-12 attend Keene High School. Our school's web site is www.wnhsd.org, where you will find a complete staff listing, information about our School Board, a current school calendar, and other important information about our school. You are encouraged to visit the web site often.

Mission Statement

The Winchester School will provide a safe, student-centered environment where individuals achieve high standards of the heart and of the mind. The Winchester School is based upon:

- Rigorous academics through exemplary instruction
- Social, emotional, and physical wellness
- Family and community involvement

School Goals

1. We will support school excellence and accountability by continually examining learner outcomes, curriculum, and programs designed to meet each student's educational needs.
2. We will promote programs, policies, and procedures designed to cultivate a safe, positive, Pre-K through grade 8 school climate (physically and emotionally).
3. We will increase involvement among school staff, family, and community so that it has a positive effect on student achievement and school climate.
4. We will implement and maintain a program for technology that reflects the state standards.
5. We will implement our school district's improvement plan:
 - a. To improve student achievement in the Winchester School District by building leadership and staff skill in analyzing student performance data and making informed program and instructional decisions based on that data.

- b. To improve student achievement in WSD by providing high quality instruction for all students using standards-aligned units developed by instructional teams. The units will incorporate the instructional shifts needed in anticipation of the transition to the common core.

NOTICE OF NON DISCRIMINATION

The Winchester School District/ School Administrative Unit No 94 does not discriminate in their educational programs, activities or employment practices on the basis of race, color, national origin, age, sex, sexual orientation, religion, pregnancy, marital status, physical or mental disability, or any other protected characteristic under state or federal law, under the provisions of Title VII of the Civil Rights Act of 1964, as amended; Title VI and Title IV of the Civil Rights Act of 1964; the Age Discrimination in Employment Act of 1976; the Equal Pay Act of 1963; the Civil Rights Act of 1866; the Rehabilitation Act of 1973, including Section 504; the Older Workers' Benefit Protection Act; the New Hampshire Law Against Discrimination, RSA 354-A; Title IX of the Education Amendments of 1972; the Education of All Handicapped Children Act of 1975; the Individuals with Disabilities in Education Act of 1990; the Americans with Disabilities Act of 1990; and any other federal or state human rights laws. Any persons having inquiries concerning School Administrative Unit No. 94's policies of compliance with the regulations implementing these laws may contact:

For information on Section 504, contact:

Jim Lewis, Superintendent
239-8061, ext. 559

For information on Special Education, contact:

Taylor Ratcliffe, Student Services (out-of-district)
239-8061, ext. 553
Jen Heise, Student Services (in-district)
239-4381, ext 261

For information on English Language Learners (ELL), contact:

Marie Braley, Administrative Assistant for SAU 94
239-8061, ext. 552

School Administrative Unit No. 94 will provide a drug-free workplace in accordance with the Drug-Free Workplace Act of 1988 and its implementing regulations.

TEACHER EXPECTATIONS

Teachers are expected to:

1. Arrive at school by 8:25 A.M.
2. Professionally perform all assigned duties.
3. Depart from school no earlier than 3:30 P.M. (unless excused by an administrator).
4. Be in classroom doorways at school's beginning and ending. Supervise the common areas, bathrooms, and hallways between classes, and ensure that children move from classroom to classroom in a safe and orderly fashion.
5. Consistently uphold all classroom, school, and district policies and rules.
6. Design effective and complete lessons.
7. Take attendance every day in every class, enter it into PowerSchool before 9:00 A.M., and keep accurate records of attendance.
8. Check your mailbox and school email in the morning before the start of school and in the afternoon before leaving.
9. Hand out notices to be sent home in a timely fashion and encourage children to deliver them to their families.
10. Remain in school for the entire day - you must check with an administrator if it's necessary to leave the building during the school day.
11. Participate in whole-school initiatives such as meetings, conferences, etc.
12. Communicate with parents regarding discipline and academic issues, both positive and negative.
13. Interact with students at any reasonable time (duties, hallways, etc.)

*In addition, our school is a **Responsive Classroom School**, which means all staff members are expected to reflect on their practice continually, using the "Responsive Classroom Ten Point Safety Check":*

1. Children are greeted by their teacher as they enter the classroom each morning.
2. Children appear cheerful and engaged in meaningful activity and conversation.
 - Children appear on task by moving with purpose about their room, getting or returning materials independently, talking with each other or adults.
 - Children can be heard in spontaneous conversation that is respectful and interesting, rather than taunting or mean.
 - Noise level allows for purposeful conversation but does not make it difficult for small work groups to hear what they are doing.
3. A mix of whole class, small group and individual activity is evident.

4. Instruction fosters interaction between children and the teacher and among children. Children are encouraged to ask questions and explain their answers and are observed doing so.
5. During transitions or when the teacher wants the children's attention there is a clear and well understood signal given. The teacher waits for full class attention before speaking.
6. The teacher can be observed intervening in social disputes in a way that allows children to try to solve their own problems when possible and that is respectful of all children involved.
7. Paraeducators, interns, student teachers and support staff are actively involved with children during the majority of their day. Their language and interaction with children models the teacher's approach.
8. The classroom environment should be inviting, neat, orderly and functional. Children's work is the primary display of the classroom. Time is allotted during the day for children to represent to others the work they have accomplished. Respectful questions and comments about work encourages revision, practice and collaboration toward improvement of that work.
9. Teacher language is clear, enabling and respectful. The teacher uses questions often to help children reach decisions. (What do you think? Who can show me?)
10. Discipline is observed as a management tool, not as punishment. Consequences for misbehavior appear clear to children. Classroom rules are posted where they can be read by all.

These areas are subject to evaluation. Following through strengthens both our support of each other and of the entire school climate. If we don't model what we teach, then we are teaching something else.

Requirements for Paraeducators

The Winchester School is a schoolwide Title I school, which means that all instructional paraeducators must meet state requirements. To comply with these requirements, our paras must hold a valid Para II certification from the NH Department of Education. Once you are hired, we will assist you in earning and tracking the credits needed to maintain this certification.

PARA SCHEDULE

Paraeducators at the Winchester School work for approximately 1221 hours per school year. You are entitled to 6 paid sick days per year (two may be used as personal days)

and 5 paid holidays - Veteran's Day, Thanksgiving, Christmas, New Year's, and Memorial Day.

Our school day begins at 8:45 a.m. and ends at 3:15 p.m. Paraeducators are expected to be available *in their assigned classroom* at 8:25 a.m. to supervise Academic Jumpstart, unless you need to accommodate a particular student at that time. You have the right to an uninterrupted daily lunch break of no less than 20 minutes. The para workday ends at 3:20 for a total of 6 hours and 55 minutes.

Schedules for lunch, recess, duties, and unified arts classes are handed out at the start of the school year.

Para Responsibilities

At the Winchester School, our paraprofessionals are all special education aides, either one-on-ones or shared aides for students with specific I.E.P.'s. They are not assigned as classroom aides, although they are encouraged to assist other students in the classroom if the situation allows.

Job expectations:

- Arrive promptly at beginning of day and for assigned duties.
 - Work appropriately with individual students and small groups.
 - Prepare instructional materials accurately and in a timely fashion.
 - Maintain confidentiality about students, their work, and their behavior. Please note, this includes after-school hours and for all forms of communication i.e. comments on Facebook or other social networks.
 - Monitor classroom effectively if teacher is tending to another responsibility.
 - Accompany children to various areas in a safe and expedient manner.
- Paraprofessionals are expected to accompany students to their special classes (art, music, P.E., library, computer), unless the specialist agrees that it is not necessary. Paras are also expected to accompany students to their academic intervention periods when possible to learn how to follow through with modifications in the regular classroom.
- Effectively correct student work and appropriately assist in remediation.
 - Follow school discipline policies and procedures when dealing with misbehaviors.
 - Participate actively when monitoring students; provide feedback on disruptive behaviors and work with others to arrive at solutions to ongoing problems.
 - Never speak disparagingly about families in our setting or beyond the school.
 - Treat others with respect, valuing individual and cultural differences.
 - Cooperate with other classroom and school staff as needed.

- Demonstrate professionalism: adhere to dress, food, drink, and gum codes as well as other school policies, and pursue professional development.
- Maintain regular attendance and inform the front office when you must be absent.
- Inform the office and offer assistance when your charge is absent.
- Interact with students during their assigned duties. Staff interaction should be minimal during these times.

Remember: Paraprofessionals do not have the right to examine a child's personal file. The case manager will provide you with those pieces of the I.E.P. for which you are responsible.

Para Supervision and Evaluation: Our paraeducators partner with several adults - the special education case managers, the classroom teachers, the unified arts teachers, and other staff. Each teacher may have a different idea of how you can best support your student(s) in their classroom. Rather than make assumptions, please make a point to collaborate with these adults to know what is expected. Jen Heise, Director of Student Services, supervises our paraeducators and provides them with a yearly evaluation.

Winchester School Dress Code

The dress code below appears in our Parent Handbook. All adults who work in this building are expected to follow these guidelines as a model to the children. The dress code also applies to student teachers, interns, and methods students.

The Winchester School expects all students and staff to take pride in their appearance. Proper attire is required during school and at all school functions. Proper attire is defined as: clean clothing that is free of large holes or tears that appropriately covers the body, and that helps maintain a healthy and safe environment at the school. Additionally, the school cannot permit clothing or shoes that are dangerous, unsafe, disruptive to the educational process, vulgar, obscene, advocating illegal substances or offensive to human dignity. Students who wear such articles of clothing will be referred to the principal or his assistant. If you have a question about appropriate dress, consult the principal or assistant principal. To assist in your judgment, be advised that:

1. Bare feet are not allowed.
2. Brief, immodest or revealing attire such as midriff tops, backless (below mid-line) tops, muscle shirts, pajamas, beachwear, inappropriate necklines*, excessively short skirts or shorts, and exposed undergarments are prohibited. No bare midriffs. **Beginning in grade 3, straps must be a minimum of 1 inch wide. Skirts and shorts must reach mid-thigh**

or they will be deemed too short. Belts must be worn to prevent pants from exposing underwear.

3. Spiked items such as collars, wristbands, or necklaces are not permitted. Chains and/or dog collars are prohibited.
 4. Clothing that displays or advertises (written or visual) alcohol, drugs, tobacco, and/or violence are prohibited.
 5. Attire that identifies students as members of a so-called "gang" (bandanas, etc.) is prohibited.
 6. No one-shoulder or halter tops.
 7. Hats or hoods and coats may not be worn in school.
 8. Sunglasses may not be worn in school.
 9. Rubber flip-flops are considered beachwear and are not to be worn at school. Shoes with excessively high heels (more than 2 inches) are prohibited. Sneakers or shoes that are safe for activity in the gym or on the playground are recommended.
 10. The principal or designee will have the final say regarding appropriate attire.
- *Inappropriate neckline is defined as anything below an imaginary straight line drawn from armpit to armpit.

IN ADDITION TO THE ABOVE, the Winchester School Board has a written policy for school employees as follows: "The Board expects all staff members to be neatly groomed and dressed in clothing suitable for the subject of instruction, the work being performed, or the occasion. If a staff member feels that an exception to this policy would enable him/her to carry out assigned duties more effectively, a request shall be made to the Building Principal."

"DUTIES (a.k.a. Opportunities for Casual Student Interactions)" and SUPERVISION OF STUDENTS

All homeroom teachers are expected to be in their doorways when the morning bell rings to help supervise the hallways and to greet their students when they enter the classroom. They are also expected to walk their students to specials, supervise their homerooms at the end of the day, walk their students out of the building, and to participate in lunch recess duties on a rotating schedule. If you choose to take your class outside for any unscheduled recesses, you are responsible for providing coverage.

Teachers without homerooms are assigned a daily duty such as morning recess, lunch cafeteria/recess, or after-school bus duty. Being on time for these responsibilities is an important part of keeping our school safe and accident free. Please remind the secretary of your duty if you are going to be absent so that we can ensure we have adequate coverage.

All staff members are expected to supervise common areas during change of classes. Supervising the hallways, cafeteria, gym lobby, and bathrooms is everyone's responsibility. As you walk through the hall, please be aware of what is happening around you. Drop into a restroom on the way by, stand in the gym lobby for a minute, and walk through the cafeteria on the way to class. The best deterrent to discipline problems is an adult's presence.

We must also be sure to properly supervise students during class. If a student is injured while under your auspices, liability issues will surface. Leaving the classroom for any reason will not be a good defense should a student be injured while in your classroom.

Cafeteria Rules

- Students enter the lunchroom in an orderly, socially-acceptable fashion.
- There is no running, pushing, or rudeness.
- All students, staff, and monitors are expected to be polite to one another.
- Food may not be mishandled (tossed, played with, placed on others' trays).
- Students are expected to try all food they have taken. It is not necessary that they finish it.
- Students line up with their trays as they are called for.
- Trash should be emptied and trays placed one on top of the other.
- Staff should be circulating among the tables and assisting students as needed. Staff interactions with each other should be minimal so that they do not interfere with student supervision.

Playground Rules

- Do not throw objects such as snow, ice, rocks.
- Do not reenter the building without permission from an adult on duty.
- Do not push, shove, or give *piggyback* rides.
- Do not tackle or do wrestling holds.
- Use appropriate language at all times.
- Use the slide one student at a time.
- Do not jump off the playground apparatus.
- Do not do flips or penny drops from the bars of the jungle gym. Somersaults with two hands are allowed on the lower bars.
- Do not walk or stand on the bars. No sitting on the higher bars.
- Do not hang from the top of the fire pole.
- Cross one direction on parallel bars.
- Do not hang on or sit on the basketball hoops.

- Do not throw swings over the top bar.
- Swing from front to back only.
- Let the swing stop before getting off.
- Swing at a safe height.
- Stay within the boundaries of the field and never go to the tall grass or the wooded areas.
- Stay off the berm around the building. Do not approach classroom windows.
- Staff should be visible to students at all times. Each person on duty should have an assigned area of responsibility. Staff interactions with each other should be minimal so that they do not interfere with student supervision.

Discipline Policy and Procedures

At the Winchester School, our goal is to create a safe, caring and productive environment for all students. In order to reach this goal we have instituted the following discipline policies and sets of procedures, which will be followed consistently by all students, teachers, staff and parents. The teacher is ultimately the judge of appropriate behavior in his or her classroom.

1. Students are given a reminder about inappropriate behavior in the classroom.
2. Following a reminder, a brief (two minutes or less) time-out or thinking time will be arranged for the student to gain self-control, after which the student will return to the lesson or activity. (Flagrant or repeated misbehavior may eliminate the reminder step.)
3. If, during time out, the student continues to behave inappropriately, a "buddy-teacher" accompanies the student back to his/her room for a time-out for the rest of the period, after which the student will return to his/her own room to resume activity.
4. Should the student become disruptive in the "buddy-teacher's" classroom or continue to misbehave upon return, the "buddy-teacher" will send for the principal or designee to retrieve the student and he/she will be escorted out of the classroom for a time out until the end of the period or such time as the principal determines that the student is ready to re-enter the classroom. **In this case teachers are asked to fill out a Behavior Incident Report and to notify parents by the day's end.**
5. In extreme situations, when a student may be physically out of control, a teacher may remove his/her class from the situation and ask for security assistance or assistance

from the local juvenile officer from the police department. This has been arranged with the local police and will be utilized only in extreme situations, where health or safety is jeopardized. **Every attempt to notify the parent to retrieve the child will be made prior to seeking outside police assistance.**

6. Adults will not use physical restraint to escort a child and will resort to such restraint only in instances where the physical well-being of a child or adult is threatened. The staff member should be certified as a Crisis Prevention Interventionist, and should work with another adult if possible. CPI training is offered at the school on a regular basis.
7. The above procedure is utilized for out-of-control behavior in order that children regain their self-control in the shortest time possible. Other logical consequences such as loss of privilege or an "apology of action" may be suitable for other misbehavior. In such cases teachers work with students to improve their behavior through these and other appropriate means that are reasonable and respectful of students.
8. For some children, these steps to self-control may not be enough or may not be successful. In such cases, specific behavior management plans may be developed with the knowledge and help of parents, teachers, specialists and administrators. Some offenses require that a report be filed with the local police due to the nature of the incident. Included in the listing of possible offenses are serious assaults and threat, drug and alcohol use, bringing a weapon to school, setting off a fire alarm and theft. **Knives, toy guns, or any item that may be construed as a weapon are never allowed at school.**
9. The principal or designee will have final say determining consequences for inappropriate behavior.

Rules will be explained on a regular basis so that expectations are clear to all.

THE CHILD CONCERN TEAM

The Child Concern Team is designed to provide support and assistance to students so they can maximize their success in school. Occasionally students have problems and issues that distract and prevent them from succeeding in school. The Child Concern Team meets as needed to accept referrals from staff, review the case, and put together an action plan to assist the student. The Child Concern Team may also serve as a first step for special education referrals. To call a CCT meeting, please contact an administrator.

Action Plan: The CCT will take steps to implement an assistance plan for referred students which could consist of the following:

- a. Meeting with the student and teachers involved
- b. Parent contact or meeting
- c. Make arrangements for academic assistance
- d. Referral to the guidance counselor or social worker
- e. SPED referral
- f. Academic work modification plan
- g. Behavior modification plan
- h. Contract
- i. Others as deemed appropriate

CLASSROOM TEACHER JOB DESCRIPTION

**(Based on Charlotte Danielson's *Enhancing Professional Practice:
A Framework for Teaching*)**

Teacher Goals:

- To plan, prepare, and implement a relevant and meaningful curriculum in order to promote, assess, and document student learning.
- To understand the needs and goals of the students and provide the opportunity to reach their full potential.
- Always keep in mind the 3 R's: *relationships, relevance, and rigor*

To meet these goals, the teacher will:

- 1. Demonstrate the ability to plan for instruction.**
 - a. States clear, student centered goals that align with school wide goals.
 - b. Plans to use a variety of teaching methods to meet diverse needs.
 - c. Designs instruction based on the curriculum and what will be assessed.
 - d. Designs appropriate and relevant classroom activities.
 - e. Write effective lesson plans, including modifications.
 - f. Is able to assess and considers the needs, learning styles, interests, and behaviors of students in planning.
 - g. Sets high and measurable standards for all learners.
- 2. Demonstrate a thorough knowledge of the curriculum.**

- a. Teaches accurate, current and up-to-date knowledge and skills.
 - b. Designates the purpose and relevance of the content/skills being taught.
 - c. Re-teaches content of skills with a variety of methods.
 - d. Provides enrichment activities as needed and appropriate.
 - e. Presents subject matter, which is appropriate for students' ability and interest.
 - f. Is able to cause transfer of learning, enabling students to make connections to new, but related topics.
 - g. Uses school and community resources to gain knowledge and understanding of students.
- 3. Demonstrate the ability to implement the lesson plan.**
- a. Sets the stage for learning at the beginning of the class period.
 - b. Clearly states the instructional goals for the class period.
 - c. Is able to relate the daily instructional goals to larger curriculum and/or school goals.
 - d. Is able to show students how the curriculum/content/skill is relevant and meaningful.
 - e. Models or demonstrates activities as needed and appropriate.
 - f. Checks for student understanding.
 - g. Provides guided practice activities in class and for homework.
 - h. Provides appropriate independent practice activities.
 - i. Utilizes review techniques to summarize a lesson.
 - j. Utilizes a variety of questioning techniques to check for understanding promote learning, and cause students to demonstrate higher levels of thinking.
 - k. Utilizes visuals, models, and chalkboard/whiteboard appropriately.
 - l. Enables students to relate new material to material previously learned.
 - m. Provides opportunities for students to apply what they have learned to new situations.
 - n. Promotes an intrinsic desire to learn.
 - o. Speaks clearly, uses distance, eye contact, and non-verbal cues effectively.
 - p.
- 4. Demonstrate the ability to make efficient use of instructional time.**
- a. Begins and ends class on time. Effectively uses the first and last 10 minutes of the class period.
 - b. Differentiates between instructional time and classroom management.
 - c. Organizes the classroom and lesson in a way that minimizes transitions and optimizes time on task and learning.
 - d. Causes all students to be on task.

- e. Demonstrates personal organizational skills, adequate lesson preparation, and provides the materials, supplies, and equipment needed to accomplish the instructional goals.
- 5. Demonstrate the ability to utilize appropriate evaluation techniques.**
- a. Makes methods of evaluation clear and purposeful.
 - b. Uses pre- and post tests when appropriate.
 - c. Continually monitors and records student progress.
 - d. Designs assessment strategies (including performance-based assessments/exhibitions) which measure the instructional goals of the lesson, course, department, and school.
 - e. Utilizes assessment results to determine student needs and makes necessary changes in curriculum, instruction, or assessment, so students meet the instructional goals.
 - f. Utilizes a variety of questioning levels. (From recall to synthesis)
 - g. Provides opportunities for all students to succeed.
 - h. Provide knowledge of results and feedback to students in a timely manner.
- 6. Demonstrate the ability to manage student behavior effectively.**
- a. Establishes and clearly communicates parameters for student classroom behavior.
 - b. Causes students to be on-task.
 - c. Has few distractions/disruptions due to inappropriate student behavior.
 - d. Is fair, firm, and consistent in handling student problems.
 - e. Promotes parental involvement in handling student problems.
 - f. Maintains discipline records.
 - g. Students understand the consequence of unacceptable behavior.
 - h. Follows-up on discipline issues after class, including office referrals.
- 7. Demonstrate the ability to communicate and establish effective interpersonal relationships with students, colleagues, and parents.**
- a. Makes use of support services as needed.
 - b. Fosters community involvement with the school.
 - c. Contacts and cooperates with parents in the best interest of the student.
 - d. Has a positive relationship with fellow district employees.
 - e. Is able to remain objective in a problem-solving situation.
 - f. Maintains confidentiality when appropriate.
 - g. Is readily available to students, colleagues, and parents.
 - h. Gives constructive criticism privately, and appropriate public praise.
 - i. Is a willing listener and demonstrates empathy.

- j. Shows an awareness of special needs and special health problems and displays the ability to deal with these.
- 8. Demonstrate a willingness to keep curriculum and instructional practices current.**
 - a. Attends and participates in staff-development opportunities.
 - b. Keeps up-to-date on curriculum trends in his/her field.
 - c. Fulfills state, district, and building, staff development requirements.
 - d. Participates in development of curriculum for the team, department, and building as a whole.
 - e. Is willing to share curriculum, instructional techniques, and assessments with other staff members.
 - 9. Demonstrate the willingness and ability to support school regulations, policies and practices.**
 - a. Adheres to authorized policies.
 - b. Selects appropriate channels for resolving concerns/problems.
 - c. Maintains student records in accordance with current policies.
 - d. Monitors and supervises common areas between classes.
 - e. Does assigned duties (including homeroom responsibilities) on time each day.
 - f. Attends staff meetings and is punctual.

Winchester School District Teacher Evaluation Process

The primary purpose of staff assessment is to improve teaching and learning. This will be achieved through a continuous process of:

- Creating and following a vision of quality teaching;
- Incorporating opportunities for self-reflection and feedback;
- Involving staff in the process;
- Providing a uniform process understood by all and consistently implemented;
- Recognizing distinguished instructional practices
- Identifying staff development needs and providing opportunities for professional growth;
- Supporting the mission, goals, and values of the school and community.

Process and Procedures

Each teacher must establish goals for a 3-year professional development plan, as required by the NH Dept. of Education, following the Winchester School District guidelines for staff development. The teacher will put the goals in writing and submit them to the principal for approval prior to October 1 of the first 3-year cycle, thereafter to be updated at the end of each cycle according to district guidelines. The principal will forward a copy of each teacher's approved goals to the Assistant Superintendent of Schools.

The standards for the staff assessment process in the Winchester School District will be the components and elements described in Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson (ASCD, 1996). The process will consist of three pathways - one for tenured teachers whose performance is satisfactory or better, one for non-tenured teachers with fewer than 3 years experience, and one for tenured teachers whose performance has been determined by the building administrator to be unsatisfactory. The principal will determine which pathway each teacher will follow and will notify the teacher of this decision.

Tenured teachers whose overall performance is satisfactory or better

The principal will complete a summative assessment on each teacher annually. This assessment will be based upon (but not limited to) formal/informal assessments of the teacher's performance relative to the Frameworks, the teacher's progress toward goals mutually determined by the teacher and the supervisor, and the teacher's self-assessment relative to the Frameworks. In preparation for writing the summative assessment, the principal will meet with the teacher to review his/her performance and progress toward his/her goals. Following the meeting, the principal will write the summative evaluation in a narrative format using the Summative Assessment Form and will meet with the teacher to review the written assessment. Copies of all summative assessments will be submitted by the principal to the Superintendent.

New teachers (non-tenured, less than 3 years experience)

The staff assessment pathway for non-tenured teachers with less than three years of experience may include both formative and summative assessments. When formative assessments are used, the principal will write a report of the assessment and provide a copy of this written assessment to the teacher. Copies of all formative assessments will be submitted to the Superintendent. In addition, the principal will complete a summative assessment on each teacher prior to March 1. The summative assessment will be based upon (but not limited to) formal/informal assessments of the teacher's performance relative to the Frameworks and the teacher's self-assessment relative to the Frameworks. In preparation for writing the summative assessment, the principal will

meet with the teacher to review his/her performance and progress toward his/her goals. Following the meeting, the principal will write the summative evaluation in a narrative format and will meet with the teacher to review the written assessment. Copies of all summative assessments will be submitted by the principal to the Assistant Superintendent of Schools on or before March 1.

Tenured teachers whose performance has been determined to be unsatisfactory

The staff assessment pathway for tenured teachers whose performance has been determined by the principal to be unsatisfactory will involve the development and implementation of a formal improvement plan. If it is necessary for a teacher to be placed on an improved plan, it will be done only after a number of conferences have taken place between the teacher and the principal and written documentation addressing the specific areas of concern has been made available to the teacher. The improvement plan will be developed by the principal with input from:

- ◆ The teacher
- ◆ An individual of the teacher's choice
- ◆ The principal
- ◆ The assistant superintendent or another administrator

The plan will include:

- ◆ Identification of the areas in need of improvement
- ◆ Quantifiable outcomes in the form of criteria for success and failure in meeting the improvement goals
- ◆ A description of the supports to be provided to the teacher
- ◆ A description of the responsibilities of all parties (the teacher, principal, etc.)
- ◆ A timeline for all activities and events

Copies of the plan will be provided to all members of the planning group. The teacher will be given a reasonable length of time to complete the plan.

ALPHABETICAL LISTING OF OTHER POLICIES, PROCEDURES AND NECESSARY INFO...

ABUSE AND NEGLECT

Any staff member who has direct knowledge of, or even indirect knowledge of, a student that is being, or has been, abused or neglected must report this information to the principal, guidance counselor, or school social worker as soon as possible. The principal or

counselor, in the presence of the reporting staff member, will call DCYF Central Intake to report the information. We are legally obligated to report this information and can lose our certification if we do not. Please consult with the principal when questions arise.

ACCIDENTS

When an accident occurs and a student gets injured, the student must report to the school nurse. If the student cannot or should not be moved the teacher must remain with the student while sending another student to the office for assistance. As soon after the incident as possible you must complete an accident report form. These are available in the nurse's office. Only the school nurse can dismiss a student from school because of illness. No medicine including aspirin may be administered by a teacher.

Whether or not there was proper supervision will always be an issue whenever a student is injured. Students must be given proper safety instructions and supervision.

In case of accidents after school hours (athletic practice, ACCESS, etc.) contact the parent and obtain the necessary medical help. In the case of athletic injuries the athletic director must be notified ASAP. Accident reports are required for after school injuries as well.

ASSEMBLIES AND ALL-SCHOOL MEETINGS

Our school holds periodic all-school meetings for each side of the building, as well as all-school assemblies in the gym. Teacher supervision is needed while traveling to these meetings and while they are occurring. Student conduct should be reviewed with the students prior to attending. Proper supervision can only occur when teachers are in proximity to their students. This requires teachers to sit with their students on the bleachers during the assemblies in the gym.

ATHLETIC RULES AND REGULATIONS

The athletic director is responsible for administering the athletic programs at the middle school. Concerns regarding an athlete's behavior, grades, eligibility, etc. should be directed to the AD or the coach. Strict training rules are enforced for students during the participation season. Violations should be reported to the athletic director. Staff are encouraged to attend athletic contests. Your attendance and show of support are greatly appreciated by the students, their parents, and the greater Winchester community.

ATTENDANCE (students)

Homeroom teachers will take attendance at the beginning of the school day. Teachers should enter their attendance into the PowerSchool Database indicating who is absent or tardy (arriving after 8:50 a.m.) by 9:00 A.M. If at the start of each period you notice

that a student is not in your class that you believe is not absent, please call the office immediately and report the name. Students who are tardy to school must report to the office to receive a pass.

ATTENDANCE (staff)

When you are absent from school, we must hire a substitute teacher or otherwise make arrangements to cover your classes and perform your duties. Substitute teachers are in short supply and are often difficult to obtain. Therefore, the sooner we know you will be absent the better. Please fill out a leave request to get approval from the principal as far in advance as possible if you are going to be absent. If you are sick and cannot notify us in advance, please call Diane Willis at school (239-4381, ext. 221) by 7:00 A.M on the day you will be out, or leave a message if you call earlier. You are responsible for providing the day's lesson plans in your absence. A "Guest Teacher" folder should be kept in a visible place on your desk that outlines what the students in the classroom should do and any other vital information a sub needs to conduct class. The Emergency Management Guide should also be left in a prominent place for the substitute. Specific daily plans can be e-mailed to dwillis@wnhsd.org in the event that you are out unexpectedly. The leave requests should be submitted for personal, sick (if you know in advance), bereavement, professional days, or any time that you will not be in the building on a contracted day. Once the day is approved, arrangements will be made for a substitute teacher if needed.

AUDIO-VISUAL MATERIALS

Most A-V equipment is kept in the library. Some teams have their own equipment available for team use. The librarian is assigned the task of checking out and checking in A-V equipment. Materials must be previewed before shown to students. Besides its suitability, any video should have obvious relevance to the subject being studied. All videos with a "PG-13" rating or above must be approved by the principal prior to showing them to students. Parent permission will be sought to notify parents of any video above a "G" rating that will be shown in class. Approval forms can be found in either the principal's or assistant principal's office. All videos etc. must have relevance to the curriculum and content of the course.

BUDGETS

The budget process begins in September for the next fiscal year. Budgets are built by teams in conjunction with the principal and administrative secretaries. The budget is presented to the school board in November and to the town budget committee in December or January. The school district is under the governance of SB2. This means that the townspeople vote on the budget by ballot in March. Keeping a list of needs to be addressed the following year as the budget is built is always helpful. Large expenditures

may have to be made over time. The budget process is often difficult and can be frustrating, but it is important and necessary in order to spend our available money wisely and to be accountable to the Town of Winchester.

BULLETIN BOARDS

Displays of student work help to develop pride and often make exciting bulletin boards both within your classroom and in the hallways outside your classroom. Please edit all work before you display it. We are open to parent criticism (and student comparison) when we display work with misspellings and other errors.

BULLYING AND CYBERBULLYING - See "School District Policies" on the web site.

CELL PHONES, TEXTING, AND OTHER PERSONAL ELECTRONIC DEVICES

Students are not allowed to engage in personal cell phone use, text messaging, or otherwise use personal electronic devices during school time. Staff members are asked to role model this policy.

CONFIDENTIALITY

All information about students, their work, and their behavior should be held in confidence. Teachers are expected to show respect and empathy for all children and school personnel, remembering that we all have a very complex job to do. Teachers are encouraged to collaborate with one another in a spirit of trust, and should avoid making assumptions.

COMPUTERS, COPIERS, PHONES, AND FAX MACHINES

School employees do NOT have the right to private use of school-owned materials, time, and equipment. This includes personal phone calls, email or web surfing, photo copier and fax machine, etc. Exceptions may be made with permission from the principal.

COPY MACHINE

Copy machines are available for staff use in the teachers' workrooms on each side of the building. While we do not limit the number of copies that staff members may make, we ask that conservation and common sense prevail. Please plan ahead to avoid standing in line at the last minute. The secretaries are not available to make copies for teachers.

Students must not be sent to make their own copies. If students need copies for a specific project, the teacher of record must make arrangements to accommodate the students' needs. **The copiers in the offices are intended for office use only.**

CUSTODIANS

Our custodians work very hard to keep the facility bright and clean. Everyone should do whatever is necessary to make their job as easy as possible so they can spend less time doing the day to day clean-up and more time tackling larger jobs (painting, repairing lockers, etc.) Teachers are asked to put chairs up each afternoon so the room can be swept. Keep sinks, counters, shelves, etc. as clean as possible. Please put specific requests for custodial services in writing and email or leave them in Don Chamberlain's mailbox. Vandalism is a concern. Please address any student you see writing on walls, lockers, etc. or damaging any part of the building, and let the office know what you have witnessed.

DETENTION POLICY

After-school detentions are sometimes issued as consequences for misbehavior. Teachers who wish to issue a detention must notify parents so that arrangements can be made for transportation after school. The teacher or administrator who issues an after-school detention must supervise it. Detentions end at 4:00.

DISCIPLINE

Every staff member should become familiar with the school's discipline policy and the building rules of our school. We must work together to enforce the rules consistently, as inconsistencies are a major complaint of both students and parents. It is the responsibility of each teacher to maintain the climate of trust and decency we desire. Every teacher should ensure that their students are aware of classroom rules. Classroom disruptions must be dealt with immediately and effectively by each teacher, using the Responsive Classroom guidelines (verbal reminders, time-out, time in a buddy teacher's room, etc.) **Only serious discipline issues** should result in immediate referral to an administrator. Students should not be sent out of the classroom without being accompanied by an adult.

EMERGENCY RESPONSE

All staff members must be familiar with the procedures of our emergency response drills and practice them often with their students. The Emergency Management Guide must be kept in a prominent place for use by you or the substitute in your absence. When school-wide drills are held, whether announced or unannounced, please remain calm and take immediate action with the students in your care.

EXIT INTERVIEWS

Staff members who choose to leave our employment must submit a letter of resignation or retirement to the principal (unless it is a non-renewal) as soon as they are aware of their situation, and participate in an exit interview with the principal before they depart.

At this time all outstanding bills must be paid, keys returned, and any other school materials returned to the building.

FIELD TRIPS

Field trips are an important part of the learning experience as we strive to broaden the horizons of our students. **Field trip requests must be presented to the principal.** Be sure to let the cafeteria know well in advance if your class will be away during lunch time. Parent permission slips are required, and you must take emergency medical forms with you in case an accident occurs on the trip.

FOOD, DRINK, AND GUM

Food and drink are not allowed to be consumed in the hallways, the library, computer lab, gymnasium, or at all-school meetings. Any food or drink being taken from one place to another must be covered or in closed containers. Bottled water is allowed in the classroom. Teachers will use their discretion in allowing food to be consumed in the classroom. Gum is NOT allowed at our school. Students should not bring gum to school. Teachers are expected to be role models for this policy.

FUNDRAISING

All fundraising projects must receive the approval of the principal and our fundraising committee. Once approved, the project will be placed on the school calendar in order to avoid any overlap of fundraising projects. **All fundraising money will flow through the office.** An adult advisor/supervisor must take responsibility for and be accountable for the fundraising project. All staff will use vouchers and receipts to clearly show the flow of monies through our system.

GRADES

Our grading system is as follows:

90-100	A
80-89	B
70-79	C
60-69	D
50-59	F

Unfinished class work may be marked incomplete. If work is still incomplete after a 2-week period, the student forfeits the right to pass in the work.

HOMEWORK

At the Winchester School we believe that homework is an important way to inform families about, and involve them in, their children's learning. Children in kindergarten through grade eight will be assigned homework four days a week (not on weekends).

Children will be assigned no more than ten minutes of homework for the grade they are in (for example: fifth graders should have no more than fifty minutes of homework). At the middle school level, students are assigned homework by subject areas. The middle school teachers should work together to ensure that no student is overloaded with homework. Seventh and eighth grade homework assignments are posted daily on the school web site.

Students receive credit for completing homework, but credit should not be taken away for not completing homework (this is a parent involvement issue). While unfinished class work may also become work that is to be finished at home, but is not considered "homework". All homework assignments should be relevant and should support and reinforce our curriculum. Teachers are encouraged to at least occasionally create assignments that require some interaction on the part of the parents to involve them in their child's learning.

INCLEMENT WEATHER DAYS (SNOW DAYS)

Periodically, it may be necessary to close or delay school due to inclement weather. Radio stations in Keene, Brattleboro and Greenfield will be notified, as is WMUR-TV. First Student (the bus company) and SAU personnel make the decision to close or delay the start of school. In most cases staff will be notified ASAP through our automated call system.

INTERIM PROGRESS REPORTS

Mid-term interim progress reports will be issued to students in all classes, regardless of grade, on the assigned date in the middle of each grading period. Students are expected to take the progress report home and have it signed and returned. Please keep parents as informed as possible, following up with phone calls and additional reports if necessary. Not being kept informed is the most common complaint the principal receives.

KEYS

Classroom and building keys are distributed to eligible staff only with permission from the principal or his designee. A key request form can be found in either the principal's or vice principal's office. A roster of who has specific keys will be maintained in the office. Keys are not to be duplicated, and any loss of keys must be reported to the principal immediately. Please report any unauthorized use of keys.

LIBRARY USE

Every class in Kindergarten through grade 8 has a scheduled time once a week to use the school library. If a teacher wishes to bring a class of students to the library, s/he must check with the librarian in advance to sign up for an available time. Priority will be given

on a first-come, first-served basis. Students should be carefully monitored and supervised in the library so that they use materials appropriately. Several computers are available for student use. A new teacher may wish to arrange for an orientation to the library. Please be aware of the rules in the library, and help the librarian enforce these rules. Consistent application of these rules will help maintain the quality of the facility. The librarian is always open to suggestions for materials to purchase for the library. If you come across materials that will be helpful/useful to students, let the librarian know.

LUNCH PROCEDURES

Homeroom teachers are expected to collect lunch money from their students on behalf of the school lunch program. A Teacher Memo outlining the procedures will be handed out each fall. This process may soon become computerized. Meals are also available to adults. Please let the kitchen know on your class lunch count report if you and any other adults who work in your room plan to order the main dish. Remember that lunches are served at specific times, and adults are asked to come for their lunches at one of those times. The kitchen staff needs prep time between shifts. Any staff members owing more than \$20 to the lunch program will not be allowed to purchase food until their bill is paid in full.

MASTER CONTRACT/BARGAINING AGREEMENT

The master contract details the working agreement between the Winchester School Board and the Winchester Teachers, with a separate contract between the Winchester School Board and the Support Staff. Copies of the master contract are available in the main office. It will answer many of your questions about salaries, sick days, emergency days, etc.

MEDICATION DISTRIBUTION

All medication (including aspirin) will be distributed by the school nurse. No staff member may give any student his/her medication. If a student has medication in school, please direct him/her to the nurse, and let the nurse know.

MORNING ANNOUNCEMENTS

Each morning at 8:50 A.M., students will lead The Pledge of Allegiance via the intercom. The administration will read announcements and students will read birthdays. Messages to be shared should be sent to the office with the requested date of the announcement.

OFFICE PERSONNEL

The front office is staffed from 7:45 a.m. until 3:45 p.m. Our secretary works very hard to meet the needs of everyone. Please respect the requirements of her position. Your patience and your willingness to plan ahead will be greatly appreciated.

Please do not:

- Ask the secretary to make copies unless it's an emergency.
- Use the office as a social area or as a place to talk to students. It can be distracting to our secretary who has work she's trying to do. The teachers' rooms and/or conference rooms can often be used for private conversations.
- Send students to the office for supplies.
- Assume that you can use the computer or phone at the secretary's station. Using either phone in the front office may make it impossible for the secretary to answer incoming calls.

REMEMBER: *The main office is where visitors sign in and gather a first impression of our school.*

PARENT INVOLVEMENT

Building partnership with families and the community is one of our school's major goals. Teachers are expected to keep parents informed through regular newsletters, phone calls, parent-teacher conferences, homework assignments, and evening curriculum events (i.e. Literacy Night). Newsletters as well as classroom or grade level announcements should be posted on the school's website. Teachers are expected to keep these newsletters updated on a weekly basis.

PASS SYSTEM

Students who leave your room during class time must have a hall pass which clearly indicates where they are going and the time they departed. This is mandatory for ALL students. Control of traffic through the halls is necessary. Please give careful consideration as to when you allow students to leave class. Middle school students should be asked to use the bathrooms between classes, and to bring materials to class.

PLAN BOOK COLLECTIONS

Electronic plan books are to be shared with administration and other appropriate staff members, i.e. case managers. All staff are asked to use electronic plan books unless otherwise approved.

PRINCIPAL CONFERENCES

Our principal has an open door policy, and appreciates it when you come directly to her with your questions or concerns. Scheduling meetings ahead of time is helpful as she is not always available upon demand. Walk-ins are welcome as long as something else is not scheduled. If the door is shut, this means that whatever is going on deserves some

privacy. To interrupt is presumptuous and disrespectful. The principal is often available before and/or after school.

REPORT CARDS

Report cards are issued at the end of each quarter. Every effort should be made throughout the marking term to keep parents informed so that the report card bears no surprises. The grading period usually ends on a Friday. Specialists are asked to submit grades to homeroom teachers no later than the following Monday. Parent-teacher conferences are held the week after marks close for the first and third term. This is a paid, professional day without students, so EVERY EFFORT MUST BE MADE to confer with all parents. All grades must be completed and recorded at the end of the year, and copies filed in the office. Please make sure your grading calculations are kept in a teacher record book or otherwise backed up from your computer files.

SECURITY

All exterior doors are locked during the school day, and visitors must buzz at the main door to enter and sign in at the office. Students should periodically be reminded not to open doors for non staff. Exterior doors should NEVER be propped open during the day. If you wish to take your class out for an unscheduled recess, make sure you have a key to get back in and a walky-talky (available in the main office or the nurse's office). Interior doors should be shut and locked when you are not in your classroom. Many of our rooms have doors to adjoining classrooms. When you leave your classroom open or unlocked when you're not there, you provide access in some cases to several other rooms. Please see that windows are closed and doors are locked before you leave at the end of the day.

SCHOOL BOARD MEETINGS

The school board meets on the first and third Thursdays of each month. The meetings are generally held at 6:30 p.m. in the school library. You are invited and encouraged to attend these meetings. See the principal if you wish to bring business before the school board so that you can be put on the agenda.

SCHOOL DISTRICT POLICIES

All staff members are held accountable to district policies as outlined in the Winchester School Board Policy Manual. Each month copies of policies that the Board is reviewing will be emailed to staff. In addition, some policies will be reviewed annually, i.e. bullying, harassment, etc. The complete School Board Policy Manual can be viewed on the school's web site under the School Board link, or you can click on the following link:

<http://www.wnhsd.org/files/41931/winchester%20policy%20manual-06-16-11.pdf>

SAU SERVICES

The Winchester School District is a member of School Administrative Unit (SAU) #94. Mr. Jim Lewis serves as the superintendent for Winchester, and can be reached at extension 552. Marie Braley is the district's Administrative Assistant, and can be reached at extension 559. Marie can direct you to other SAU personnel who can assist you in providing the needed services for our district, our students, and our staff.

SCHEDULE

Our school day begins at 8:45 a.m. and ends at 3:15 p.m. Teachers are expected to be available in the building from 8:25 a.m. until 3:30 p.m. (paras from 8:25 - 3:20). Beyond the regular school day teachers are also expected to carry out their professional duties which shall include, but not be limited to, faculty meetings, conferences with parents or students, extra help to students, or conferences with administration as required (see master contract). A schedule of lunch, recess, duties, and Unified Arts classes is distributed at the start of the school year.

SPECIAL EDUCATION SERVICES

A significant proportion of our student population has been identified as needing special education. Due to our teaming and our attempt to heterogeneously group and appropriately include students, all teachers will come into contact with SPED students. It is imperative to be aware of the student's IEP and work with the student's case manager to provide an appropriate education. Referrals for special education evaluation/services should be discussed with the SPED coordinator for your grade level.

SPECIAL COMMITTEES

Special committees such as Health & Welfare, Joint Loss (building safety issues), Technology, Emergency Management, and the Garden Committee meet periodically throughout the year. These meetings rarely go beyond an hour in length and are open to all staff. Staff members who attend and participate in committee meetings will receive professional development credit for their time.

STAFF DEVELOPMENT

It is each staff member's responsibility to meet the requirements to maintain certification. Please read the requirements as outlined in the Master Plan handbook carefully and ask questions if you need help. Staff development forms can be found in either administrator's office or on the web site.

SUPPLIES

Teachers are asked to order supplies for students who need them and cannot otherwise afford them. Please think about your students' needs for your class work during budget

season, and order accordingly. It is reasonable to ask parents to provide some student supplies such as pencils, notebooks, markers, etc.

TEACHERS' LOUNGES AND WORKROOM

There are staff lounges and workrooms located on both sides of the building. Copy machines are available for staff use, along with other equipment and supplies. Your help in keeping these rooms neat and clean is greatly appreciated. Please do not remove the equipment (staplers, paper cutters etc.); but, please, do remove your food/drink items from the refrigerator when you are finished with them. We need to discard any remaining items each Friday afternoon.

TELEPHONE

All classrooms have telephones (dial 8 on the elementary side and 7 on the middle school side to get an outside line). Please avoid using the secretaries' telephones during school hours. Please also avoid using school phones for personal or long distance calls. Of course, there are always exceptions. See administration if you have questions.

Do not send students to the office to use the phone unless it's an emergency. ***All student after-school plans should be made prior to the start of school, so there should be no need for students to use the phone.***

TITLE I SERVICES

Our school is a school-wide Title I school, which allows Title I teachers to work with all students as long as these services comply with Title I regulations. Title I teachers have been assigned to work with specific grade levels, and will collaborate with classroom teachers to develop a schedule to meet student needs.

TRANSPORTATION OF STUDENTS

Staff members are NOT advised to transport students. Exceptions may be made with parental permission. Those who will be transporting students in his/her own automobile must have proof of insurance with \$100,000 liability. Student permission to leave school during the day with a teacher may only be granted by the principal and only with written parent permission.

VIDEO CAMERAS

Video cameras are strategically placed throughout the building as a security measure. These digitally record the day's activities, and the data can be stored for an indefinite period of time.

WALK THROUGHS

The administration will make every effort to walk through every classroom every day.

WELLNESS POLICY

We are required by federal law to have a school wellness policy. Our policy includes restricting students from purchasing sodas from school machines (they are for staff use only), setting healthy guidelines for foods and beverages sold at the school store or through school-sponsored fundraising activities, promoting healthy snacks at snack time and classroom celebrations, and limiting the use of food as a reward in the classroom. A copy of the policy is available upon request.