

EDMUNDS ELEMENTARY SCHOOL
FACULTY & STAFF HANDBOOK
2016-2017

GROW with DIGNITY



EDMUNDS ELEMENTARY SCHOOL MISSION STATEMENT:

"To educate all students for the present and for the future.
To help prepare students to participate in,
influence and shape their own future."

Revised: August 15, 2016

Faculty & Staff Handbook

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EDMUNDS ELEMENTARY SCHOOL

Home of the Mighty



Timberwolves

Dr. Michelle B. Mathias
Principal

299 Main Street ~ Burlington, VT 05401
(802) 864-8473 (Office) ~ (802) 864-2166 (Fax)

Trish Palmer
Admin. Assistant

To: EES Faculty and Staff
From: Shelley Mathias
Subject: Faculty/Staff Handbook - 2016-17
Date: August 28, 2016

This handbook is intended to be a resource for you. It was compiled to provide the information that is needed throughout the school year for all individuals who work at EES. Should you see something within this handbook that you believe to be in error, or needs to be updated that was missed, please alert me, Thom Fleury or Trish Palmer.

The Handbook has been made available through the website to aid. You will find that you will be able to more quickly find the information you seek by simply typing Control F and typing in the name of the header. You will be brought immediately to the area of information you need.

It is important to take the time to familiarize yourself with the contents, especially those areas that involve legal obligations on your part such as Mandatory Reporting or Bullying and Harassment, as well as areas of safety such as procedures for fire, evacuation, lockdowns, and blood borne pathogens.

Every year, there are small changes that need to be made and it is incumbent upon you to read through this thoroughly to insure that you are aware of current procedures.

The last page of this handbook should be printed out after you have read it, signed and returned to Trish Palmer. That should be accomplished by September 15.

Absence - Faculty/Staff

Unplanned Absence

Securing a substitute for you when you are absent is crucial and it is best done through alerting the proper people as quickly and early as possible. **Never rely on email to communicate an absence!** There is no guarantee that we will see the email in a time to secure a substitute.

The procedure for absences is as follows:

1 – Contact Kelly Services at 866-535-5998. Their hours are 5 am to 8 pm. The following is what they will want from you:

The city and state you are calling from, and the school's name, your name, and the reason for the absence (sick – self, Sick –family, etc.).

The representative will give you a confirmation number which you will need for the next step.

2 - TEXT Thom Fleury at 802-318-1432 preferably before 6 am. Please be sure to identify yourself in your text! Provide the confirmation number that Kelly gave you. Do not rely on email. If you do not have texting, call the same number and leave a message.

3 - It is your responsibility to have a substitute folder and lesson plans for your class where we can easily find it. Email current lesson plans to Trish Palmer at tpalmer@bsdvt.org and copy one of your team members as back up.

If you know that you are going to be absent ahead of time, please complete a **Staff Leave Request Form** so that we can get a substitute if required. This is especially important for those who will be out for Professional Development as requests for subs for the district are high and the supply of subs is rapidly depleted.

According to your contract, you may not take for a personal day the day before or after a vacation without first getting permission from the superintendent. You must talk to the principal first. There must be good cause for the Superintendent to consider the request but you should not assume that it will be granted. There are over 500 professionals in the district and it would create great difficulty in terms of securing substitutes if too many are out before and after a vacation.

Accommodations from an I.E.P., E.S.T., Chapter I or a 504 Plan **MUST be followed.** It is therefore incumbent upon those faculty working with a student one of those plans to familiarize themselves with it as well as participate actively in supporting the student. Classroom teachers are required to be in attendance at I.E.P. meetings by Special Education law. If you need to be in attendance during a school day, please make arrangements with the Building Substitute or Trish Palmer. You can view the Building Substitute calendar on the Google Calendar.

After School: Students are dismissed at 2:50 on Monday, Tuesday, Thursday and Friday and 1:50 on Wednesday. They should leave the building by 3:00 unless specific arrangements have been

made with the parents to keep them longer. **Dismissal should be on time** to allow all after school programs to depart the classroom areas on schedule. Please plan your activities accordingly. All students who are to be detained must remain under teacher supervision until they leave the building. No student should be detained later than 3:30 & parents/guardians must be notified if a child is to be detained more than 15 minutes. Bus students' parents/guardians will be given advance notice before their child is detained after school.

Animals: Prior approval from the administration must be obtained in order for **any** animals to be brought on campus. Otherwise, pets should not be brought to school or school grounds for any reason (Health Department Recommendation).

Asbestos: The ASBESTOS HAZARD EMERGENCY RESPONSE ACT (40 CFR 763.93 (g) (4)) requires the principal to inform parents that there is a "management plan for the safe control and maintenance of asbestos-containing materials" for the entire Edmunds building complex in the principal's office. This plan is available to the public and is located in the school office.

Attendance Reports: Attendance must be reported to the office by 8:30 each day.



We are now using Power School for Attendance. Attendance is to be taken by the teacher and not delegated to a student. If a class has a special at 8:15, the classroom teacher should meet the students in their classroom or at the location of the special to take attendance and enter it in Power School. A student arriving after 8:10 a.m. must present a "tardy slip" which is obtained from, and completed in, the office.

Bathrooms: Please teach expected bathroom behaviors at all grade levels. Please make sure that students do not leave with any objects that could be used to write on the walls or gouge the paint. Monitor who goes to the bathroom and do not let more than one student leave the room at a time to use the bathroom.

Behavioral Support Team (B.S.T.): The Behavioral Support Team (B.S.T.) is an informal way of helping teachers assist students with behavior concerns. The referring teacher, the principal, the guidance counselor, school psychologist, the student support coach and one special educator form the committee. The B.S.T. meets weekly on Friday morning and the learning specialist are on the team that meets weekly, as needed.

Referrals to the BST can be initiated by the classroom teacher, the student support coach or the PBIS Committee (based upon SWIS data). The BST will inform the classroom teacher when a student's Office Discipline Referrals reach 5 in number. At that point, the classroom teacher will contact the

The teacher informs the parents/guardian of any concerns and completes a BST Referral form which can be obtained in the office. A meeting is scheduled with the team. Parents may be invited but the meeting can be held regardless of their presence as this is a working meeting to assist the student. Several suggestions for helping the student are brainstormed and considered. An action plan is developed and then followed. Follow-up is provided as needed. Classroom teachers will

complete a BST status report for any student who is in the BST process at the end of the school year. This is an important means to convey and update to the receiving teacher. Once copy of the form should be placed in the student's file with their report card, and the other should be given to the School Counselor/BST Chair.

Classroom Care: Classroom floors should be cleared of shoes, crayons, sneakers, books, papers, pencils, etc. at the end of each day. Windows should be closed. This will enable the custodians to do their jobs more efficiently while reminding the students of their own responsibility for cleaning up after themselves. A five-minute clean up period at the end of the day should be sufficient to maintain reasonable order. Special attention should be given to potential fire and safety hazards.



Communication

Internal:

- **Any deviation from your normal schedule**, e.g., field trips, changed specials time, must be reported to the office, posted on the EES Staff Google calendar, and reported to the cafeteria staff (field trips only). Lunchroom staff orders food a week or more in advance. Please notify them (864-8491) if you need special food, bag lunches, or no lunches so they can adjust their order.
- **Cell Phones:** Personal calls and texts should be confined to breaks.
- **BSD Emails:** Check your e-mail at least twice per day; morning and afternoon
- Special educator and ELL teacher will communicate regularly with homeroom teachers of students on his/her caseload, with a minimum of a monthly contact (written or at PLC).
- Every time a teacher hands off a class to another teacher, it is their responsibility to make sure that the receiving teacher has the information necessary to work with or follow-up with the students. Homeroom teachers are responsible to share EST, IEP, and behavior plans with their students' specials teachers as needed.
- Classroom teachers who begin or end their day with a special should be present at the beginning and end of the special. Classroom teachers are responsible for dismissal regardless of the time of the special.
- Guidance counselor will send follow-up notes to homeroom teachers after each set of groups is completed and inform teachers if problems arrive during groups.
- Homeroom teachers are responsible to send any behavior plan checklists with students to special area classes as indicated in their behavior plan.
- Requests & questions regarding daily operations go to Thom Fleury, and questions suggestions regarding educational direction and systems go to the principal. These should be submitted via email.
- School nurse will send out a list of student medical issues to all teachers who work with individual students on or about the first day of school.

CONFERENCES: Communication between home and school is a key factor in monitoring a child's progress and avoiding potential problems. We have encouraged parents to confer with teachers and it is important that faculty make themselves available on a reasonable basis. Conferences should be held whenever needed and may be requested by either the parent or the teacher. Parents have been informed that they can make appointments to meet with faculty by

calling the school or sending a note to the teacher. Parents will want to see samples of student work, and gain an understanding of their strengths and areas of challenge. Parents will also be interested in knowing what they may be able to do to support their child.

Formal parent conferences will be held in the fall and spring. The faculty has the flexibility of setting up their conference schedule on a web-based system. The expectation is that each faculty will set up their schedule by the date instructed by the principal.

In order to better serve our parents, we have expanded the time over which conferences are held. The faculty is free to schedule conferences throughout the entire week the district is holding conferences, providing more flexibility. **All faculty will schedule conferences on Monday, Nov. 21 to enable families with 2 or more children to set up multiple conferences on the same day. In order to try to reach all families, we must recognize that there are families that cannot afford to come to school during the workday. The district goal is to get 100% participation by parents for conferences. I would therefore respectfully ask that each teacher provide a time slots for parent teacher conferences either before the school day (between 7 and 8 am) or after traditional working hours (after 5 pm) on any of the following days: Nov. 14 - 18. In appreciation for accommodating working parents, teachers will have the flexibility of not having to come to school on November 22. This requires a minimum of 8 conference time slots outside the normal work day. Teachers should have a at least 25 time slots for parents to choose from in PTC Fast once prompted by Amy Truchon. (Note: if a time slot outside normal work hours is provided and not selected, you are still eligible to count it towards Nov. 22)**

Confidentiality: Any information that you are privy to solely because you work in this school, which pertains to a student (past or present) or another employee, is confidential. Any breach of confidentiality is unprofessional and you may be legally liable.

Controversial Issues [INB]: Teachers who are in doubt concerning the advisability of discussing issues in the classroom should confer with their principal. There are study materials and other learning aides available from which a reasonable amount of data pertaining to various sides of any subject can be obtained.

Corporal Punishment [JG]: The use of corporal punishment, that is, the use of force to inflict retribution, bodily suffering or pain for purposes of correction or securing or maintaining obedience or discipline, is expressly prohibited.

On rare occasions, it may become necessary to physically restrain a student whose behavior poses danger to him/herself or others. We have specifically trained personnel who may restrain a child. If a child is being disruptive to the point of posing a danger to themselves or others, please call the office and say "I need help" or "I need support". The office will deploy an individual to assist who has been CPI trained. Instruct all other children to leave the room quickly and quietly. They may wait in a line in the hallway until such time as assistance has arrived for you to leave with your class. Options for alternate space include the library, the field or playground, another classroom that is in special or a classroom that can share their space with you for the short period.

CRISIS Response List- "In Order of Response"

Crisis responders in order: Christen Harrington, Thom Fleury, Shelley Mathias, Teresa Witt, Lauren Royer/Melissa Hathaway

It is the mission of the Burlington School District to provide a safe, respectful and caring learning environment. On rare occasions, it may become necessary to physically restrain a student whose behavior poses danger to him/herself or other. Under no circumstances should an adult restrain a student if that adult has not received CPI training. Physical restraint is used when a student is a danger to him/herself or others.

Classroom/Specials teacher role

- Call the office - "I need help" indicates that you need an individual who is CPI trained.
- Instruct your class to go to buddy teacher's classroom until such time as you can join them. (This should be practiced in advance)
- If you are adjacent to a room, you can inform your neighboring teacher that you are clearing your classroom.
- Stay with the child in crisis until support arrives.
- When support arrives, rejoin your class.
- As soon as possible (same day), complete an ODR. Be as detailed as possible regarding the situation prior to the behaviors and the behaviors themselves.
- Participate in the debrief either that day or the next.

DISCIPLINE: The discipline philosophy at Edmunds Elementary School centers on PBIS and three basic expectations. The EES website includes a PBiS Site in the Teacher Resources. <https://sites.google.com/a/bsdvt.org/eespbis/?pli=1> Additionally, there is a full handbook. Please reference the handbook for our PBiS Systems.

Our expectations school-wide are to:

1. "Bee" Safe.
2. "Bee" Respectful.
3. "Bee" Responsible.



We expect students to be responsible for their own behavior and we offer support in situations where problems occur. Support comes through implementation of the following guidelines:

1. Problems are discussed leading to resolutions that are workable.
2. Sometimes consequences, such as time out from class, loss of recess privileges, written apologies, and meeting with the principal are imposed if student behavior is disruptive to the point where it interferes with the rights of others to learn or to be safe. The district policy regarding recess is that recess must be 15 minutes long.
3. EES recess is 25 minutes long. Therefore, should a student opt to "take recess" during instructional time and not complete work, it is a natural consequence that they make up for that time during 15 minutes of the EES recess, but the District Policy is that they will still get 15 minutes of recess. Students who violate recess expectations may lose and entire recess according to district policy.
4. Students are asked to make a plan with their parents for improved behavior. The purpose of this plan is to help students:

- Act responsibly at school.
 - Make better choices.
 - Notify parents and seek their support.
5. Repeated disruptive behavior will result in the need to meet with parents to help enforce behavioral expectations.
6. Loss of verbal or physical self-control, assault, vandalism, harassment, bringing or possessing a weapon, knife or other dangerous device to school, threatening others including bomb threats, or swearing at an adult may lead to suspension from school or a referral to the superintendent for expulsion from school after a School Board hearing.

- **Discipline/Positive Reinforcement:** When children engage in problem behaviors, it is often because they either get something or avoid something as a result. The goal of positive reinforcement (PR) is to change the outcome of the behavior in a way that influences the child to change his/her motivation for the problem behavior. This method can work for new as well as long-standing behaviors.

Interventions that are designed on this basis give PR for desired behaviors, but not for problem behaviors. This makes the problem behavior less effective than the positive behavior. It is often stated, "That which gets noticed gets repeated." When a child's positive behaviors are noticed by adults, those behaviors stick.

Before sending a student to the office, the teacher must be sure to have taken all of the steps available within their discipline policy, which shall include time-out in the room or in another teacher's room. **A discipline referral form must be sent to the office to explain the offense.** Examples of behaviors that warrant being sent to the principal's office are as follows:

- ୧୩୩ Self-injurious behavior
- ୧୩୩ Physical aggression
- ୩୩୩ Stealing/cheating
- ୩୩୩ Threatening or abusive language
- ୩୩୩ Consistent misbehavior
- ୩୩୩ Damaging and/or destroying school property

Planning Room process

Step 1:

Student is sent to office with ODR. Please alert the office by buzzing to inform us that a student should be arriving. If you need assistance, please buzz and say "I need help" (implies need for CPI trained staff) or "I need an escort" (an adult to bring student to planning room).

Step 2:

Build in "decompression time" when they arrive to planning room.

Step 3:

Student Support Coach processes with student and completes the **re-entry form** with student to be brought back to teacher. (This may be completed by Thom Fleury or Shelley Mathias)

Step 4:

Teacher reviews form with student, signs off, and places form in Student Support

Coach's mailbox to let them know that student re-entered appropriately.

Please Note: Students are not to be put outside of the classroom door for disciplinary reasons. Students are to be under constant supervision of their teacher. Teachers should refrain from making derogatory comments to students, including the use of sarcasm. Verbal abuse is in poor taste, may be questioned as abuse and will not be tolerated.

Doors & Windows: It is crucial that you check and double check outside doors to make sure that they are locked if you come in or leave whenever school is not in session. Also check to make sure your lights are off & windows & doors are closed and locked to keep the building secure.

Drug-Free Workplace Act of 1988 (March 1989): It is unlawful to manufacture, distribute, dispense, possess or use a controlled substance in the workplace. Any violations will be subject to disciplinary actions, which may include dismissal.

Duties: Recess, lunchroom, morning, and other types of duty change from year to year. Duties will be reviewed, organized and assigned on a cooperative basis according to the needs of the students. The assignment of duties will include all professional staff and be as equitable as possible.

Email/Electronic Communications: Each Burlington School District employee is issued a BSD email address which is housed in a Google format which also provides access to Google Calendar and Google Documents. Any emails associated with your school email address can be accessed by the district and can be subpoenaed. For that reason, you should maintain a private email address for your personal business. Private emails may be accessed during lunch breaks. The use of a student's name in an email or text is prohibited. Please use initials and the student's teacher's name.

Using blanket emails to promote a position or to bring up a concern is not appropriate. See "Problem Solving". The process for handling problems needs to be observed with emails as well as with direct communication. This is respectful and professional.

The use of BCC is strongly recommended for emails to parents/groups. This precludes the use of email lists for purposes that were not intended. We have had email addresses used inappropriately in the past resulting in endangering a student's well-being here at EES.

Cell phone communication for personal business, voice or text, should be confined to breaks. The use of Cell phones to seek assistance from the office is acceptable especially from outside where our intercom system is unavailable. It should not be used as.

Educational Support Team (E.S.T.): The Educational Support Team (E.S.T.) is a means of helping teachers assist students with academic and behavior concerns. Several teachers, the principal, the guidance counselor, and the learning specialist are on the team that meets weekly, as needed. **The PLC's should be addressing initial interventions for students prior**

to an EST Referral. Students should have received a minimum of two, Tier II interventions and demonstrated little to no appreciable progress in order to be referred to EST.

The EST Process:

- The teacher should keep parents/guardian of any concerns prior to a EST referral.
- A meeting is scheduled with the team. Parents may be invited/may attend, but the meeting can be held regardless of their presence as this is a working meeting among professionals to assist the student.
- An intervention plan is identified and a schedule is created to implement the plan.
- Follow-up is provided to determine whether the intervention is effective.
- If the intervention is not generating an indication of growth after 6-8 weeks, an alternate intervention should be tried.
- A second follow up meeting is used to determine the efficacy of the second intervention.
- If the second intervention is not effective it is then appropriate to request a special education evaluation.
- If it was found to be effective, maintain the intervention until such time as the student is at grade level or proficient in the course of study.

Classroom teachers will complete an EST status report for any student who is in the EST process at the end of the school year. This is an important means to convey and update to the receiving teacher. Once copy of the form should be placed in the student's file with their report card, and the other should be given to the School Counselor/EST Chair.

Emergencies:

A. Medical Emergency (serious, possibly life threatening):

- Report to the school nurse and/or office immediately.
- The administrative assistant or school nurse will contact the rescue squad, the student's parents and the principal.
- If the administrative assistant, school nurse and principal are not in the office, call the rescue squad (Dial 911).



B. Minor Medical Problems:

- Report to the school nurse and/or office immediately.

C. Accidents:

- Complete accident form (available in the office) in detail as soon as possible.

D. Every room should have an **EMERGENCY RESPONSE PLAN** posted by the door in a visible spot.

Emergency School Procedures:

Doors:

Classroom doors are held open by a magnet and should be locked at all times. Holding a door open with anything other than the magnet is against Fire Codes and can result in a \$250 fine per occurrence.

Fire Evacuation:

All doors should be closed upon vacating the room. No doors should be propped open. There is a map in each room indicating the primary evacuation route. Please be sure to follow it.

Students exiting from the second floor must be trained to stay on the right side of the stairs. Students exiting from the third floor must be trained to stay on the left side of the stairs. All students must walk single file. All students should be trained to walk quickly as well as quietly. Practicing this will help reduce congestion.

Specials teachers on different floors must review evacuation from their locations with every class not on the same floor.

North Door - Main St. entrance

All Kindergarten, Music, Quinn

Ramp to Cafeteria and out Cafeteria door

Room 111A and B, 113, and 115, and 114 (Art) -

East door - green stairs:

Second floor: Offices, Special Ed, Guidance, Planning Room, Flaherty/Goldsmith, Fitzpatrick

Third Floor: Library/Technology Lab, Room 304 - Paradis, Styles, Flynn

South door - blue stairs:

Second Floor: L. Palmer, Bellavance, Ide, McMorris

Third Floor: ELL, Hale, Gillard, Bonanni,

Lock Down and Emergency School Procedures

Please note that there are several different kinds of Emergency School Procedures: (1) A school closing, where remaining in the building poses no additional threat of injury (weather related, loss of electricity or plumbing, etc.), (2) A school closing where remaining in the building may not be safe. (3) A low level threat where temporary removal from the building is necessary. (4) A lock-down.

- During any Emergency Procedure all homeroom teachers must be with their classes. With the exception of lockdown
- All other staff should report to the office to find out which classes need assistance (except lock-down).

1) In all situations, School Office calls

1.1. Police @ 911 & Central Office (865-5332 or 316-0433)

1.1.1. Central Office calls: Media if appropriate & Crossing guards @ 863-9094

1.2. CCTA busses @ 864-0211 & Special Ed. Busses (864-8453 - Joanne)

2. Emergency School Closing IN BUILDING - If we call home from school (during non-threat related closings):

2.1. No student leaves homeroom until permission is granted.

2.2. All homeroom teachers report back to their homerooms if they are not already there.

2.3. All non-homeroom staff should report to the office for assignment, unless already assigned.

- 2.4. Lobby must remain quiet and calm.
- 2.5. Administrative Assistant's telephone stays open for incoming calls.
- 2.6. Connect 5 will call all families.
- 2.7. Follow "Emergency School Closing Form" directions from parents.
- 2.8. While waiting for adults to pick up their children, walkers (from form) are dismissed to leave after teacher notes dismissal plan.
- 2.9. Teachers must note all dismissals on the sheet provided.
- 2.10. At 2:50, students may walk home or take the bus to regular school arrangements.
- 3. **OUT OF BUILDING - If there is an immediate need to evacuate the building.** We may or may not return to school after evacuating Champlain College to their Gymnasium on South Willard St. The contact for Director of Campus Safety is Bruce Bovat at 860-2755 or cell, 802-922-6960
 - 3.1. **Announcement** says: "We are evacuating the building to _____." Please follow the directions on the Emergency School Procedures #3."
 - 3.2. We go to the main floor at Champlain College. Teachers take attendance.
 - 3.3. **Bring your Emergency Closing Survival Kit (each teacher should make one), including:**
 - 3.3.1. Emergency Closing Forms for all students; A copy of this procedure; Food (snacks).
 - 3.3.2. Something for the children to do while waiting for parents.
 - 3.3.3. A sign out sheet that informs us who picked up each student.
 - 3.4. Office brings telephones and Office Emergency Closing Kit.
 - 3.5. Classes will walk to Memorial in an orderly fashion and stay in an assigned spot within the building.
 - 3.6. Non-homeroom staff will help with crowd control.
 - 3.7. Students stay until picked up. They may follow their normal after-school plans at 2:50 if we are allowed to reenter the building.
 - 3.8. Teacher notes on form how all students left & with whom.
 - 3.9. After your last student is dismissed, give the list to the principal, and wait for directions.
 - 3.10. The Administrative Assistant will call BHS if necessary for lunch (864-8416, Doug Davis).
- 4. **Lowest-Level Bomb Threats:**
 - 4.1. After consulting with the police and central office and the EMS administration, we may determine that there is such a small level of real threat that:
 - 4.1.1. **Members of the safety committee will notify individual classrooms** advising: "We have a low-level threat. Please look around your room for anything unusual. If you find something, report it to the office immediately."
 - 4.1.2. A custodian, administrator and/or a police office will check in with a teacher in each room and search the rest of the building.
- 5. **Low-Level Bomb Threats:**
 - 1. **Announcement** says: "We are evacuating the building to the cafeteria. Please follow the directions on the Emergency School Procedures #5." [Cafeteria & mini-gym is searched prior]
 - 2. All teachers will take a minute to look around their classroom for anything that looks suspicious and then proceed to the directed area (**Assembly Spots**) while the rest of the building is searched. Everyone should bring his or her jacket
 - 3. It is possible that an out of building evacuation will be called if anything suspicious is found. Thus:
 - a. We will proceed to Memorial Auditorium.
 - b. Bring your Emergency Closing Survival Kit.
 - 4. The principal, custodians, police, and teacher volunteers will search the building.
 - 5. Teachers will return to the building with their classes once the building has been searched.
- 6. **Lockdown:** (Lockdown means all students and staff, and visitors remain in their assigned workspace/classroom. Use of a lockdown procedure should occur when an emergency situation exists somewhere else within the school or in the immediate area outside the school, where the presence of students and staff would place them in danger. Any person may call a lockdown.)

The physical layout of the Edmunds campus involves two distinct schools that are connected. Any alarm or danger in one school impacts the other school. Edmunds Middle School and Edmunds Elementary School have "hot buttons" which will immediately close fire doors without alarm. This can happen without any other communication to the other school or through the PA system. Should this occur, you will see classroom doors and fire doors close. You are to follow the procedures identified in 6.2 if this happens.

- 6.1. An **announcement** from the office will say: "**LOCK DOWN, LOCK DOWN, LOCK DOWN** " Teachers should:
 - 6.1.1. Clear hallways near their room or area. Standing in the doorway, gather in as many students within eyesight as possible.
 - 6.1.2. Close and lock classroom doors.
 - 6.1.3. Turn off all lights.
 - 6.1.4. Gather students in a safe location. Assess danger. Avoid windows, doors, & outer walls.
 - 6.1.5. Use basic "duck and cover" techniques.
 - 6.1.6. Take attendance of students in your room.
 - 6.1.7. Be prepared to wait. Remain calm and reassuring. Do not speculate about the cause of lockdown.
 - 6.1.8. Stay alert and ready to move if directed to do so.
 - 6.1.9. Evacuate only if directed to do so by police or administrators, unless the situation warrants immediate movement.
 - 6.1.10. If the fire alarm goes off during a lockdown, it is to be ignored.

6.2 Threat identified by staff member not near the office- (Seeing the fire doors close without alarm or an intruder).

- a. Yell very loudly and clearly as you move towards a classroom, "**Lock Down! Lock Down! Lock Down!**"
 - b. Go into classroom and close locked door behind you.
 - c. Push the call buzzer three times rapidly, with a second or two between each signal. Get out of sight of the door window and make sure students are situated safely.
 - d. Office response to buzzing in three short bursts will be to immediately push the panic button in the office and announce a lockdown over the PA system.
 - e. All individuals hearing Lockdown called in hall should call or text 911 immediately after situating students. Do not be concerned about redundant calls!
 - f. Follow the balance of the procedures identified in 6.1
7. Modified Lockdown
- 7.1. If a modified lockdown is called, ALL doors to school are locked, including classroom doors and main door. Teachers are notified of a modified lockdown. Students and staff follow routines; however, they remain on alert, stay inside, and avoid windows.
8. Clear the halls - used to provide privacy to individual in an emergency. Simply means remain in your classrooms, continuing to teach until an "all clear" is given. This is typically targeted at specific halls and/or stairwells to minimize impact on activities. Example: "Clear the Halls on the Third Floor" If you have a special on the third floor, do not proceed until a an all clear is given.,

Equipment Usage & Care: Under no circumstances are students allowed to operate copying equipment. Students are not to move large pieces of equipment, e.g. TVs, computers, etc.

Faculty Meetings: Faculty meetings (3:05-4:05) are held as needed, but are generally scheduled on Tuesdays. Meetings will begin promptly and all are expected to be on time and ready to begin at 3:05. Arrange conferences and other appointments or activities so that conflicts of schedule will be at a minimum. Those who miss a meeting for any reason are responsible for acquiring the information and carrying out any planning done at the meeting.

Occasionally, there may be a need to meet briefly to discuss an issue/situation in addition to the weekly scheduled meetings. These meetings will be short in duration and not go beyond 3:30.

Field Trips [IICA]:

1. Complete Field Trip Form (bright green) that can be found in the office.
2. COST- Maximum cost to each family per child (per year) is \$20.00
3. Food from Cafeteria must be ordered 2 weeks in advance!
4. We cannot plan trips that exclude students. Criteria for successful attendance should be spelled out ahead of time and details worked out WITH special education teachers if appropriate.
5. Some students are negatively impacted by the disruption in their routines (at least 25% of each class). This needs to be carefully considered in decisions regarding types and number of field trips taken each year.
6. It is crucial that you post any trips or excursions that your class will be taking on the EES Staff Google calendar so we know where students are at all times.
7. Teachers who plan on taking classes on field trips need to get a permission slip for each trip where transportation is provided. **NO CHILD MAY GO ON A FIELD TRIP WITHOUT A SIGNED PERMISSION SLIP.**
8. Field trips should utilize buses, not cars. If cars are being considered for a field trip, the principal must sign off on this.
9. The educational objectives and activities given to the principal for field trips should be shared with parents so that they are informed regarding the purpose of the field trip.
10. On those occasions when trips are scheduled outside the city, two parents at home will be provided with a complete list of students and telephone numbers so that parents can be notified of late arrivals or emergencies.
11. **Deviation from the stated destination of the field trip is not allowed.**
12. Teachers are expected to report any serious student injuries to the child's parents as soon as possible. Minor injuries or health problems are to be reported to the parents immediately upon return from the trip. All injuries are ultimately to be reported to the office on the official accident report form.
13. Each chaperone should be provided with a list of students assigned to his/her care.
14. Field trips should be appropriately correlated with the regular classroom curriculum and should not be unnecessarily duplicated from grade to grade unless such trip duplication would fulfill different objectives.
15. Teachers should be especially cautious not to proceed on a trip when road conditions are questionable. Planning should be flexible enough to allow for postponement to a later date.
16. Substitute teachers hired by Kelley Services cannot take students on a field trip.
17. The "buddy system" should be encouraged at all times.
18. Since children on field trips represent our school, they are expected to behave and conduct themselves in an appropriate manner. A teacher in conference with the principal may decide that some students should not participate in certain field trips and will, in all cases, inform parents of that decision and the reason for it.
19. In order **to drive** students on a field trip, a parent/guardian must have a Driver Information Form filled out and proof of current driver's license, registration, & insurance all on file in the school office



Fire Drills - Evacuation Plan:

Every room should have a FIRE EVACUATION PLAN posted by the door in a visible spot.

North Door - Main St. entrance

All Kindergarten, Music, Quinn

Ramp to Cafeteria and out Cafeteria door

First Grade, Intervention Room and Art -

East door - green stairs:

Second floor: Offices, Special Ed, Guidance, Planning Room, Flaherty/Ide, Fitzpatrick

Third Floor: Library/Technology Lab, Room 304 - Paradis/Hale, S. Palmer, Flynn

South door - blue stairs:

Second Floor: L. Palmer, Bellavance, Fagan, McMorris

Third Floor: Houchens, Styles, Gillard, Bonanni,

In general, fire drills are held every other month. Please review the expectations with students. *Specials teachers should teach the evacuation procedures from their classroom as they probably differ from classroom evacuation procedures.* Students are to exit the building **silently**. They should remain in line and with the teacher that they exit with. Students exiting from the second floor should proceed single file down the stairs on the right side of the staircase. Students exiting from the third floor should walk single file on the left side of the staircase.

1. If a class is already outside when a fire drill begins, they should be gathered together, kept quiet and moved away from the building, if necessary.
Last person out of the room closes the door.
2. Classes, which line up next to the parking lot will let the principal know that their entire class is present by raising the green side of the class sign, or that there is someone missing by raising the red side of the class sign. If the red sign is raised more details should immediately be forwarded to the principal.
3. Classes which line up on Main Street either east or west of the building will use the same signage signals to indicate this information to the administrative assistant. She will be stationed by the corner of the playground fence on Main Street.
4. **Teachers should TAKE ATTENDANCE after leaving the building and be able to identify any missing child.**
5. Line up outside in the designated areas as follows:
 - EAST DOOR (playground side of the building) to Main Street, line up on sidewalk along playground:
 - SOUTH DOOR to sidewalk/parking lot, line up on the sidewalk.
 - CENTER HALL DOOR to cafeteria front door, proceed to Main Street, line up on grass or sidewalk between EES and EMS. Re-enter using the north door of B building.

Food: Burlington School District policy states that the school district shall: encourage the investigation of healthy and local food fundraisers that support local businesses; encourage healthy

school celebrations whenever possible; offer students and faculty an appropriate facility for classroom nutrition and health education, and serve as a resource for linkages with nutrition-related community programs and that food will not be used as a reward or punishment for students.

Hallway Maintenance & Supervision: Please make sure that there are no school supplies, boots, shoes or any other articles of clothing left in the hallways at the end of the day so that custodians can do their jobs efficiently. Every effort should be made to supervise students as they pass through the halls. Also teach expected behaviors such as staying to the right, staying together, using quiet voices, and walking at all grade levels.

Harassment:

STUDENT HARASSMENT

Harassment is a form of unlawful discrimination that will not be tolerated by the Burlington School District. The District will address all complaints of harassment promptly and take reasonable steps to end harassing conduct in accordance with its Policy, Prohibition of Student Harassment, JBAA.

Prohibited harassment:

- A. Harassment:** is an incident or incidents of verbal, written, visual, or physical conduct, including electronic, based on or motivated by a student's or a student's family member's actual or perceived race, creed, color, national origin, marital status, disability, sex, sexual orientation, gender identity or gender expression that has the purpose or effect of objectively and substantially undermining and detracting from or interfering with a student's educational performance or access to school resources or creating an objectively intimidating, hostile, or offensive environment.
1. **Sexual harassment:** conduct that includes unwelcome sexual advances, requests for sexual favors and other verbal, written, visual or physical conduct of a sexual nature.
 2. **Racial harassment:** conduct directed at the characteristics of a student's or a student's family member's actual or perceived race or color, and includes the use of epithets, stereotypes, racial slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, and taunts on manner of speech and negative references to racial customs.
 3. **Other protected categories of harassment:** Conduct directed at the characteristics of a student's or a student's family member's actual or perceived creed, religion, national origin, marital status, disability, sex, sexual orientation, gender identity, or gender expression; includes but is not limited to the use of epithets, stereotypes, slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, taunts on manner of speech or dress, and negative references to customs related to any of these protected categories.
 - a. **Creed or religious harassment** means harassment based on or motivated by a student's or a student's family member's actual or perceived creed or religious beliefs or practices, including manner of dress.
 - b. **National origin harassment** means harassment based on or motivated by a student's or a student's family member's actual or perceived national origin, including manner of dress.

c. **Marital status harassment** means harassment based on the status of being an unwed mother or father directed at, or motivated by a student's or a student's family member's actual or perceived marital status.

d. **Sexual orientation harassment** means harassment based on or motivated by a student's or a student's family member's actual or perceived sexual orientation.

e. **Gender identity harassment** means harassment based on an individual's actual or perceived gender related identity or gender related characteristics, intrinsically related to an individual's gender or gender identity, including but not limited to appearance or behavior, regardless of the individual's assigned sex at birth.

f. **Gender expression harassment** means harassment based on or motivated by an individual's or individual's family member's actual or perceived gender expression, including, but not limited to, appearance or behavior, regardless of the individual's assigned sex at birth.

g. **Disability harassment** means harassment based on manner of speech or movement, cognitive ability, receipt of educational services outside of the general education environment, or other manifestation of a person's disability directed at, or motivated by a student's or a student's family member's actual or perceived disabling mental or physical disability.

Reporting harassment: All students, parents/guardians, school community members other than staff are encouraged to report incidents of misconduct or student harassment to a school employee or one of the two Designated Employees at your school/building. Any adult school employee who sees or hears, or receives a report either written or oral, of student harassment, the employee **must** immediately inform a Designated Employee. Currently, the Designated Employees for 2013-2014 are:

Designated Employees - Edmunds Elementary School

Melissa Hathaway, Guidance Counselor, 540-0137, mhathawa@bsdvt.org

Or

Thom Fleury, Assistant Principal, 318-1432, tfleury@bsdvt.org

Or

Henri Sparks

Burlington School District Program Director

864-8585, hsparks@bsdvt.org

Burlington Afterschool

Priscilla Raba May, Site Supervisor,

316-0195 praba@bsdvt.org

Due to staff turnover, it is possible that the Designated Employees named above will change. Schools/buildings will post the names of their current Designated Employees at the beginning of each year.

Investigation: A Designated Employee who is not the subject of the complaint or another designated individual shall begin an investigation upon notice of the complaint. When the investigation is complete the complainant and the accused will be notified.

Consequences: If an individual is found to have engaged in misconduct or harassment, he/she will receive education; training; discipline, up to and including suspension, expulsion or termination;

banning from school property or other consequences that are appropriate to the offense and that are designed to prevent future harassment.

Independent review: A complainant may make a written request to the Superintendent for an independent review of the matter if the complainant (1) believes that the school did not correctly analyze the complaint and failed to conduct an investigation of the matter because the school believed the alleged conduct was not possible harassment, (2) is dissatisfied with the final determination made after the investigation as to whether harassment occurred, or (3) believes that although a final determination was made that harassment occurred, the school's response was inadequate to correct the problem. The independent review shall be conducted by a neutral person in accordance with the Policy.

Retaliation: Retaliation against anyone who files a harassment complaint or cooperates in making or the investigation of a complaint is strictly prohibited, is a basis for separate discipline, and illegal pursuant to 9 V.S.A. 4503(a).

Privacy: Complaints, and any resulting consequences, will be confidential as permitted by investigative needs, duty to act on certain results and consistent with the Family Education Rights Privacy Act.

Alternative Complaint Process: Complaints of harassment can also be filed with: Regional Director, Office for Civil Rights, U.S. Department of Education; 8th floor, 5 Post Office Square, Boston, MA 02109-3921; Email: OCR.Boston@ed.gov (617) 289-0111 or (877) 521-2172 (TDD); or the Vermont Human Rights Commission, 14-16 Baldwin St., Montpelier, VT 05633-6301, Email: human.rights@state.vt.us, (800) 416-2010 (Voice) or (877) 294-9200 (TTY).

For additional information, full copies of the Policy, Prohibition of Student Harassment, JBAA, can be obtained from the main office of your building or at:

<http://bsdweb.bsdt.org/Board/BoardPolicy.php>.

Prohibition of Discrimination and or Harassment of Employees and Others: In summary, discrimination and or harassment of an employee or other person protected by the laws listed below, on the basis of any of the following characteristics of his or her race, national origin, color, creed, religion, age, sex, disability, sexual orientation, gender identity ancestry, marital status, or place of birth is a form of unlawful discrimination and is prohibited by School District Policies and as provided for in Title V, Section B, 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, et seq.; Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d, et seq.; Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e, et seq.; Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et seq.; The Age Discrimination Act of 1975, 29 U.S.C. § 623, et seq.; The Americans With Disabilities Act of 1990, 42 U.S.C. § 12101, et seq.; and Fair Employment Practices, 21 V.S.A. Chpt. 5, subchpt. 6; Public Accommodations, 9 V.S.A. §§ 4500 et seq. all as they may be amended.

Prohibited harassment includes verbal or physical conduct including, but not limited to, comments, slurs, jokes, innuendos, cartoons, pranks, physical contact, etc., directed at a protected characteristic of the protected person where submission to the conduct is explicitly or implicitly a term or condition of employment, or submission or rejection of the conduct is used as a component of the basis of an employment decision or has the purpose or effect of substantially interfering with a person's work or education performance or creating an intimidating, hostile or offensive work environment.

If you believe you may have been discriminated against or harassed in violation of this Policy, there are *Complaint Procedures-Internal* available for your use to resolve this matter. A complaint may be initiated by contacting the building principal or program director where appropriate or the Human Resources Director at the Ira Allen Administration Building, 150 Colchester Avenue, Burlington, VT 05401; (802)864-2150; 1(800)253-0191 (TDD). All complaints alleging either harassment or discrimination will be investigated and reasonable steps taken to end inappropriate conduct. Complaints may also be filed with Regional Director, Office for Civil Rights, U.S. Department of Education; 8th floor, 5 Post Office Square, Boston, MA 02109-3921; Email: OCR.Boston@ed.gov (617) 289-0111 or (877) 521-2172 (TDD); or the Vermont Human Rights Commission, 14-16 Baldwin St., Montpelier, VT 05633-6301, Email: human.rights@state.vt.us, (800) 416-2010 (Voice) or (877) 294-9200 (TTY).

Complaints of Discrimination and or harassment will be promptly and effectively investigated. If it is determined that discrimination and or harassment occurred, the consequences can range from education, banning from school property, and discipline measures, including termination. Retaliation against a person who makes or participates in an investigation of a complaint of discrimination or harassment is prohibited and can be the basis of separate discipline.

For full copies of the applicable Policies please request from your building's main office or refer to the District's website: <http://www.bsdt.org/Board/BoardPolicy.php>, copies of ACAA, Sexual Harassment, ACAD Equal Employment Opportunity and Non-Discrimination, ACAG Prevention of Harassment on the Basis of Protected Characteristics - Employees and Others.

Health Services: Students receive vision and hearing screening following the Vermont State School Health Screening Guidelines. Parents are notified, if the screening indicates that a medical follow-up is necessary. Health assessments of individual students are made upon parent or teacher referral. If you have concerns about a student related to health or screening issues, please see the school nurse. **See: ILLNESS and MEDICATION.**

Homework: Homework assignments should be considered "practice activities" that will reinforce concepts learned in class. These activities may be independently completed or receive guided support from parents. As a general rule, homework should not exceed 30-45 minutes of work time per evening in the intermediate grades and should be of a shorter duration in the primary grades. It should not be on new or unfamiliar material, but it also should present reasonable challenge to the child. Homework that can be completed without effort is not practice. Students should have a clear understanding of what is expected relative to homework completion and timelines.

Hours of Work: Teachers must be in the school no later than 7:45 A.M., and may leave on regular school days at 3:30 P.M. On Fridays and days prior to vacation periods, teachers may leave right after the dismissal of students. No more than once per week teachers may be required to stay for faculty meetings until 4:05 P.M.

Identification: Every member of the EES faculty and staff is issued a photo ID. It is your responsibility to wear it all the time. Please help your colleagues to remember should you notice

that they have removed theirs. The breakaway lanyards insure your physical safety. All visitors to the building should have a visitor's tag.

IMPORTANT: If you see a stranger in the building without a tag or a familiar face in a parent or volunteer who does not have a volunteer or visitor tag, please stop them and ask them to return to the first floor to get a visitor's or volunteer tag. Should the individual refuse (ignore) you, please contact the office immediately and relay that information as well as which way the individual was headed.

Health Office:

EES has a fully staffed health office with two RN's. Carol Neary and Jamie Charleson will be splitting the week this year, with Carol taking Monday - Wednesday and Jamie taking Thursday and Friday.

Medications: All medication is given to students at the office. Medication is never given by teachers or kept in classrooms. Special arrangements are made for field trips. Teachers should notify the school nurse at least 24 hours in advance of a field trip so that there is time to prepare the necessary medication(s) for the trip.

Illness/Injury: We will provide minimal first aid services to all students who complain of illness or receive an injury during the school day. Parents will be notified of illness or injury when indicated in order to determine the appropriate course of action. In case of severe injury or illness we will call for an ambulance.

The school nurse will provide health services. In her/his absence, the administrative assistant, principal or learning specialist provides basic first aid services in her absence. Children who feel they need to visit the health office should communicate this need to their teacher and receive a written pass.

If you are injured while at school, please fill out an incident report. If the injury requires first aid or there is any doubt about whether or not it does, please go to the nurses office. A determination will be made there regarding next steps. We may ask that you get additional medical attention.

Clinic:

University Pediatrics got a grant that allowed the opening of a Health Clinic on our first floor. It is staffed by a Physician's Assistant and at times, a physician. The clinic is open two mornings a week and students can be scheduled for an appointment through the Health Office. This has been a great addition to our school and really helps some families with visits. Parents must sign a form authorizing the Clinic to see their children. Information regarding the student will be communicated to the child's primary care physician.

Laminator: Only teachers who have been trained to use the lamination equipment should use it. It is expensive to fix or to use trial and error learning. The only items you should be laminating are posters that you will need year after year. Please be judicious. If you need training, please ask Trish Palmer or a colleague.

Leaving the Building: Teachers must notify the principal if they need to be absent during working hours for personal business. If teachers leave the building during their duty-free lunch, they need to notify the principal only that they will be out of the building. Please be sure to check the lunch duty schedule before leaving the building to insure that you are not on duty!

Lesson Plans:

- In order to provide students with the best possible learning environment and to ensure for the continuity of learning, teachers shall demonstrate adequate and sufficient preparation for an entire week of classes, adequate and timely review of student work, and long range planning. These plans may be reviewed by and with the principal throughout the year.
- **SUBSTITUTE LESSON PLANS** should be left on your desk when you know that you will be out of school the following day. If this is not possible, it is still your responsibility to provide the substitute teacher with appropriate lesson plans by 7:45 A.M.
- **SUBSTITUTE LESSON PLANS & EMERGENCY LESSON PLANS** should include detailed information: class list, attendance sheet, seating chart, schedule, classroom routines, actual plans for the day including any duties that they are expected to carry out, fire drill instructions, notes on any special arrangements that they will have to deal with (e.g., students going to Basic Skills, etc.) & notes about behavior plans. Please check lunch and recess duty and include those duties on your schedule. If you have a morning duty, please alert us to that fact so that we can inform Kelly of the need for an earlier time for a substitute.
- A three-day **EMERGENCY LESSON PLAN FOLDER** should be stored somewhere in your room. Inform the office of their location by September 14th. These plans are to be used only when an extreme emergency keeps you from school and providing timelier lesson plans for a substitute.

Lunch Period: You or a member of your team should ESCORT your class TO & FROM the lunchroom. Before taking your class from the lunchroom at the end of the period, check to see that their area is clean, including the floor. Students should be reminded as often as necessary about appropriate hallway and lunchroom rules just prior to this period. Please make sure that you pick up your class promptly from lunch to avoid congestion and allow time for custodians to clean the cafeteria tables between lunch periods. Also teach expected lunchroom behaviors at all grade levels (see the School-wide Expectations Matrix in the PBIS handbook).

Mandated Reporters - Child Abuse

Mandated reporters include:

- Individual who is a) employed by a school district or b) contracted and paid by a school district to provide student services, including any:

- school superintendent, school principal, school teacher, student teacher, school librarian, and school guidance counselor;
- Health care providers, including doctors, nurses, physician assistant, psychologist, mental health professional
- Social worker, childcare workers
- Administrator and counselors of camps and recreational programs.

If you reasonably suspect that a child is being abused or neglected, you have a legal obligation to call Family Services Division (FSD) at 1-800-649-5285 to report it or fax your written report to (802) 241-3301 **within 24 hours of when you first received or observed the information that causes you to suspect abuse or neglect.**

“Reasonably Suspects” is the new standard and it is a lower standard than the former “reasonable cause to believe” standard. This means that it takes less information to have an obligation to make a report.

“Reasonably suspects” means that you can state facts that would cause an objective person to think that a child is being abused or neglected.

If in Doubt - Report!

The individual mandated reporter is legally required to make a timely report and will be liable if one is not made. It is not enough to tell someone else.

Before you call, try to have as much information on hand as possible (e.g., the child's name, date of birth, home address, school or child care provider, and parents' names. Ask for advice from FSD before telling parents.)

Notify your building administrator immediately if you have made a report.

Consequences of Failing to Make a Report:

- Failing to report as required by law can result in criminal prosecution with a fine of up to \$500; and
- Failing to report as required by law *with the intent to conceal the abuse or neglect* can result in imprisonment for up to six months and a fine of up to \$1,000.
- Serious discipline up to and including be terminated from your employment.
- Loss of professional licensure.

A web training program on Child Abuse and Neglect will be available in the fall of 2015 that all District employees will be expected to complete within a reasonable time after it has been made available.

Noise: Noise has its acceptable time and place in school. Students should be taught to respect learning in other classrooms by being quiet while moving through halls and up and down stairs.

Please teach students that screeching/screaming is not acceptable on the playground!

Screaming is high pitched, and piercing and a sign of danger or injury. Please teach them the

difference between yelling and screaming.

Non-Discrimination [ACT]: It is the policy of the Burlington Schools not to discriminate in admission to, access to, treatment in, or employment in its educational programs, activities, or practices on the basis of race, color, national origin, sex, age, or handicapping condition. These practices are consistent with the provisions of Titles VI and IX of the Civil Rights Act of 1964; the Title VI of the 1972 Educational Amendments; Section 504 of the Rehabilitation Act of 1973; the Education of All Handicapped Children Act of 1975; and the Civil Rights Restoration Act of 1987.

The following person has been designated to handle inquiries regarding non-discrimination policies:

Sara Jane Mahan, Burlington Public Schools
150 Colchester Avenue
Burlington, Vermont 05401
Telephone: (802) 864-2159

Nutritional Guidelines: We will continue to promote sound nutrition and good eating habits through the encouragement of good nutrition in family prepared snacks.

- Set aside a specific period of time for snacks.
- Children should be encouraged to bring nutritious snacks.
- Children should not be embarrassed because they have a non-nutritious snack nor should you take it away from them.
- Rules for snacks should be consistent throughout all grades; for example, a snack deemed nutritious in one grade should not be considered "non-nutritious" in another grade.
- As to the definition of nutritious, each teacher is encouraged to remember that these are guidelines, not a policy.
- If a child consistently brings "non-nutritious" snacks, meet with the principal to determine what if any action should be taken. The school may contact the family in order to initiate conversations about the value of nutritious snacks and the procedures used in school to encourage nutritious snacks.

Observers & Visitors: On occasion, parents/guardians, family members and community may visit EES for one reason or another. More frequently college students request to visit, observe, and/or participate as part of their college preparation. Within reasonable limits, we wish to cooperate fully and make all such people welcome to the school. When possible, advance notice will be given before observations are made. It should be understood that prior notice might not always be possible. All observers and visitors must have a "Visitors" pass when in the building.

Parking: Please use the parking lot on the back of the school and park so your parking sticker can be seen easily. Do not park on the Main Street side of the building. The Main Street horseshoe is a driveway and is used solely for drop-off, pick-up and temporary visitors to the school. Please be aware of the **Fire Lanes** in the front and rear of the school. These are **No Parking** areas and all vehicles will be towed at the owner's expense.

Parties: Class parties or celebrations for various holidays are at each teacher's discretion as long as the number of them is reasonable. Parties should be limited to the last hour of the day

unless otherwise approved. It is your responsibility to remain culturally sensitive, which does not preclude holiday celebrations but does demand that celebrations of other cultures around that time period be included. If food is involved, it is your responsibility to insure that those children with allergies have alternatives that they can eat. This can be achieved by notifying their parents far enough in advance so that they can provide the treat.

Pass System: For reasons of safety and accountability, to decrease "unauthorized" time out of the classroom, and to insure students have their teacher's permission to visit the school and/or health office, a pass system is in effect. All children who are sent out of their classroom for a specified purpose need a pass filled out by their teacher with the reason for the visit (e.g., illness, injury, need office supplies, to use the phone, behavior problem, guidance referral, etc.). Children arriving at the office without a pass will be sent back to their classroom to get one. Preprinted pass forms are available through the office.

PBIS - Positive Behavior Intervention Supports is a research-based system designed to increase student success through teaching school-wide expectations in the same way as academics are taught. Just as we would not expect students to know the academic curriculum, we cannot expect that all share the same understanding regarding what behaviors are conducive to respecting learning for all. It is incumbent upon all faculty to access the PBIS Handbook and employ the system to insure that the community benefits from the system.

Personal Property: The district is not responsible for the personal property of staff and faculty. Bringing personal property to school is at the discretion and risk of the individual. Please put personal property in areas that can be out of sight and preferably locked (as in pocket books, cell phones, etc.).

Physical Restraint is controlled by Rule 4500. VT Rule 4500 was formulated to create and maintain a positive and safe learning environment in school; promote positive behavioral interventions and supports in school; and ensure that students are not subjected to inappropriate use of restraint or seclusion. Rule 4500 applies to the use of restraint and seclusion with all students. The use of restraint requires that School Employees and Baird Inclusion workers report all restraints and seclusion to the School Administrator and that they assist in writing the report. School Administrator provides verbal or electronic notice to parents by end of school day and written notice to parents within 24 hours of each restraint/seclusion. Written notice includes: date/time, description, intervention used Date/time when debriefing session with Parents, name/telephone of contact person who has further information about incident. The School Administrator must send a copy of the report to the Superintendent within three days of the restraint. Any questions regarding physical restraint or seclusion should be referred to the Director of Student Support Services at [802-864-8456](tel:802-864-8456).

Play Areas - Playground/Athletic Field/East Blacktop: Teachers are responsible for the supervision of their students at all times while in play areas unless that

responsibility has been specifically assigned to another teacher. Teachers should decide which area they will supervise and keep students in that area. Students should be made aware of the potential safety hazards in play areas. No activity should be distracting to others within the building. Remind students that it is not acceptable to bounce balls against windows.

Recess is an opportunity for students to relax, interact socially with other students, and participate in physical activities. Teachers can learn a lot about their students by playing with them in a free-play situation. Students frequently lack the social skills to organize games and activities. Playground duty is an opportunity to teach students how to organize games, from picking sides, to establishing the rules, to playing the game. **Adequate supervision of students should include modeling the activity and helping the students to practice them until they are able to demonstrate the capacity to organize themselves.** Teachers should space themselves so that all areas of the playground are adequately observed. The practice of teachers is the basis of the actions of the para educators. It is imperative that the teachers model proactive playground supervision including interaction with students. Safety should be a key component in supervision and decisions. Teachers should review playground safety rules often with their students.

Problem Solving Process: If you have concerns about any issues that are work related, you should address these issues with the person most directly involved. If after attempting this you still feel that there is a significant problem, bring it to the attention of the principal so that a solution can be found.

In this way, we can get the quickest and most efficient resolution to problems and create the minimum disruption to the learning process as well as maintain a positive feeling toward our school.

The following is what is expected from parents/guardians regarding the protocol for solving a problem:

- 1st - Always begin by contacting the teacher. The teacher will then include other personnel if appropriate.
- 2nd - If the situation has not been resolved, or additional assistance is needed, the principal should be contacted.
- 3rd - If the situation has not been adequately resolved or explained to your satisfaction by the teacher and the principal, the superintendent's office should be notified at 864-8474.

Please speak with the principal before any concerns about the operation of the school are shared with parents, board members, or members of the superintendent's office. The use of mass emails to bring up an issue is not an appropriate means of starting a discussion or carrying on a discussion.

PTO Participation: PTO meetings and activities are designed to bring home and school together in a productive, useful way. Your personal enthusiasm will add much to the effectiveness of this partnership that is so vital to the functioning of our school.

Requisition Requests: All requisitions for the school must have prior approval of the principal. A requisition request form is provided for teachers to use. All specific information must

be provided (catalog code #'s, etc.) before the request can be processed. Petty cash reimbursements require a receipt with your name as well as **prior approval**.

Retention: Retention is mostly effective in helping students to improve when it has the full cooperation of the parents/guardians. Therefore, parents/guardians have the final say in retention decisions. Refer any non-I.E.P. student to the E.S.T. as soon as you are concerned that a student may be retained in the current grade. If the student is on an I.E.P. discuss options with the Learning Specialist and the principal. Retention decisions are made jointly by the E.S.T. and the referring teacher. Teachers should not pursue this kind of discussion with parents unless:

- The child has been referred to the E.S.T.; and
- The E.S.T. and the teacher agree that this is the best course of action to take.

In the case of students on an I.E.P., the Learning Specialist, the Basic Staffing Team and the teacher will jointly decide what recommendation to make. Parents are to be notified by the teacher via a conference that there are deficits and/or concerns, and what strategies are being employed to deal with the issues.

Recess: It is the policy of the Burlington School District prohibits the practice of taking recess away as a form of discipline unless a student's objectionable behavior occurs during recess or a physical activity. The Burlington School District Policy is that recess is 15 minutes long. EES recess is 30 minutes.

School Safety Team (S.S.T.): The purpose of the School Safety Team (or SST) consists of the Principal, School Counselor, Administrative Assistant, Student Support Coach, Social Worker, Psychologist and Nurse. The team meets weekly. The team reviews any issues that impact the safety of students. Safety is defined as those things which might impact students socially, emotionally or physically. School wide issues are discussed including reviewing performance on all emergency drills (fire, evacuation, lock down, clear the halls, crisis calls). The team is made aware of student specific issues and determination is made regarding any action steps that need to be made including any additional dissemination of information to the faculty and/or staff.

School Counseling: The guidance developmental program is preventative in nature because we believe that the models and experiences for problem solving and coping that are provided in the elementary school years will be part of the children's repertoire of skills for the rest of their lives.

IN-CLASS guidance lessons are presented by the guidance counselor school-wide and are reinforced by the classroom teachers. These developmental lessons are in the areas of: self-awareness, coping, decision-making, academic skills, social skills and understanding others.

SMALL GROUPS focus on teaching ways for students to take responsibility for their actions, cope with stress, reinforce social skills, communicate effectively and problem solve interpersonal disagreements.

INDIVIDUAL COUNSELING is short term for concerns that are school-related or effect school performance. Ongoing problems of a more serious nature are referred to outside agencies.

The school counselor will also consult with parents and teachers, help coordinate school and community services, assist with program development and evaluation, and serve on various

interdisciplinary teams.

Smoking [GBC]: Smoking is NOT permitted within any area of the school. All buildings are smoke-free environments. This includes school grounds and during school related activities. Please help us by setting a good example.



Social Media: The use of social media such as Facebook should not include students. Should a student attempt to friend you, you can inform them that you are not able to friend them because you are constrained by Student Privacy Rights laws. It is very strongly recommended that you keep your professional and personal life separate. It is best to friend only those who are your personnel friends.

Special Education/Speech & Language Services:

Students are the responsibility of the classroom teacher, regardless of their status as a student on an I.E.P.. Professionalism requires that all students' accommodations are met. Differentiation to meet the student's needs is the expected practice. The Special Education Case manager for the student is available to consult with and may be available to co-teach. Co-teaching requires training of both the classroom teacher and the special educator.

Referrals for a Special Education Evaluation may come from a parent or guardian at any time. The EST process must be employed first before a student can be referred for a Special Education evaluation by faculty or staff. There may be rare exceptions such as a catastrophic disability of a child who has not been part of any education system. The special educator and/or the speech & language pathologist, and principal coordinates the I.E.P. (Individual Education Plan) of those students who qualify for special services. The special educator and/or the speech & language pathologist along with the classroom teacher insure the implementation, supervision and evaluation of the I.E.P.

Student Attendance: Consistent attendance and prompt arrival at school are important contributions to the learning experience and help to develop good work habits. When a teacher becomes aware that a tardy or absence pattern is developing in one of his/her students, the teacher will communicate this information to the student's parent/guardian in an attempt to reestablish good school attendance habits. Teachers will document this parent communication and any follow-up.

If the teacher intervention fails to solve the problem, the teacher will inform the principal.

- After 5 absences, we will contact the parent/guardian in order to determine how we can assist with the child's attendance.
- After 10 absences, the school will again contact the parent/guardian and ask how we can further assist them.
- After 15 absences, parents/guardians must have a conference with school personnel. School resource officers, State's Attorneys, SRS and other community agency officials may attend. Together, we will develop a plan to ensure the student's attendance at school. Support services will be offered. If a parent/guardian does **not** attend the conference without a valid reason, an

affidavit about the student's absences will be filed with the Chittenden County State's Attorneys office.

- After 20 absences, the school may file an affidavit with the Chittenden County State's Attorney office to seek court action. The parent will receive notice in the mail.

Excused Absences:

Examples of excused absences are:

- Illness of the student (a doctor's statement may be required by school officials).
- An accident resulting in bodily injury to the student.
- A death in the immediate family of the student.
- An observance of an established religious holiday in line with the recorded specific faith of the student.
- A subpoena by a law enforcement agency or for a court appearance.
- Principal-approved participation in academic, vocational, or non-instructional activities.

Student Drug Abuse [JFCI]: Teachers who become aware of drug/alcohol incidents involving students in the school environment or during a school sponsored activity, as well as observe a student who appears to be under the influence of drugs/alcohol, will report such knowledge to the principal immediately.

Student Fund Raising Activities [IGDF]: Any fund raising projects must be cleared with the principal. Fund raising activities will not involve students selling raffle tickets or games of chance. Elementary students are not permitted to fund raise or solicit door to door. Fund raising activities by outside charities should be integrated into the curriculum.

Student Records: Keep formal reading & math assessments until the next assessment is given. This includes end of the school year assessments when you will need to pass this information on to the student's new teacher. Having as much detailed information as possible is important in the planning of an educational program.

Student Records & Right to Privacy: School personnel protect students' rights to privacy. Students' records are personal property held in trust for the students by the public schools. School personnel who have legitimate cause and need may view these records, but no other individual may view these materials without the expressed written consent of the parent/guardian or through legal release and/or court order.

Student Welfare [JH]: Any teacher who has reasonable cause to believe that a child's physical or mental health or welfare has been or is being harmed or abused, or that the child is a victim of neglect is required to report or cause a report to be made to the Vermont Department for Children and Families (DCF) or his/her designee.

Students Leaving School Property: Students are not to leave school grounds during school hours without specific, WRITTEN PERMISSION from parents/guardians. If a student does

leave school grounds without permission, report it immediately to the office.

Substitutes: The office will call Kelly Services in the event of an absence due to illness or an emergency. If you are ill and cannot come in, TEXT Shelley Mathias at [802-535-5055](tel:802-535-5055) preferably before 5:15 am. Please be sure to identify yourself in your text! If you do not have texting, call the same number and leave a message. If you plan to be out of school, please fill out the appropriate paperwork as soon as possible so that we can schedule a substitute.

A substitute folder must be kept on your desk. The following information is required and should be kept current and available in this folder:

Class Roll in addition to Attendance Roster	Special Medical Alert Information
Daily Routine/Schedule/Duties	Substitute Teacher Guide
Specials Weekly Schedule	List of Students Leaving/Returning (and time)
Emergency Plans Location	Seating Chart

Suicide, Potential: Any member of the staff who becomes aware that a student or staff member has made a statement or is demonstrating behavior suggesting destructiveness toward self must report his/her concern immediately to the principal or his/her designee. **Issues of personal safety transcend confidentiality concerns.** Confidentiality cannot be maintained if an individual:

- Is hurting, has hurt, or is planning to hurt himself/herself.
- Is hurting, has hurt, or is planning to hurt another.
- Is concerned that another is hurting, has hurt, or is planning to hurt him/her.
- Is aware that someone is hurting, has hurt, or is planning to hurt another person.

The principal will interview the student/staff member and consult with other professionals (guidance counselor, school nurse) as indicated. If the principal decides that the individual is at risk, a professional assessment for potential suicide risk is indicated. Even if the principal decides that the student is not at risk at this time, the parents will be notified of the original concern. For students, the principal will then contact the student's parents or guardians to:

- Apprise them of the student's situation.
- Offer assistance to them if necessary to arrange professional assessment and provide information concerning available professional assistance.
- Explain school procedure.

While the phone call is being made, the student will be brought to a safe place and remain with an adult until a parent arrives. If the student is agitated or refuses to remain in a safe place, the student will be transported by ambulance to the MCHV Emergency Department for evaluation. The principal or designee will accompany the student and remain with him/her until the parent arrives. As a follow-up, a letter will be written to the parents reiterating the school's concerns and recommendations.

Supervision Responsibilities & Liability:

- Teachers are responsible for their assigned students from the time that their duties are expected to begin (which is as assigned) until the students leave the building. When the students are not directly under their teacher's supervision, the teacher is expected to take reasonable precautions to assure that his/her students are safe and supervised by another professional staff member. Therefore, the teacher should accompany his/her class to and from

lunch, recess, and all specials and stay with them until another professional staff member assumes responsibility. Arrival and dismissal routines are as follows:

- **At 8:05**, the first bell will ring to bring 5th grade in.
- **At 8:08**, teachers will open their classroom doors and be visible to students as they arrive in the hallways, and should be encouraging students to be in their seats by 8:10. The exception to this time frame is the first week of school where teachers will go outside to greet their classes and their parents to teach the expectations for entering school and their classrooms.
- **At dismissal**, teachers will walk their class to the designated drop-off area for grades K-2. Teachers of grades 3-5 should supervise students as they depart the building. **Should a last class of the day be a special, the classroom teacher should reconnect with their class to dismiss them.** Teachers and other school district employees may be personally liable when children are injured during school hours if "negligence" can be proved. Negligence is any conduct in which a reasonably careful adult would not engage. It can be something an adult does or fails to do.
- School employees must adequately supervise students. A teacher and the principal are liable for any negligence or lack of supervision of any group, which a teacher is assigned. This includes injury occurring in the classrooms and halls, on the playground, during lunch, fire drills and on field trips. School employees must act consistently with professionally accepted practices and standards in their field.
- Vermont Law requires school districts to purchase liability insurance covering all costs arising from negligence actions. Employees may be personally responsible for costs exceeding the policy's limits.

Title IX Statement: All students and employees, regardless of sex, are entitled to equal opportunity in the Burlington Schools. If a person believes that s/he has been denied an opportunity to be in a class or program, which s/he is eligible, please report the specifics to the principal or Sara Jane Mahan, HR Director, the District Title IX coordinator.

Unauthorized Leave of Absence [GCBDA]: Teachers should only be absent from work under the authorized leave provisions in the employment contract. All leaves should be reported in a timely manner.

Vandalism: Accidents happen and are excusable, but deliberate destruction of school property can only be considered vandalism. When such instances occur, the teacher should submit a detailed report to the office so that appropriate action can be taken.

TO ALL BURLINGTON SCHOOL DISTRICT EMPLOYEES:

NOTICE OF NEW COMBINED POLICY ON THE PREVENTION OF HARASSMENT, HAZING AND BULLYING OF STUDENTS August 2015

The legislature combined the laws on the prohibition of student harassment, hazing and bullying into one law and the Agency of Education (“AOE”) recently promulgated its Policy on the Prevention of Harassment, Hazing and Bullying of Students and implementing Procedures. One significant consequence of combining these policies and the procedures is that many of the Harassment Policy’s protections and obligations now extend to both hazing and bullying. Below is a summary to assist you in becoming familiar with the new Policy and Procedures anticipated to be adopted by the Board in the near future.

WHO MUST REPORT?

- **Any school employee who witnesses conduct** that s/he reasonably believes might constitute hazing, harassment and/or bullying
- **Any school employee who overhears or directly receives information** about conduct that might constitute hazing, harassment and/or bullying

WHEN MUST A REPORT BE MADE?

- **Immediately**

TO WHOM MUST A REPORT BE MADE?

- A **Designated Employee** of your school or program or the District’s Director of Equity.
- Do not report to any Designated Employee who is the target of a complaint.

CONSEQUENCE FOR FAILURE TO REPORT:

- Serious discipline up to and including termination
- Depending on the what failed to report, fines, civil penalties, loss of licensures

WHAT MUST BE DONE?

- **Take reasonable action to stop the conduct and to prevent its recurrence**
- **Report it to a Designated Employee and**
- **Complete a student conduct form.**

WHAT CANNOT BE DONE?

- **Cannot ignore**
- **Cannot retaliate** – No person may take any adverse action against a person who has filed a complaint of harassment, hazing or bullying or against a person who assists or participates in an investigation, proceeding or hearing related to the harassment complaint. For school employees, adverse action may include conduct directed at a student in the form of intimidation or reprisal such as diminishment of grades, suspension, expulsion, change in educational conditions, loss of privileges or benefits, or other unwarranted disciplinary action.
- **Breach Confidentiality**
Do not share information with anyone who does not have a legitimate educational interest unless circumstances require a report to FDS or if there is threat of immediate harm to a student to the police.

WHAT MUST BE REPORTED?

“Harassment” an incident or incidents of verbal, written, visual, or physical conduct, including any incident conducted by electronic means, based on or motivated by a student’s or a student’s family member’s actual or perceived race, creed, color, national origin, marital status disability, sex, (including but not limited to pregnancy, parental and marital status), sexual orientation, gender expression or gender identity, that has the purpose or effect of objectively and substantially undermining and detracting from or interfering with a student’s educational performance or access to school resources or creating an objectively intimidating hostile, or offensive environment.

Racial harassment, which means conduct directed at the characteristics of a student’s or a student’s family member’s actual or perceived race or color, and includes the use of epithets, stereotypes, racial slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, and taunts on manner of speech and negative references to cultural customs.

Harassment of members of other protected categories means conduct directed at the characteristics of a student’s or a student’s family member’s actual or perceived creed, national origin, marital status, disability, sex, (including but not limited to pregnancy, parental and marital status), sexual orientation, gender expression or gender identity and includes the use of epithets, stereotypes, slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, taunts on manner of speech, and negative references to customs related to any of these protected categories.

“Relationship of a Sexual Nature” means any kind of physical or verbal conduct by an employee with a student, engaged in by the employee for the purpose of obtaining power over the student through sexual activity or to gratify a sexual desire. Any District employee’s “Relationship of a Sexual Nature” is prohibited. The District will regard any Relationship of a Sexual Nature between an employee and a student as unwelcome by the student.

“Hazing” means any intentional, knowing or reckless act committed by a student, whether individually or in concert with others, against another student in connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization which is affiliated with the educational institution; and

(1) Which is intended to have the effect of, or should reasonably be expected to have the effect of, endangering the mental or physical health of the student.

Hazing shall not include any activity or conduct that furthers legitimate curricular, extra-curricular, or military training program goals, provided that:

- (1) The goals are approved by the educational institution; and
- (2) The activity or conduct furthers the goals in a manner that is appropriate, contemplated by the educational institution, and normal and customary for similar programs at other educational institutions.

With respect to Hazing, **“Student”** means any person who:

- (A) is registered in or in attendance at an educational institution;
- (B) has been accepted for admission at the educational institution where the hazing incident occurs; or

(C) intends to attend an educational institution during any of its regular sessions after an official academic break.

With respect to Hazing, **“Pledging”** means any action or activity related to becoming a member of an organization.

“Bullying” means any overt act or combination of acts, including an act conducted by electronic means, directed against a student by another student or group of students and which:

- a. Is repeated over time;
- b. Is intended to ridicule, humiliate, or intimidate the student; and
 - (i) occurs during the school day on school property, on a school bus, or at a school-sponsored activity, or before or after the school day on a school bus or at a school sponsored activity; or
 - (ii) does not occur during the school day on school property, on a school bus or at a school sponsored activity and can be shown to pose a clear and substantial interference with another student’s right to access educational programs.

Potential Child Abuse or Neglect

Some circumstances that may initially present as Harassment, Hazing and or Bullying may also trigger a **reasonable suspicion that a person under 18 has been abuse or neglected**. In those circumstances, you have a **legal obligation to call Family Services Division (FSD) at 1-800-649-5285 to report** it or fax your written report to (802) 241-3301 **within 24 hours** of when you first received or observed the information that causes you to suspect abuse or neglect. **It is not enough to tell someone else.**

EES PBIS Matrix

Location:	Safe	Respectful	Responsible
Hallway/Walkway or Sidewalk	<ul style="list-style-type: none"> ● Walking feet ● Facing forward ● Stay on right side 	<ul style="list-style-type: none"> ● Hands to self 	<ul style="list-style-type: none"> ● Voice off ● Quite feet
Cafeteria	<ul style="list-style-type: none"> ● Stay seated ● Face forward ● Feet on floor ● Body in control 	<ul style="list-style-type: none"> ● Eat your own food ● Inside voice 	<ul style="list-style-type: none"> ● Follow adult directions ● Clean up your area ● Use compost and trash ● Take only what you need
Bathrooms	<ul style="list-style-type: none"> ● Wash with soap and water ● Water stays in sink 	<ul style="list-style-type: none"> ● One person in a stall ● Respect privacy ● Use quiet voice ● Flush 	<ul style="list-style-type: none"> ● Use the toilet, wash and leave ● Use only one paper towel ● Keep walls/mirrors and floors clean
Playground	<ul style="list-style-type: none"> ● Go down the slide ● Stay clear of moving swings ● Rocks, sticks, and wood chips stay on ground ● Hands/ body to self 	<ul style="list-style-type: none"> ● Take turns ● Share equipment ● Include others ● Be aware of other activities 	<ul style="list-style-type: none"> ● Stay on playground/field/blacktop ● Return any equipment used ● Line up when asked

Assemblies	<ul style="list-style-type: none"> ● Walking feet ● Body to self ● Body in control 	<ul style="list-style-type: none"> ● Sit on my bottom ● Return the quiet signal ● Eyes on the speaker ● Voice off 	<ul style="list-style-type: none"> ● Follow adult directions/ signals ● Sit with class ● Take care of your belongings
	Safe	Respectful	Responsible
Arrival	<ul style="list-style-type: none"> ● Watch for cars and buses ● Hands to self ● Body in control ● Walk to the cafeteria for breakfast ● Wait outside with classmates until bell rings 	<ul style="list-style-type: none"> ● Follow adult directions at all times ● Walking feet/ quiet voice inside 	<ul style="list-style-type: none"> ● When 8:00 bell rings, walk outside ● When 8:05 bell rings, walk to your class ● Take care of your belongings
Dismissal	<ul style="list-style-type: none"> ● Watch for cars and buses ● Hands to self ● Body in control 	<ul style="list-style-type: none"> ● Follow adult directions at all times. ● Walking feet/ quiet voice inside 	<ul style="list-style-type: none"> ● Take care of your belongings ● Follow your after school plan



FACULTY & STAFF

2015-2016

ADMINISTRATION

Mathias, Michelle (Shelley)	Principal
Fleury, Thomas	Assistant Principal
Palmer, Patricia (Trish)	Admin. Assistant
Hathaway, Melissa	Guidance Counselor
Neary, Carol	Nurse
Charlson, Jamie	Nurse
Harrington, Christen (B205G)	Student Support Coach
Royer, Lauren (C204)	School Psychologist

TEACHERS

Asaro, Courtney (Learning Center)	Content Integration
Abbiati, Claudia (202)	Speech and Language
Bellavance, Janet (213)	Grade 2
Bolwin, Stephanie	Special Educator
Bonanni, Amanda (314)	Grade 5
Kilburn, Stephanie (104)	Kindergarten
Elliot, Joanna (114)	Art
Fagan, Lauren (115)	Grade 2
FitzPatrick, Megan (208)	Grade 3
Flaherty, Meg (209)	Grade 3
Flynn, Kristine (306)	Grade 4
Gendimenico, Janelle (309)	English Language
Gillard, Gregory (312)	Grade 5
Goldsmith, Lindsay (209)	Grade 1
Hale, Kaitlyn (311)	Special Educator
Houchens, Paul (212)	Grade 3/4
Ide, Emily (215)	Grade 3
Joppe Halpin, Janet 111A	Title I/Reading Recovery
McMorris, Heather (214)	Grade 2
Neil, Kathy	Learning Center
Nolan, Betsy (110)	Music
O'Brien, Jamie (113)	Grade 1
Palmer, Lori (211)	Grade 3
Paradis, Jessie (304)	Special Educator
Quinn, Kara (109)	Grade 1
Riley, Alyson	Special Educator
Sessions, Tyler	Physical Education
Styles, Andrew (313)	Grade 5
Weidman, Danielle (103)	Kindergarten
Witt, Teresa	Special Educator

SUPPORT STAFF

Bombard, Melissa	- Discreet Trial Instruction
Dorsey, Rachel	- Speech & Language Assistant
Gilbert, Janet	- Reception/Front door office
Paul, Angele	School Social Worker
Bordeaux, Jessica	Tooth Tutor

EDUCATIONAL ASSISTANTS

Charlebois, Cathy	- Special Ed Paraeducator
Duggan, Chelsea	- Special Ed Paraeducator
Hammond, Sarah	- Special Ed. Paraeducator
Losch, Jamie	- Special Ed. Paraeducator
MacDonald, Julia	- Kindergarten Paraeducator
Nassar, Nagham	- Special Ed. Paraeducator
Sanders, Leslie	- Special Ed Paraeducator
Shepard, Ashleigh	- Special Ed Paraeducator
Sheperd, Susan	- Learning Center Paraeducator
Stern, Brittany,	- Special Ed. Paraeducator
Thompson, Mary	- Special Ed Paraeducator

BUILDING SUBSTITUTE

BURLINGTON KIDS AFTER SCHOOL PROGRAM

Mayo, Priscilla

CAFETERIA STAFF

Hathaway, Dawn	- Supervisor
Griffin, Nora	
Hannigan, Kathy	
Heusner, Sarah	

CUSTODIAL STAFF

Tangstang, Dapka	- Head Custodian
Medar, Izudin "Ezo"	
Coolbeth, Ken	

(All assignments are subject to change.)



EDMUNDS ELEMENTARY SCHOOL

Home of the Mighty Timberwolves

Dr. Michelle Mathias
Principal

299 Main Street ~ Burlington, VT 05401
(802) 864-8473 (Office) ~ (802) 864-2166 (Fax)

Trish Palmer
Admin. Assistant

The Edmunds Elementary Faculty and Staff Handbook for 2016-17 has been provided to each member of the EES staff in order to provide useful information concerning the operation of the school and expectations for all. It should be kept handy as a reference for you throughout the school year.

Should you have a question that is not addressed, and you believe it is of common interest, please let Trish know and we will keep a list for next year's publication.

Please go through the handbook and return this to the office by September 10, 2016.

Shelley Mathias
Principal

I have read and understand the Edmunds Elementary Faculty and Staff Handbook 2016-2017.

Name

Date