



Albert Bridge School
Windsor Southeast Supervisory Union
Faculty and Staff Handbook
2022-2023

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Chain of Command
WSESU Board Approved Policies

Windsor Southeast Supervisory Union Faculty and Staff Handbook

2022-2023

“The Windsor Southeast Supervisory Union rejects all forms of racism. Racism in any form will not be tolerated here. All Districts within the Supervisory Union are committed to increasing cultural respect by cultivating a greater collective understanding of diversity, inclusion, equity, implicit bias, white privilege, white supremacy, and systemic racism.”

Strategic Plan/Portrait of a Graduate

The goals of our [Strategic Plan](#) are as follows:

- **WSESU Goal #1: Student Success**
 - WSESU will improve student’s learning experiences, because the personal, educational, vocational and civic successes of our students are increasingly challenged in our rapidly changing world.
- **WSESU Goal #2: Culture**
 - WSESU will strengthen and broaden the connections between and among all staff and the coare work of education in pursuit of greater staff engagement, well-being, innovation, inclusion and resolve.
- **WSESU Goal #3: Student Wellness and Engagement**
 - WSESU will further integrate the whole student into their education, so that the students increasingly see relevance, purpose, and connections between their learning expectations and their individual and collective lives.
- **WSESU Goal #4: Information and Communication**
 - WSESU will improve the quality and effectiveness of its two-way communication, so that stakeholder trust, understanding, and support will continue to advance the education of and opportunities for its students.

Portrait of a Graduate

We believe that we have a collective responsibility to support our students in developing skills in 5 core areas defined in our [Portrait of a Graduate](#):

Integrity

Critical Thinking

Communication

Empathy

Perseverance

Leader in Me

Leader in Me is a framework based on the 7 Habits of Highly Effective People by Steven Covey. WSESU is working on adopting this framework. Training will be built into our professional learning plan and information about Leader in Me including webinars, resources and lessons can be found at <https://www.leaderinme.com/users/sign-in>.

Diversity, Equity, and Inclusion

Windsor Southeast Supervisory Union believes strongly in Diversity, Equity, and Inclusion. We want all students to feel included and have a sense of belonging. Our WSESU School Board has recently adopted an equity and an anti-racism policies.

[Equity Policy](#)

[Anti-Racism Policy and Procedures](#)

Student Behavior

[SU-Wide Responding to Behavior - behavior definitions and procedures \(Linked\)](#)



TRAUMA TRANSFORMED SCHOOLS EXPECTATIONS

Students in the WSESU have the opportunity to learn a variety of ways to respond to everyday personal interactions, problems, and stressful situations they may face. *Each teacher in his/her classroom provides clear and understandable guidelines in a variety of ways.* School staff clearly communicate their expectations with students and model appropriate behavior at all times.

There are times, however, when a student exhibits misbehavior or stress behavior that may be unsafe. The WSESU believes that within the school setting, school staff should have flexibility to respond to behaviors, while some student behaviors should be brought to the principal's attention and consequences discussed. Faculty and staff will use the teachable moment to redirect or discuss a potential problem. Oftentimes, the problem is resolved on the spot.

If school personnel feel the infraction is significant, unsafe, or indicates a repeated pattern, they should complete an Incident Report in the HES Behavior Logging System, even after the behavior is addressed by them. The designated staff receives the Incident Report and meets with the student in a timely fashion to tease out the issue and assign a logical consequence, if appropriate.

The faculty and staff are currently receiving professional development on how to be a trauma transformed school. WSESU school staff are learning about how to use Collaborative Problem Solving (CPS) when addressing challenging behavior. This approach is child-centered and very collaborative. During the Collaborative Problem Solving process, either with the involved staff member or the designated staff member, a Plan B form may be filled out.

Parents are not notified every time an Incident Report or Plan B form is filled out or processed with the student because WSESU sees this as the teachable moment. However, if the behavior is serious or repeated, the teacher, principal, or designated staff member are likely to notify the family. Many staff members in our school have received Tier 1 and Tier 2 Collaborative Problem Solving Training and are practiced in using a Plan B approach with students. This is certainly a new approach in working with


students with more challenging behaviors. For more information on Collaborative Problem Solving and trauma transformed schools, please contact the principal or classroom teacher for more information.

WSESU schools each have written conduct expectations that are embraced by the staff in each building and use as a reference when defining appropriate citizenship with students. We also work hard to teach positive character traits throughout the school year through Leader in Me. This helps foster good citizenship and strong classroom communities.

UNDERSTANDING TRAUMA

What is trauma? Trauma is a sudden, unpredictable, physiological experience that overwhelms a person's ability to cope. Trauma can involve a single experience, or enduring repeated events that completely overwhelm the child's ability to cope or integrate the ideas and emotions involved in an experience.

Misbehavior versus Stress Behavior	
Misbehavior	Stress Behavior
1. Explainable by the youth...	1. Lack of reasonable explanation...
2. ...In a reasonably linear fashion	2. ...which is not linear and clear, and...
3. Once they are calmed down to baseline	3. The youth's story often sounds implausible and abounds with self-protection in the form of...
4. In a way that generally makes sense	4. Circularity, time traveling, primitive defenses
5. The youth can usually state his/her motivation	5. The youth often cannot state clear motivation
6. The behavior typically responds to traditional discipline	6. The youth is typically non-responsive to traditional discipline
7. Behavioral Plans, FBA, Incentives, Threats often work	7. Actions and behaviors are motivated by survival
	8. The youth is reactive/non-responsive to behavioral plans, FBA, etc.

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Universal Tools for Responding to Stress Behavior

The 4 R's:

- Realizing the universality of trauma (It's an *US*-problem not a *them*-problem.)
- Recognize the signs and symptoms
- Respond in ways that work and do not induce further anxiety to prevent retraumatization
- Repair: avoid blame, use a repair model

Responding to Minor Misbehavior and Stress Behavior

Minor misbehavior and stress behavior should be addressed by the adult with the closest proximity to the situation. Consequences for minor misbehavior and stress behavior may include a range of logical

consequences that fall into one of three primary categories: loss of privilege; break it, fix it; and time out, depending on the need of the student. Multiple, repeated minor misbehavior and stress behavior will be addressed using Collaborative Problem Solving with the adults most proximal to the situation and supported by staff trained in Collaborative Problem Solving.

Responding to Major Misbehavior and Stress Behavior

Major misbehaviors and stress behaviors are behaviors that put the student or others in imminent risk of physical, emotional, psychological, and/or social harm. If a student exhibits behaviors that result in the student or others being put at risk, all staff will respond through a trauma-informed lens to:

1. Keep all students safe;
2. Regulate all students;
3. Call for staff who are trained in Nonviolent Crisis Intervention;
4. Collaborate with students and staff to repair relationships and environments;
5. Utilize Collaborative Problem Solving to address the needs of the student and their community.

Staff may evacuate students who are capable from an area if they feel students' physical, emotional, psychological, and/or social well-being is in jeopardy. If there is no safer alternative, and the risks of not intervening are greater than the risks of physical intervention, staff trained in Nonviolent Crisis Intervention may escort, seclude, or physically restrain the student in crisis. "It is essential that physical intervention is used only as a last resort to manage risk behavior when all other reasonable, nonphysical approaches have been exhausted and failed to prevent the situation from escalating" (Nonviolent Crisis Intervention 2015, 41).

In extreme cases, in-school suspension or out-of-school suspension may be necessary to maintain safety while a plan is developed in collaboration with staff and parents/guardians.

Class Climate

Class climate is the environment in which teachers make a conscientious effort to promote student well-being and self-esteem, while maintaining a commitment to learning.

Indicators:

1. An atmosphere is created whereby students feel comfortable and willing to respond in the classroom.
2. Communications between teacher and students are courteous and respectful.
3. The teacher acts as a facilitator, encouraging and maintaining equitable active participation of all students in the learning activity.
4. The teacher encourages students to ask questions.
5. The teacher accepts student responses in a positive manner and provides appropriate feedback.
6. The teacher speaks in an articulate manner using voice inflections to stimulate and encourage student interest.
7. The teacher is enthusiastic.
8. The teacher makes a conscious effort to motivate students and encourage further inquiry.
9. The teacher encourages and supports students to work to their maximum potential.
10. The students are given the opportunity to experience success during the lesson.
11. The teacher provides an attractive, visual environment through the use of colorful displays and subject matter bulletin boards of student work.

Class Management

The teacher organizes the classroom to maximize time-on-task and utilizes a proactive management style.

Indicators of Good Class Management:

1. Expectations for student behavior need to be established at the start of the year and in each classroom. Students should help develop classroom expectations for behavior and sign a classroom contract. The contract should be posted in the classroom.
2. The teacher maintains effective class routines.
3. The teacher has planned for a number of activities to keep students involved, on-task, and challenged.
4. The teacher has all necessary materials and equipment available and in working order.
5. The teacher gives directions in a clear and concise manner.
6. The teacher moves about the classroom to encourage student participation and provide individual assistance.
7. The teacher encourages appropriate student behavior.
8. The teacher utilizes management techniques (eye contact, physical proximity and non-verbal cues) to avoid disruption during instruction.
9. The teacher checks for understanding throughout each lesson.
10. The teacher, as the instructional leader, maintains a positive relationship with all students.
11. The teacher provides a smooth transition from one activity to another.
12. The teacher establishes and maintains a system for efficient record-keeping.
13. The teacher plans for all students in the class, modifying lessons for the gifted and the struggling learners as appropriate.

Prevention of Bullying, Harassment and Hazing

Designated Employees to Receive Complaints:

Names and contact information for Designated Employees for your building

[HHB Policy](#)

Staff Attendance

The Work Day

The teacher work day is 7:45-3:15 PM.

A half day morning is 7:45-11:30.

A half day afternoon is 11:30-3:15.

Any change in these hours must be pre-approved by the principal. If for any reason you have to leave the building during a planning or duty free time period, please sign out and back in at the office. If you are going to be late for school, you must contact the office to inform them. Although we understand that life happens and there are times that you must be late for school, it becomes a safety issue for students if you are not here on time. If arriving late or leaving early becomes a pattern, it will be addressed by the building administrator.

Requests for Leave

Every time a day is taken for any reason, you need to fill out a timesheet in [FrontLine Absence Management](#)

- Sick Leave: Please enter sick time as soon as you know you will be out sick. You do not need permission to take a sick day, but the Principal and/or Superintendent may require satisfactory evidence of illness when the use of sick leave is five (5) or more consecutive days.
- Professional Leave, Bereavement Leave and Personal Leave: Complete the request for an absence in FrontLine including a request for a substitute. Categorize the absence under the appropriate title.

Substitutes

- For a planned absence, complete Frontline with as much advance notice as possible and submit it to the Principal for approval. Do not schedule professional days or field trips until approval is granted.
- In the event of teacher absence, lesson plans must be developed and left as part of the teacher's substitute folder.
 - **Planned Absences:** must be current and further the ongoing work being presented or conducted in class.
 - **Unexpected Emergency:** stand-alone "Emergency Plans" must be developed and also become part of a teacher's substitute folder. Emergency Plans are intended to be stand-alone plans, which may, or may not, have direct relevance to what is currently being taught in the classroom.

Include in your substitute plans:

- Current class lists, seating plans (if used), and class schedule
 - Notations on special students, situations and classes
 - References to who to turn to for assistance e.g. "see Rich next door if you ..."
 - The location of your Crisis Response clipboard (with needed documents)
 - An amount of work to keep the students engaged for the entire period. Administration recommends that you plan assignments that are to be completed and turned in that day. This allows for greater accountability for use of class time when the teacher returns.
 - If assigning work that involves use of technology, be sure the substitute will have the means to monitor student work and has an alternate plan in case of technology disruptions, such as the wi-fi crashing, or an individual student forgetting their chromebook.
 - Emergency Sub Plans - please provide at the beginning of the school year 3 days worth of emergency sub plans in the event that you are not able to write plans at any given time.
4. If it is necessary to leave school for a brief appointment, errand, etc., teachers must first get permission from the Principal, sign out in the Main Office,
 5. Faculty must be in attendance for all early release professional development days as well as in-service days. Faculty are discouraged from scheduling appointments during these meeting times. In certain situations the Principal may approve the use of a personal or sick leave day.

*Teachers need to sign in and out, just as students do, when entering and leaving the building during the school day. This is for safety purposes.

Teacher Expectations

Confidentiality:

It is the policy of the WSESU to ensure that the rights of the students and parents it serves are fully protected. The following summarizes the confidentiality standards to which all personnel, whether paid staff or not, are expected to abide. Windsor complies with state and federal regulations, regarding the confidentiality of students and records.

Personnel working in the schools have high standards. It is important that all information concerning our students be kept in strict confidence.

All employees are expected to abide by all confidentiality regulations in accordance with professional ethics as stated herein. Temporary employees, substitutes, and volunteers, as well as others not on the payroll, but perform certain designated duties are required to sign an agreement of confidentiality.

These agreements state that one agrees to:

- A. Maintain confidentiality in the use of student files
- B. To confine discussions of students served by staff in authorized areas (classroom, meeting rooms, offices) and only in the presence of authorized staff
- C. To ensure that student's files are to be viewed in authorized areas; Main office file room and Special Education office areas

Further Confidentiality requires the following:

- A. Client Case Records
 - 1. Central records are locked in the main office file room
 - 2. These are accessed only by those with authorized access
 - 3. Authorization for access is given only to:
 - a) Parents, for access to own child's file in the presence of staff
 - b) Administration, professional or support staff listed as needing access by virtue of their job assignments
 - c) LEA and State Educational and Health Regulating and Monitoring Agencies and Consultants
 - d) Authorized governmental and third-party funding review personnel
 - e) Others for whom there exists written permission granted by the parent
 - 4. No information or personally identifiable information may be copied and removed from the school without the permission of the parents, school principal or guidance personnel. When a file is accessed, you must sign and fill out the "Access to Records" form in the file.
- B. Verbal Information

Staff, substitutes, and volunteers are cautioned to monitor their conversations about students and parents so that personally identifiable information such as full name, place of residence, disorder, progress, prognosis, etc., is not negligently released in public places or in the presence of the general public or visitors.

Staff is responsible for seeing that confidentiality information is not made available to visitors, volunteers, undesignated personnel, and the public through the accidental or negligent release of verbal or written information.

Supervision in Classroom:

1. Teachers are required to be in their classrooms by **7:45 a.m.**
2. Teachers are not to leave students unattended in a classroom. In the event of an emergency, ask a neighboring teacher to supervise your class. If additional assistance is needed, notify Administrative Assistant K-5 or Administrative Assistant 6-12 respectively.

Lunch and Recess Supervision:

- Be on time when you are scheduled for duty. If you are having challenges arriving on time, please chat with your administrator.
- Have a personal clipboard with you for all duties (forms, rules, whistle should be attached.)
- Supervise children at all times
- Walk around in your area from the zone chart and keep eyes on the children at all times.
- If you must leave your area, please let someone know.
- Please keep conversations limited and if you must talk to an adult, please stand where each adult is still looking at the children.
- Must have a radio on you if they are available.
- Must wear a safety vest.
- Handle/tease out issues outside during the moment. Please don't ask the student to tell the classroom teacher to resolve.
- If you are going to be out of school and you know in advance, please switch with someone so your duty is covered.
- For specific lunch related expectations, please see your individual building administrator.

Taking Attendance

A central register of attendance will be maintained by the school office. The classroom teacher's role in attendance will be as follows:

- Complete attendance electronically in PowerSchool as close to 8:10 AM as possible.
- Send to the office, any written absent notes received from parents
- If the student has been marked absent, and then arrives without a note/slip from the office, they should report to the office
- Please follow the procedure for attendance in the FY22 Parent Student Handbook

Visitors in the Building

Please be alert to all visitors in our building. If a person is unfamiliar to you, ask if you could help them and then direct them to the office. All visitors should have a badge. Please inform the office of scheduled visitors. If a visitor comes to the school for a meeting, the office staff will use the intercom to ask who they are and their purpose. They will be asked to go to the office. The office will get them a name tag and contact the staff member with whom they are meeting. That staff member should collect the visitor from the office or they should be escorted to the meeting location.

Fundraising and Student Activity Fund:

Any fundraising affiliated with WSESU or a teacher's classroom, Student Council, or club needs to be pre-approved by the building principal. This includes sites like Donors Choose.

All student clubs, classes, and activities (including, but not limited to, Student Council, March Intensives, grade level groups, Advisories, athletic teams, etc.) may from time-to-time desire to do fundraising. All proposed fundraisers need to be presented and cleared by administration. This is done to prevent competing or over-taxing fundraising efforts.

All money collected must be turned in to the Administrative Assistant, who oversees the Student Activity Fund. Money should be turned in at the conclusion of each day and will be stored in the school safe until deposited in the appropriate account. For safety and security purposes, money should never be stored in the classrooms or be in the teacher's possession. Please turn money in before 3:00 p.m. Club/activity advisors should review proper handling of money with their organization's treasurer. No one may maintain his/her own account(s) elsewhere.

Technology Guidelines:

We encourage that teachers use a variety of modes of instruction to engage students in learning including hands-on projects, place based learning, direct instruction, choice boards, small group instruction, etc. One tool to support student learning is the use of instructional technology and online resources.

Best practices for use of online tools includes utilizing evidence based programs that align with the standards and individual student goals. The SU provides tools such as :

- Exact Path 2-12 diagnostic/math/reading Tier 1/2 support (400 student licenses-sign up here)
- Mystery Science, K-5 (email Angie for more information)
- SeeSaw via Vita Learn, K-5, Teachers request user accounts through Angie Ladeau-email Angie for more information (aladeau@wsesu.net)
- IXL-Grades 9 & 10
- Learning A-Z Reading A-Z/Raz-Kids Plus - preK-6-reading resources - email Patti Gray, pgray@wsesu.net (Instructional Coach-literacy - for more information)
- WeVideo

If you are using an online resource with students, please complete the form found here to keep the Director of Curriculum informed of what is working with our learners.

Please be mindful of the amount of screentime students may be accessing outside of school and how much time students are spending on devices. We encourage the responsible and intentional use of technology as an instructional tool to enhance instruction.

Supervision and Evaluation:

- The WSESU Supervision and Evaluation system will be fully implemented. Teachers will receive a schedule of observation and group assignments at the beginning of the school year.

Dress Code:

- Please dress in a clean, neat, and professional manner for the job you do.

Parent Communication:

- Classroom or grade level team newsletters or other forms of communication will be sent home regularly (either electronically or in Friday Folders) and they should contain information about upcoming events, menus, schedules, assemblies, contact information, and school news and updates.
- A weekly newsletter will be sent out by the school administration weekly.

Reporting Grades:

WSESU adopted K-12 standards-based grading beginning in some elementary classrooms circa 2015. K-12 adoption was finalized in fall of 2018 with full implementation through twelfth grade.

PowerSchool reports grades in a rolling fashion. While formative assignments may be included to communicate with students and families regarding their progress towards a standard, the last 3 summative grades are averaged to determine the domain score and the domain scores are averaged to determine the final course grade.

Student grades are reported as Year Long (Y1) grades with students working toward proficiency on a standard over time. PowerSchool is intended to report an accurate reflection of a student's progress towards proficiency in each content area. Assignments should be loaded into PowerSchool on a regular basis.

All teachers are expected to keep Powerschool current or up to date. This will look different depending on the grade level you teach, but the expectation is that all teachers are providing feedback in Powerschool on how students are performing. Grade level teams or Pods should determine which standards are being reported on and when. The number of grades input each week will be determined by each content area department or grade level.

1. WSESU offers paperless reporting and does not provide paper copies unless a parent requests one from the teacher or administrator.
2. Teachers are responsible for recording grades and appropriate comments in PowerSchool on a **regular** basis, as there are no longer closing dates for grades. As a result, incompletes should no longer be necessary. PowerSchool is a web-based system that is open to parents and students to view. Such access is a powerful communication and accountability opportunity, which allows parent monitoring of student progress, missing assignments, etc.
3. Comments are available for use by teachers to provide additional information about the student's performance, effort and behavior in class.
4. **Proficiency Based Learning and Reporting**
 - 1= Progressing towards the Standard**
 - 2 = Nearly meets the Standard**
 - 3 = Meets the Standard Independently**
 - 4 = Exceeds and Extends the Standard**

Exams:

High School midterm examinations are a requirement for all full-year classes.

1. Examinations must be given in all courses unless waived by the Principal.
2. Examinations must reflect the content, skills and rigor relative to the level of the designated course of study (i.e. honors courses and general courses should be differentiated).
3. Teachers are responsible for maintaining the security and integrity of their examinations and related material. (i.e. the same exam must be varied for different classes, exams must be secured from student access, etc.)
4. All students must take exams during the specified midterm or final exam dates and times. If extenuating circumstances occur, the teacher must notify the principal.
5. Teachers must create exams that students can complete within the timeframe of the testing schedule.
6. Particular care must be given to ensure that quality instruction and assessment continues up until the last class period of each semester.

Homework Guidelines:

The topic of whether or not to assign homework can be quite controversial. WSESU does not have a policy stating whether homework should or should not be assigned. It is left up to the discretion of individual teachers. Homework can be an important supplement to daily classroom activities, as long as it is directly related to the instructional objectives of the classroom. Homework is not meant to be busy work or the primary means to learn new material.

The best homework assignments involve one or more of the following activities:

- reading for content or pleasure, or as a means of introducing material that will be covered in class;
- practicing skills introduced in class;
- completing assignments not finished in class;
- reviewing previously taught material, including studying for quizzes and exams;
- solving problems by using information and skills introduced in class;
- completing projects and long-term assignments (the purpose, expectations and timelines for completion must be clearly understood in advance)

Teacher responsibilities:

- provide assignments that are clearly linked to instructional goals and of reasonable length;
- provide reasonable accommodations for students with special needs;
- provide timely feedback to students;
- establish reasonable consequences for homework assignments that are missing, incomplete or late.
- keep students and parents informed regarding problems relating to homework.
- enter grades or other notations regarding completion and quality of homework in *PowerSchool* in a timely manner

******It is also suggested that teachers use *PowerSchool* proactively, posting assignments in advance of their due date to facilitate better planning by students and parents.**

When considering homework our teachers use the following guidelines:

- K-2: 0-15 minutes per night
- 3-5: 0-30 minutes per night
- 6-8: 0-45 minutes per night

Students in advanced courses (algebra) may experience increased homework load.

Field Trips

All field trip requests must be made in accordance with [School Board Policy IJO/IJOA](#). A [Field Trip Request form](#) must be submitted to the Administrative Assistant to the Principal with at least two weeks notice. There must be a connection between the purpose of the field trip and the course of study, assignment or program. Once initially approved by the Principal, transportation arrangements will be made by the Dean of Students (Meagher). Any field trip beyond 50 miles must be paid for from the teacher's existing budget or through fundraising.

All student participants must obtain and complete a [Permission to be Absent from Class Form](#) in order to attend the field trip. Teachers need to also notify the School Nurse to prepare for student health concerns. Permission forms must be returned to the classroom teacher within 24 to 48 hours prior to departure. Students who do not complete their permission slip should be reported to the Principal.

To avoid unnecessary disruption, field trips will not be scheduled during times considered to be critical, such as the first or last week of the marking period.

Attendance of students going on the field trip must be taken immediately prior to departure and turned into the receptionist in the Main Office. Attendance must also be taken prior to returning to school to ensure all are present.

Mileage incurred on a faculty member's personal vehicle for a school related activity needs to be submitted to the Principal and approved prior to reimbursement. Three months is the maximum amount of time that can be logged on a single mileage reimbursement form.

Displaying student work/bulletin:

A variety of student work should be displayed such as artwork, stories, projects, etc in the rooms and halls. Bulletin boards should be bright, neat and colorful. If it is not a year round bulletin board, please change them at least once a trimester. When you take something down, put something back up, and do not leave a board empty.

Committees:

There are a variety of optional committees that staff can participate in. There are also some committees, PLCs or other team meetings that are not optional for staff. Administrators will share the after school meeting schedule with staff. While there are meetings that are mandatory for staff, IEP and ChildFind meetings will take priority if they are not able to be scheduled at another time.

Hallway supervision:

It is the teacher's responsibility to be present in the hallways to monitor student transitions.

Cell phone usage:

- Recognizing that students and student learning are the focal points of our work days, cell phone use by staff members is not permitted at instructional times (unless it is for instructional purposes or an emergency situation.)
 - Please note - there are some staff members who are permitted to use cell phones based on the nature of their jobs (SEI's & BI's).

MTSS: Curriculum, Instruction, Assessment

Multi-tiered System of Support

WSESU has a comprehensive MTSS based on the [VtMTSS framework](#).

Go to our [WSESU MTSS Resource Center Website](#) to access crucial information about MTSS including our MTSS continuum of supports, assessment information, Differentiated Professional Learning, and field guides containing how-to information for SU wide systems such as FrontLine, accessing ALICE Training, google forms, etc,

[WSESU Instruction and Assessment Non-negotiables \(click here\)](#)

POG/Learning Expectations

In 2019, Windsor Southeast Supervisory Union worked with a core group of stakeholders to identify five Portrait of a Graduate Core Competencies. We believe these competencies are the most important skills that our students need to master before leaving our system.

Prior to our competency work, WSESU staff identified Learning Expectations. At this time, we are reporting on our Learning Expectations. One of our goals is to adjust our reporting system to reflect the Portrait of a Graduate Core Competencies.



*Portrait
to Pathway.*
Be the Voice.

• Mt Ascutney • Weathersfield • Hartland •



Empathy



Perseverance



Integrity



Communication



Critical Thinking

Windsor Southeast Supervisory Union



Curriculum Management

Curriculum management involves instructional planning that is aligned with standards and district curriculum.

Indicators:

1. Written daily lesson plans are based upon district/SU approved curriculum.
2. The teacher teaches to the lesson objective(s). Lesson objectives are communicated verbally and/or posted in writing.
3. During instruction, the teacher uses a variety of materials and teaching strategies (UDL) which are directly related to program goals and objectives.
4. Pre and post assessments are utilized regularly to determine student understanding of the materials presented.
5. The teacher's response to intervention is based on formative/summative data and individual student needs.
6. The teacher maintains current knowledge of subject matter and instructional strategies.

[SU curriculum website](#) (click here)

Data and Assessment

WSESU uses a variety of assessment tools in order to monitor student progress, modify instruction accordingly and develop student plans to support growth and development. WSESU has a [Comprehensive Assessment Plan](#) that should be used in conjunction with other formative and

summative assessments. Data will be reviewed regularly at MTSS meetings and other team meetings to inform instruction and intervention.

Guidelines for retakes and redos for classroom assessments should be determined within the classroom. These guidelines need to be communicated to students and parents.

What I Need Now (WINN)

What I Need (WINN) is a time for universal intervention or double dosing that is used to meet the academic needs of all students outside of core content instruction time. POD or grade level teams determine when WINN occurs within the classroom schedule. Formative and summative data is used regularly to determine the needs of each student. Teachers, special educators, and interventionists work collaboratively to examine data and plan for instruction.

Advisories/Academies

It is the goal of advisories to provide academic and social-emotional mentorship to all students 6-12. Through advisories we strive to facilitate connectedness and trusted relationships between peers and adults. The Middle Level Team will be identifying their advisory program elements and priorities throughout FY23. These plans will be shared as the team builds the program. Students in grade 9 and 10 are assigned an academy where they are provided academic support, learning plans, educational opportunities and team building. Students in grade 11 will be assigned a Junior Seminar and Science Inquiry & Research class. Students in grade 12 are required to complete their Senior Capstone Project. Exceptions are made for HACTC students.

Personalized Learning Plans

Personalized Learning Plans are required through Act 77 and obligates schools to develop PLPs with students in order to achieve academic success, be prepared for post-secondary opportunities, and engage actively in civic life, starting with middle level students. Under the law, schools are obligated to initiate a process for students to identify their goals, learning styles, and abilities and align this with the school's academic expectations and student's pathway toward graduation. A PLP template is available for students which includes resources for development.

School Safety

Mandated Reporting Information

Anyone who works for the school is considered a "Mandated Reporter." Therefore, no employee can honor any student's request for confidentiality about any suspected abuse or neglect. The law is clear about this. Journal entries, compositions, conversations, etc. are not exempt. It is not up to the employee to validate any suspicion; it is up to the employee to report it. The Family Services Division of the Department of Children and Families will make this determination.

School staff is required to make a report within 24 hours of:

- Suspected abuse and/or neglect
- Suspected risk of physical injury
- Suspected risk of harm
- Suspected sexual abuse

*All staff must first report any suspicions to the school principal for several reasons:

1. To ensure that a report has not already been made on the same issue or if several people need to report on the same issue (DCF strongly recommends this).
2. To ensure that school administration is aware of the suspected abuse/neglect.

To make a report:

1. Notify the school principal. If not available, notify one of the assistant principals. They can also help to assist you in making the report from the main office.
2. Fill out the Department of Children and Families [Suspected Child Abuse and Neglect form](#)
3. Phone in the report: DCF intake **1-800-649-5285** (24 hours a day, 7 days a week).

***If a child is in immediate danger, dial 911.**

or

4. Fax the written report: **1-802-241-3301** (24 hours a day, 7 days a week).

***If a child is in immediate danger, dial 911.**

*Note: Calling law enforcement is not the same as reporting to FSD. You must notify FSD directly, and you have 24 hours to do so.

Confidentiality: According to DCF, they will not divulge your identity unless:

- You give them your permission to do so;
- Your report leads to a court or human services board proceeding;
- A court finds probable cause to believe your report was not made in good faith and orders DCF to divulge your identity; or
- The person substantiated for abuse requests a review of the decision, and they determine that identifying information about you can be provided without compromising your safety.

*For more information on Mandated Reporting, go to the Department of Children and Families website for [Mandated Reporters of Child Abuse and Neglect](#).

*Updated Legislation as of July 22, 2015: [Changes to Mandated Reporting and Information Sharing](#)

Suspected alcohol or substance abuse

If you have any suspicion at all that a student or faculty member is under the influence of alcohol or other substance, you must report the student or faculty member to the School Nurse, Assistant Principal or Principal, ASAP. You do not have to make any determination about the validity of substance abuse or make any accusations to the student.

411 Tip Line

The Windsor Police Department and the Windsor School District have instituted an anonymous TIP LINE to allow students, faculty, and staff the opportunity to report concerns they have concerning theft, vandalism, smoking, drugs, potential fights and more serious situations. Messages left on the TIP LINE require no follow up information from the caller. Unless it is requested, there is no contact made with the contributor. To access the TIP LINE, callers must dial 674-6344 or 674-2310 and use the TIP LINE

extension *411.

Animals in School

The Vermont Department of Health recommends that the following animals be prohibited from schools:

- A. Wild animals and domestic stray animals pose a risk for transmitting rabies as well as other zoonotic diseases (diseases which can be transmitted from animals to people);
- B. Pet dogs, cats, wolf-hybrids, ferrets and farm animals pose a risk of transmitting rabies, as well as parasites, fleas, and other diseases and injuries;
- C. bat houses are high risk for transmitting rabies.

Teachers and students must ask the Principal for permission before bringing, or allowing to be brought, any animal to school.

Student Injuries

When a student is injured, the faculty or staff member present during the injury is required to promptly send the student to the School Nurse, the Main Office or call for assistance, if needed. Also, no medication, (Aspirin, Tylenol type included), may be given to students. Please screen students before they go to the School Nurse in order to avoid unnecessary visits. When sending a student to the nurse, please call before sending the student. **No students are to be sent home by anyone other than the School Nurse or administration.**

Pupil Accidents and Pupil Illness

Any type of accident involving one of the children is to be reported to the school nurse. The child is to be sent to the nurse even if there are no apparent signs of injury. If you suspect the possibility of a broken bone or injury of a serious nature, send or call for the nurse to come to the child. All injuries are to be reported to the parent. The school nurse, in most instances, will contact the parent. Accident reports are required and must be filled out by the supervisor. A student who becomes ill in school is to be sent to the school nurse, who will determine whether or not the student should be sent home. If the student is being sent home and returns to the class area for their personal belongings, they should be sent back to the nurses office where the student will be met by one of their guardians.

Bloodborne Pathogens

It is mandatory that all faculty and staff use universal precautions when dealing with blood and/or other bodily fluids. If a student is bleeding, please contact the nurse immediately; you will be instructed what to do to address the student's needs. To protect staff and student safety, do not send any bleeding student to the nurse's office without contacting for additional instruction. Further training is provided to faculty and staff on a yearly basis regarding "Bloodborne Pathogens."

Crisis/Emergency Response Protocols:

WSESU has adopted the 'I Love U Guys' Foundation and ALICE protocols for emergency situations.

[ALICE poster](#)

-Crisis Response Materials

1. Red & Green Clipboard
2. ALICE sheet
3. Copy of each class roster for attendance purposes
4. [Emergency Attendance](#)

General Information and Resources

[Faculty and Staff List](#)

Contact Information for daily questions:

Overall Academic Programs and Daily Operations:

Principals:

Department Chairs: (Instructional Leaders and Liaisons)

MTSS/504 Coordinator:

K-8 Math:

K-4 English:

6-8 Middle School Team /ELA

9-12 Math:

5-12 Science:

9-12 Humanities:

9-12 Academies:

K-12 Visual and Performing Arts and Specials:

Flexible Pathway Coordinator:

School Counselors:

Special Education:

Health Questions/Concerns:

School Nurse:

Attendance:

[Faculty and Staff Accommodations, Americans With Disabilities Act / 504 SU Policy](#) -

All staff who seek to have accommodations in the workplace based on the presence of a disability should reach out to the HR director or Director of Student Support Services to determine the process in being considered for a workplace accommodation plan.

Teena Canfield HR Director, Katie Ahern, Director of Student Support Services

Student Support Services Assistant and School Registrar:

Student Concerns or Scheduling Questions:

MTSS Teams/Referral for Targeted Intervention:

Section 504 Related Questions/Concerns:

Special Education Related Questions:

Facilities-Related Needs/Concerns:

Maintenance Needs:

Custodial Support:

IT Requests:

Field Trip Requests:

Activities or Building Request:

Morning Announcements:

Room Reservation Requests:

Discipline Issues:

Bullying/Harassment/Hazing Issues:

Mandatory Reporting:

Transportation Questions--including Bus Discipline:

Academic Dishonesty Concerns:

Food Services:

Professional Development:

Evaluation, Supervision and Personnel:

Machine Issues (copier, laminator, etc):

Need for Substitute: FrontLine

Athletic Programming:

Athletic Scheduling or Concerns:

Athletic Eligibility:

Grant Writing Approval:

Ordering Supplies

Orders for the upcoming school year are submitted to the Central Office using a google form linked here [Purchasing Forms](#). Staff are encouraged to follow up on orders not received. Purchase orders for the current fiscal year must be submitted by April 15th. If this date gets modified, administration will make you aware.

Use of School Van:

In order to use the school van, you must provide a copy of your license to the administrative assistant in your building.

23 VSA §4(34)(A) is the definition of a school bus. Basically any vehicle transporting students to and from home to school or school related activities must be a school bus with proper signage and licensing however, like all good statutes there are exceptions. One of those exceptions 23 VSA §4(34)(A)(iv) is for schools who own, lease or hired by a school with a Manufacturer Rated Seating Capacity (MRSC) of 11 or less. You will find the MRSC on the build plate of the vehicle. Schools cannot use vehicles with an MRSC of more than 11 to transport students. If a school uses this vehicle it must have the “simple light system” signage and the driver must have a Type II school bus endorsement on their license **however, if the driver is an employer or volunteer of the school subject to a criminal background check and is not transporting more than 5 others (6 total including driver) and all have seatbelts than the driver just needs a license and the vehicle does not need the signage or lights. The 6 total is any combination of students and adults. It could be the driver and 5 students or the driver 4 adults and 1 student.**

Attending School Functions:

Students like to know that faculty members are interested in them and are concerned for their welfare, even after regular school hours. All faculty members and staff at the Windsor School, as well as their families, are to be admitted free of charge into all school activities to help promote a positive school

community.

All school functions require supervision by faculty employed by the school district. Any school employee volunteering to supervise (chaperone) a school function must adhere to the school district policy on Alcohol and Drug Free Workplace.

Faculty Room:

Faculty rooms are for the exclusive use of faculty/staff, free from student use at all times. Please help keep these rooms clean and organized.

Copy machines:

Photocopying may only be done by faculty or staff. All copying should be double-sided whenever possible. Please be aware that there are copyright rules and regulations governing the copying of materials. The photocopiers are also the primary printers for faculty computers. Please be aware that when making copies, work from colleagues may also “appear” in the copier. Please DO NOT abandon a jammed copier. If you cannot find a paper jam and fix the problem, alert the office staff so someone else can take a look and call a technician if needed. If you run out of paper for the copiers, call the main office and a custodian will be alerted to the need and replenish the supply.

*Windsor School works to be “green” and eco-friendly as much as possible. Reducing paper usage is one way to do this. Google tools have many options for technology usage such as Docs, Sheets, Classroom, etc. With a one-to-one technology program in place for students and teachers, utilizing these tools will cut down on paper usage.

Parking:

Avoid parking in the fire lane in front of the school.

Loaning/borrowing equipment:

Prior to any equipment item being loaned or borrowed that involves removal from school premises, authorization must be obtained from the Principal or designee. It is the expectation that the item will be returned in the same condition as when it was loaned. The borrower will be responsible for any damages, loss, or theft of the loaned item at their expense. When the item is returned, a notation to that effect should be made.

Use of keys and building after school:

1. WSESU Employees who have been authorized a key or swipe card are responsible for making sure it is not lost or stolen. Keys and swipe cards are non-transferrable and should only be used by the employee they were assigned to.
2. Classroom doors are to be shut when the room is left unattended.
3. All WSESU Employees using the building for work after hours, rehearsals, meetings, etc., have the responsibility of shutting off the lights and ensuring that the building is properly locked. When coming into the building after hours, make sure the door locks behind you. On the way out, please pull on the door after it closes to make sure it is locked. Please do not prop open any of our exterior doors. The electronic locks have sensors which may trigger an alarm if propped open for a length of time.
4. All students and other adults must leave the building before the supervising teacher leaves.

Responsibility for securing the building clearly lies with the supervising teacher. Students are not to be left alone to wait for a ride. The supervising teacher must remain until the last student is safely picked up.

Special Events/Activities:

1. Please inform the Principal when you schedule special or unusual activities so he/she may attend the event and/or arrange for publicity.
2. Teachers must submit, for prior approval, any material for press release or publicity to the principal.
3. Anytime you submit material to the press or the public, be careful that the copy is accurate and readable. Copies must be submitted to the Administrative Assistant for the Principal prior to outside submission.

Remember to utilize our school access to social media outlets. The WSESU maintains a website, *Facebook* page, *Twitter* account, and *Google+* account. Announcements of school events or stories (preferably with pictures) may be submitted by sending a request for publication to the principal, who will then forward them to the webmaster. (Because this is an SU level service, the administrative team has been asked to act as a filter, to ensure the consistency and quality of submissions.)

Network and Email:

WSESU School maintains a “Gmail” email server for current employees. It is:

1. used to conduct school business,
2. can be accessed from home through your Internet Service Provider,
3. not guaranteed to be private.
4. expected that faculty will check their email regularly.

Furthermore, incorporating technology, whenever appropriate, into the curriculum is a goal of the school district. To this end, technology-related workshops will be presented throughout the year for faculty and staff. Faculty are encouraged to develop their own curriculum-related web sites. The new “Dashboard” feature of our website allows everyone in the WSESU easy access to commonly used tools, resources, and apps. Faculty are also encouraged to provide feedback to the technology department on useful tools. Use of the network and internet connection is a privilege, not a right. Inappropriate use will result in a cancellation of those privileges. Based upon the acceptable use guidelines outlined in the policy, the System Administrator will deem what is inappropriate use and the decision is final. The administration, faculty, and staff may request the System Administrator deny, revoke, or suspend specific user accounts.

Surveys:

WSESU will protect the rights of students’ privacy with respect to surveys on sensitive matters. On occasion, WSESU students may be asked to participate in a survey conducted by school personnel, the state, or other organizations affiliated with the school. Parents and Guardians will be notified prior to the surveys being conducted, such as the Youth Risk Behavior Survey that our 6th through 8th grade students participate in every other year. Parents have the right to inspect all surveys before administered. Advance notification will be afforded to every parent two weeks prior to a survey. Parents have the right to “opt out” of any survey; such requests must be in writing to the principal.

Union Meetings:

All Union meetings will take place outside of the work day, (7:45 am to 3:15 pm), unless an unusual circumstance occurs, in which case special written permission to the principal may be sought and granted.

Stipends:

WSESU offers a variety of Stipend positions. Stipend positions are opened annually. Staff members interested in filling a stipend position should submit a brief statement of interest to the administrator by the 'filled by' date for that position. A committee will review applicants (if there are more than one for a position), and make a recommendation to the principal. The principal will make the final decision.

Stipends are paid upon successful and satisfactory completion of the assignment as determined by the Principal based on the job description. Unsatisfactory performance of a stipended assignment may result in immediate removal from that duty. In the interest of time, replacement would occur under the direction of the principal. Prorated payments are at the discretion of the principal.

School closings:

School Messenger will be activated to notify all faculty and staff and families of school status. The school website will also post the school status. It will also be listed on WCAX

Smoking

Smoking is prohibited at all of our schools in the WSESU and anywhere on school property.

Staff Meetings

All professional staff members are expected to attend all scheduled staff meetings. Support staff members are welcome to attend scheduled staff meetings. Doctors appointments, etc. should be scheduled at other times. Staff meetings scheduled for the year will be sent out at the start of the year. If teachers miss a meeting, it is their responsibility to get the notes from a colleague. Teachers and regular education support staff members who want to tutor or coach, must work around the pre-existing meeting schedule or work something out with the principal.

Student Records

Special Education records of students are located at the Central Office, Special Education Department. Special Educators will provide copies of IEPs to regular education teachers by the beginning of the year.

Parent/Teacher Conferences

Parent/Teacher conference days are on the WSESU calendar. Please make sure that every parent receives written notification of a scheduled conference and make every effort to arrange a conference that the parent can attend. Parents are encouraged to schedule conferences anytime during the school

year. A copy of your conference schedule must be turned in to the office as soon as possible. Please notify the office of any changes in your schedule whenever a change is made.

Food Service Information and Snack and Wellness:

Prices for Adults: Breakfast \$3.00 and Lunch \$5.00

[Wellness Policy](#)

Classroom conditions:

Cleanliness in all areas of the school is important. Teachers and students should leave their desks and classrooms neat and orderly at the end of the day. Materials are to be stored neatly and in such a way as not to be of danger to any individual. At the end of the day, teachers should check their rooms to ascertain that the following conditions exist:

1. Windows are closed and locked.
2. Blinds are lowered to an even/uniform level.
3. Lights and other unused electronics are unplugged or turned off.
4. Pupils' desks and/or table tops have been cleared and books, papers, pencils, crayons, etc., have been put away.
5. Exit doors are securely closed at all times unless you are exiting or entering from recess.
6. Have the students pick up paper, pencils, etc., from the floor. Custodians should not be expected to vacuum up pencils and crayons.
7. Student chairs should be placed on desks or stacked, if appropriate.

Assemblies:

Full School morning meetings will occur each day. We will focus on Leader in Me and Responsive Classroom themes. Other assemblies will occur as our team determines purposes.

Chain of Command

Parents, students, community members, school employees and others should address concerns with the person in question first, so that important information can be shared in helping to resolve the concern at the closest level of impact and change. If a resolution cannot be reached between the parties, the next step would be to bring the concern to the principal. If the resolution at the principal level is not supported or accepted, a meeting with the Superintendent of Schools, by appointment, would be the next appropriate step. If a resolution at the superintendent level is not satisfactory to the party with the initial concern, then the party has the right to go before the local school board at a duly warned board meeting and only after they have asked to be placed on the agenda. The intent of this protocol is to ensure that due process is followed and that all conflicts are addressed in a professional and expeditious manner.

WSESU Board Approved Policies and Procedures