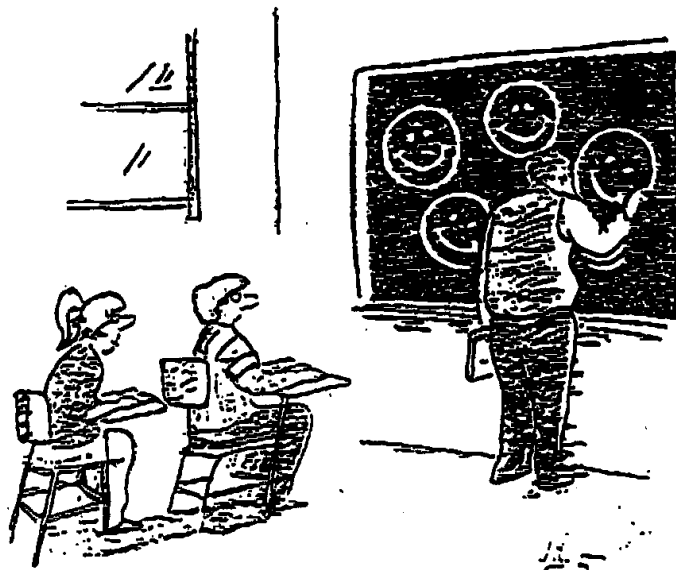


Everything You Always Wanted to Know
About the Orange School System
But Were Afraid to Ask



"I think we'd better get the school nurse."

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A - Welcome

Welcome to the Orange Elementary Schools! Whether you've been here for 25 years or you've just arrived, here is some important information we think you need to know. First and foremost, there are three schools:

Fisher Hill School - grades K, 1, 2

Dexter Park School - grades 3, 4

Butterfield School - grades 5, 6

Discovery Depot, a preschool for children, ages 3, 4, and 5, is housed in Dexter Park School.

All students entering the Orange Elementary Schools should register at Fisher Hill School.

The rest of the information here tries to answer as many questions as possible, but we realize there may be others. If the answer to your question is not here, we encourage you to check around and find someone who knows the information you need. Remember, in schools, as in life, things change.

Throughout this manual, there are references to several other documents that are used in our district. Each teacher should have a copy of the following:

1. Student Handbook and Conduct Expectations
2. Staff Directory
3. Contract (Professional Staff Contract or ESP Contract)
4. Policy Manual
5. Curriculum Guides (English Language Arts, Mathematics, Science, History & Social Sciences, Learn Not to Burn, and Bus Safety)
6. Massachusetts Department of Education PDP Handbook

*ESP personnel should have copies of the first four.

Copies of each are also kept in the office of each school, along with a copy of the following:

1. Health Policy Manual
2. Health Curriculum
3. Computer Curriculum
4. Library Curriculum

All of the documents listed above contain more detail and additional information to help you.

Staff who are new to the district may find their adjustment easier knowing a few of the following unwritten procedures:

At Fisher Hill, parking is available in the 2 large lots adjacent to the building, and along the sides of the road. At Dexter Park, parking is available in the large lot adjacent to the building. At Butterfield, parking is located at the side of the building in a lot accessible from behind the building via Cheney Street, in the Congregational Church lot across the street, and at the Bethany Lutheran Church. No parking is permitted on the playground.

Telephones and faxes are available for local calls for personal and professional use in several locations throughout the buildings. ALL long distance calls must be recorded in the logbooks kept by the phones. For personal long distance calls, be sure to use your own telephone credit card, home number, or call collect. Also, please try to keep those personal calls brief during busy times just before and just after school.

Each staff member should check his/her mailbox as many times as possible during the day. Telephone messages are added throughout the day. Be sure to check it near the end of each day in case there are any messages about student dismissals. Also they should check their orange-elem.org email account daily (this is the account employees are expected to use as an Orange Elementary employee).

Staff should dress comfortably and appropriately. Tight clothing, such as stretch pants, is considered inappropriate. No blue jeans or shorts are allowed, except on Fridays, "Dress Down Day", at all schools, for \$1.00. Staff should look professional at all times.

All employees are expected to contribute to the Flower or Sunshine Fund, which provides cards and flowers to ill, bereaved or celebrating staff. All staff are encouraged to contribute to the 120 Club, which is the O.E.T.A. scholarship fund and entitles them to participate in cash drawings throughout the year.

B - Policies and Procedures

1 - FIRE AND OTHER EMERGENCY DRILLS

Fire drill routes (see appendices) need to be posted in every room in each building. Teachers should familiarize themselves with their classroom routes, inform their students, and take trial runs through the regular and alternate routes. During a fire drill, teachers will see to it that their classroom windows and doors are closed and that all lights are turned off. Designated teachers will check bathrooms. At Dexter Park and Butterfield, doorstops must be taken out of the hall doors so they will close. The doors at Fisher Hill automatically close. Teachers are expected to take their computer attendance sheets and emergency cards outside with them to verify students' presence. Once outside, teachers should take a student head count. Teachers, whose classes are with specialists during the drill, will find their classes and assist with the head count. By law, teachers are responsible for keeping all classrooms and connecting doors free and accessible at all times. Staff should be familiar with the Emergency Procedure

Guidelines, the Crisis Management Plan, and the Emergency Care Plan. Copies outlining these procedures are included in the appendices.

Classroom doors should be kept locked (but may be kept open) at **all times** so that they can be closed and locked at a moment's notice.

Each classroom should have a bag stocked with things that might be needed in an emergency situation in a clearly marked and easily accessible location by the door. Bags should contain a class roster, copies of current emergency cards, a current bus list, a C.P.R. mouth barrier, plastic gloves, a flashlight, and a copy of The First 30 Minutes A window cover (for the window to the hall) should also be available, right by the window, so that it can be put up quickly.

2 - DISMISSAL CHANGES

A student who is traveling on the school bus or walking to a destination other than his/her normal one must give his/her teacher a note stating such, signed by a parent or guardian. A student must also have a note to be transported to a school sponsored activity taking place at a school other than his/her own, or to stay after school at his/her own school. Telephone calls concerning after school plans should be discouraged; but when, in some instances, they are absolutely necessary, they should be made before 2:25 P.M.

3 - PARENT COMPLAINTS

Complaints from students and/or their parents will be addressed first by the teacher involved. The Principal may be called in if the problem remains unresolved.

4 - DISCIPLINE

Individual teachers are responsible for their own classroom discipline. If, in a situation, a student continues to disrupt a class's learning or jeopardizes its safety, the WHO Squad may remove that student. Call the office when you need the WHO Squad.

Individual teachers may conduct their own lunch or after school detentions, or send students to office administered detentions held during lunch at Dexter Park and Butterfield. At Butterfield and Fisher Hill, students who have misbehaved are assigned to sit at a quiet table during lunch. Teachers must fill out a quiet table slip for the student to present to the supervisor each time he/she is sent to the quiet table. At Fisher Hill, the teacher must make three copies of the form; one for the Principal, one for the child to take to the quiet table supervisor, and one for the teacher's own records. The original brightly colored one goes home with the student to be signed by the student's parent(s)/guardian(s) and returned to the Principal. Be sure the Principal receives a copy BEFORE the child goes to the quiet table. At Dexter Park, a teacher may fill out a slip on a disruptive student that serves as admission to the "Country Store", the lunch recess detention room.

5 - SCHOOL COMMITTEE POLICIES

The Orange Elementary Schools support a number of policies that are set down in a Policy Manual. Consult your manual for specifics about each policy. It is important to read through ALL policies to be familiar with them, with special attention to the following:

Mandated Reporting - Child Abuse/Neglect: Every employee of the Orange Elementary Schools is a mandated reporter, which means that if any employee has reasonable cause to believe a case of abuse and/or neglect involving a student exists, s/he must report that suspicion immediately, in writing, to the Principal. The Principal, upon receiving such a report, will call a meeting, as quickly as possible, including the Principal, the person making the report, the school nurse, the school counselor, the classroom teacher, and any other person who is involved with the student. This group will discuss the case and decide whether or not to file a 51A. If the person making the report disagrees with the decision of the group, s/he has the responsibility to file anyway.

Confidentiality: It is the law that all employees are expected to respect the right to privacy of every student, family, and employee in the Orange Elementary Schools. The behavior, personalities, problems, and achievements of students, families, and employees may not be discussed with people outside of the school system, and only with those within the school who are directly involved. If an employee has concerns about a child, another employee, or an incident, s/he should talk with the Principal or Superintendent.

Non-discrimination: The Orange Elementary School Committee will treat all persons equally and will ensure that its programs are open to all. The committee and its agents will not discriminate in any manner against employees, applicants, or students on account of race, color, religion, national origin, marital or veteran status, sexual orientation, gender, and/or handicap.

Sexual Harassment: It is the policy of the Orange Elementary Schools to maintain learning and working environment, which is free from sexual harassment. It shall be a violation of this policy for any student to harass another student or staff member, or for a staff member to harass another staff member or student, through conduct or communication of a sexual nature. Procedures for responding to alleged sexual harassment are included. This is a very important policy; read it carefully for details.

Bullying: Bullying is defined as the act of one or more individuals deliberately and repeatedly humiliating, hurting, or frightening others through verbal, physical, written interactions or other communications. Bullying can take many forms and occur in virtually any setting. It can create unnecessary and unwarranted anxiety that will affect attending and participating in school, walking in corridors, eating in cafeterias, playing in the school yard or recreation areas, participating in or attending special and extra-curricular activities, or riding on the bus to and from school each day.

The recent house bill in Massachusetts (signed in April 2010), defines bullying, in part, as “the repeated use by a perpetrator of a written, verbal or electronic expression, or physical act or gesture...directed at a victim that causes physical or emotional harm or damage to the victim’s property; places the victim in reasonable fear or harm to himself or of damage to his property; [or] creates a hostile environment at school.” The full policy can be found on the district website.

Library Materials Selection: Selection of library materials is the responsibility of the professional librarian whose choices reflects the interests and needs of the students and staff. The library only excludes titles that do not meet the selection criteria. Parents or others who feel the librarian has chosen an inappropriate title for the collection may ask for reconsideration according to a prescribed procedure. See the policy for details, and submit a “Request for Reconsideration of Library Materials” (Form 13 in this book) to the librarian.

Internet Policy: Be aware that there is an acceptable use policy for the Internet for staff and students. It is outlined in the Policy Manual. Read it carefully. Both staff and students need to sign a form and strictly adhere to the proscriptions listed. No student may use the Internet without a parent signature.

Physical Contact with Students: All physical contact between employees and students should have a valid educational purpose and objective necessary to meeting the student’s needs. Appropriateness of physical contact is determined by the context of that contact. Inappropriate physical contact will not be tolerated by employees and may result in dismissal. You will find details and examples of this complex issue in your policy manual.

Physical Restraint of Students: Every staff member will receive physical restraint training each year. Physical restraint shall be used only in emergency situations, when other less intrusive alternatives have failed, and only when needed to protect a student and/or member of the school community from immediate, serious, physical harm. Physical restraint must be administered with extreme caution to prevent or minimize any harm to the student, and must always be consistent with the school’s physical restraint policy. Restraint lasting longer than five minutes must be reported to the administration right away. Read the full policy carefully.

Pest Management: Integrated pest management procedures will be employed in the Orange Public Schools in order to provide a safe and properly maintained environment for all. Pesticides and herbicides will only be used as a last resort and will only be applied by certified applicators. An overview and goals of our integrated pest management procedures are outlined in your policy manual.

Student Health: At the beginning of the school year, teachers receive a confidential listing of children who have medical problems and/or need school time medical attention. You should check this list for information about students you might have. Keep this list updated throughout the year because you will need it to complete your end of the year paperwork.

First aid is given by the school nurse, when she is available, and by an authorized person when she is unavailable. Basic first aid instructions are part of the Health Policy Manual, which is available in the nurse’s office. Staff administering first aid will do so in accordance with the OSHA Blood Borne Pathogens Standard and the Massachusetts Department of Public Health guidelines. (See Health Policy Manual for details.)

A child will be dismissed if the injury is severe or disabling. Other reasons for dismissal are: a temperature over 99.6°; uncontrollable or infectious cough; suspected communicable disease; suspected infections of the eyes, ears, nose, throat, skin, or scalp; severe abdominal pain or headache; suspected fractures; possible need for sutures; vomiting; or diarrhea. Communicable diseases considered grounds for exclusion from school are:

chicken pox, head lice, streptococcal infections, impetigo, scabies, and conjunctivitis. A child who is ill or who is hurt at school may not go home without parental permission. A child returning to school after having a communicable disease must be checked by the nurse.

Occasionally children do have soiling and wetting accidents. At Fisher Hill and Butterfield, if one of your students soils or wets, send him/her to the nurse. The nurse will then call the parent. Do not have the child clean him/herself nor should an aide or teacher do it. The parent will either come in and clean the child and bring a change of clothing, or will take the child home and then bring him/her back. At D.P., send the child to the nurse. In certain instances, parents will be called.

Students receiving over-the-counter medication from the nurse must have written parental permission. Prescription medication will only be given to students who have written parental permission. In the event that a substitute nurse is dispensing medications, students must be accompanied by a teacher, secretary, or Principal for identification purposes.

When a student is hurt at school, the nurse, assisted by the student's teacher (when pertinent information is needed), fills out an Accident Report. A copy of this report is sent to the Superintendent.

Fluoride swishes are given once a week to students who have parental consent. Forms will be issued at the beginning of each year.

6 - EMPLOYMENT CONTRACTS

When a staff member accepts a contract, s/he is required to sign the following statement and return it to the Superintendent's Office: "I hereby accept this offer and agree to abide by all relevant laws, collective bargaining agreements, administrative rules and regulations, and all School Committee policies which apply to my position. Article II, J, 6 states: 'All employees are expected to respect the rights of privacy of every student, family and employee in the Orange Elementary Schools. The behavior, personalities, problems and achievements of our students are not to be discussed with people outside the school system, and within the schools only with those who are directly involved with the student. If an employee is concerned about a student, employee or incident, he or she should share that concern with the Principal or Superintendent.'"

C - Staff Health (Student Health is listed under "Policies and Procedures", page 5.)

ALL STAFF MEMBERS who are sick and do not plan to come to school should call Margaret O'Lari at home at 544-7695 between 6:30 and 7:30 A.M. (at work at 544-6763 between 8:30 and 4:30) or, if possible, the night before, up until 9:00 P.M.

ALL STAFF MEMBERS, with the exception of cafeteria employees, must call Margaret if you are going to be absent, **EVEN IF YOU DO NOT REQUIRE SUBSTITUTE COVERAGE**. Part of her job is to report all absences system-wide to the Superintendent's office. Staff members should also call their school(s) and notify the office(s) of their absence. Cafeteria staff should call Brian Vysocky. Upon return to work, all staff will be required to sign a form indicating the reason for their absence. Plans left for substitutes should be clear and inclusive, and should detail any duties that are a normal part of a staff member's day.

The Orange Elementary Schools offer two choices for health insurance: HMO Blue and Blue Care Elect. Staff should check the differences in coverage. (See Leigh Deveneau-Martinelli, Town Treasurer, at the Town Hall for detailed information about these plans.) You may add a spouse or child to your medical coverage at any time. If you plan to make any other change to your medical coverage, you must see Leigh Deveneau-Martinelli BEFORE April 1. Exceptions will be made for emergency situations.

Federal legislation (called COBRA) provides for continuation of group medical coverage for employees and their beneficiaries who lose eligibility due to one of the following: termination or reduction in hours, divorce or legal separation, death of the employee, employee's entitlement to Medicare, or a dependent no longer meeting eligibility requirements. (See Leigh Deveneau-Martinelli for details.)

Blue Cross Blue Shield Master Dental is available for employees. (See Leigh Deveneau-Martinelli for details.)

The Orange Elementary Schools offer group life insurance with the Boston Mutual Life Insurance Company in the amount of \$5,000.00. (See Leigh Deveneau-Martinelli for details.)

D - Professional Development

Teachers are encouraged to attend professional workshops and to enroll in courses in order to enhance and enliven their teaching. In general, workshops held during the school day are paid for by the district, with prior approval. If you plan to take a course, other than one offered by the district, be sure to have it approved by your Principal and then the Superintendent BEFORE you sign up if you want a salary increment. Tuition for courses at local colleges and universities must be paid for by the individuals attending. Check your O.E.T.A. contract or call Margaret O'Lari (6763) for details.

Teachers may earn Professional Development Points (PDPs) for a variety of professionally related activities, including attending workshops and courses, writing curriculum, facilitating in-service programs, etc. (See the Massachusetts Department of Education's handbook about PDPs.) One of the secretaries (either from Fisher Hill or Dexter Park) will be assigned by the Superintendent to keep all records concerning

PDPs and to administer the paperwork teachers must complete in order to receive PDPs from the district. Any curriculum work for which a teacher wishes to receive payment and/or PDPs must be preapproved by the Principal and Superintendent. The teacher must first submit a proposal. Time sheets (See Form 11.) will need to be filled out and returned for payment. Teachers seeking PDPs from the Orange Elementary Schools will be required to sign in and sign out at the activity they are engaged in. The assigned secretary will process all paperwork and notify teachers of their PDPs. Teachers earning PDPs elsewhere may **ask** the assigned secretary to keep a file for them. If, at any time, you need a list of your PDPs, please call the assigned secretary (F.H @. 0018) and she will help you. You will be told which secretary it is at the beginning of the year.

Evaluation of every teacher's professional growth involves a process that is described in detail in the material accompanying the teachers' contract. ESP staff will also be evaluated by their Principal each year, according to contract.

The district encourages staff to be active in suggesting areas for professional training. Ideas for professional development should be submitted to the Principals. Every library contains a professional section that includes resources for teachers and other staff.

E - Student Services

Teachers should inform parents when referring a child for any special service, including Title I, individualized reading support, or any SPED service. Students with special medical issues may be provided with a special health plan. See the nurse for details.

THE FRAGILE READER

If a teacher has concerns about the reading progress of a student in his/her classroom, s/he should fill out a referral checklist and give it to the designated reading teacher who will arrange a meeting to determine the best program to meet that student's needs. Although referrals can be made at any time, November 1 and March 15 have been identified as "red flag" dates to remind teachers to refer these students.

INDIVIDUALIZED READING SUPPORT

Individualized reading support is available for first graders. Kindergarten and grade 1 teachers may recommend students for individualized reading support. Reading teachers test those children who have been referred and enroll them in the order of those whose needs are the greatest. Typically, a student will receive support for twelve to twenty weeks.

TITLE I

In Orange, we currently run a full year program, dependent upon grant funding. Teachers may recommend students to receive extra help in language arts and math through Title 1. Title 1 staff members use achievement test scores and teacher recommendations to determine student eligibility before providing services.

TUTORING

If money is available, before and after school tutoring during the school year, and/or summer tutoring, is provided for students who could benefit from extra help. Tutoring may be recommended by a teacher or requested by a parent.

COUNSELING

Parents, teachers, or other providers may refer students for counseling. The counselor then contacts the parent for written permission. Counselors may be called in during a crisis situation without first obtaining parental permission. After parental permission is given, a student will receive counseling as needed, as determined by the counselor in cooperation with the child's teacher.

SECTION 504

Section 504 is a federal statute that prohibits discrimination based on a disability. A person may be considered disabled under the definition of Section 504 if the individual:

1. Has a mental illness or physical impairment which substantially limits one or more of such person's major life activities such as caring for oneself or performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, or working;
2. Has a record of such an impairment; or
3. Is regarded as having such an impairment.

There is a "Referral for Evaluation" form for Section 504 (Form 5). If appropriate, fill this form out and give it to your building Principal, not the SPED Department. Each Principal is responsible for all 504 accommodations plans in his/her school.

A 504 accommodation plan would be written by the regular education teacher or specialist, and the student will receive the accommodations within the regular education curriculum.

If a student experiences educational difficulties, a School Based Support Team meets to discuss the concerns and suggest intervention strategies to help correct the difficulties. If the strategies are unsuccessful, the team can make a referral for evaluation to Special Education, Title 1, or a District Accommodation Plan maybe written.

KINDERGARTEN SCREENING

Kindergarten Registration is held in March, previous to their attending year, for 3 days of the school year. Kindergarten Screening will take place the first 3 days of the school year and their first day of school will start the first day of the following week. Kindergarten students come to school with their parents, by appointment, and each child is screened on a one to one basis. This system provides an opportunity for teachers and other providers to determine whether a child has special needs which then can be addressed as soon as s/he begins school. SPED services available include speech, occupational therapy, physical therapy, inclusion classrooms, learning disabilities programs, and counseling. If needed, a plan will be made for specially designed instruction.

THE REFERRAL PROCESS FOR SPED

The referral process is fairly complicated. The process is outlined on Form 16 of this book, and needs to be followed explicitly when requesting a child be evaluated for special services. If you have questions about the process, contact the Special Education Office. Samples of the forms referred to in the process follow Form 16.

IMPORTANT INFORMATION FOR SPECIAL EDUCATION PROVIDERS

When an IEP is close to expiration, the director of pupil services will schedule a TEAM meeting. The SPED office will notify personnel expected to attend the meeting two weeks before the meeting date. A calendar listing upcoming 3-year evaluations is available monthly.

All Individualized Educational Plans (IEPs) and testing/assessments need to be in the SPED office within eight working days of the TEAM meeting. By law, all summaries of assessments need to be in the main office two days prior to the TEAM meeting to ensure availability to parents.

At any time, if a teacher has concerns about the progress of a student who already has an IEP, or would like to review or amend a student's IEP, he/she should discuss this with the director of pupil services, and an additional team meeting can be scheduled, if necessary.

F - O.E.T.A., M.T.A., and N.E.A.

Contract

You (professional staff and support personnel) should be given a copy of your contract. Your contract contains a lot of important information. Be sure to read it and keep it handy!

Building Representatives

In addition to O.E.T.A.'s four officers, there is a building representative in each school for professional staff and an E.S.P. representative in each school for support personnel. They are there to help you! They can offer you advice and support, answer questions, and can help you work through concerns or problems, formally or informally.

Grievances

If you have a grievance that you believe is a contract issue, it is important that you read through the grievance section of your contract immediately because there are specific time frames which must be adhered to.

Agency Fee Clause

Your contract has an agency fee clause, which means that you have a choice to join the union, pay dues, and take advantage of the benefits of membership; or pay an agency fee, which is an amount equal to the dues, and not become a member of the union.

Dues

To pay union dues, you have the option of paying the entire sum at once, or to utilize payroll deductions, which will spread your payments over the year. If you have any questions about dues, see your building representative or the O.E.T.A. treasurer.

G - RETIREMENT ISSUES

There is a web of complexity that surrounds the whole issue of retirement choices that can only be touched on here. After reading further, you may be more confused than you were to begin with. If that's the case, address your specific questions to the Superintendent (544-3450). In a nutshell, here's what we can tell you... All teachers who are full time, or at least half time, pay into the Mass. Teachers' Retirement Fund. A percentage of your gross salary is deducted, based on when you began teaching in the system.

All members of the Massachusetts Teachers' Retirement System had to make a decision whether or not to participate in Retirement*Plus* by June 30, 2001. If you elected to participate, your contribution rate is 11%. If you elected not to participate, your current contribution rate remains in effect. (If you began teaching on or before January 1, 1975, you contribute 5%; after January 1, 1975, it's 7%; after January 1, 1984, it's 8%; after July 1, 1996, it's 9%. And, if you started teaching after January 1, 1979, you pay an additional 2% on that part of your salary over \$30,000.) All new members, as of July 1, 2001 must participate in Retirement*Plus* and contribute at the flat rate of 11 percent. The accrued money is available to you at retirement, or at the time you leave the system.

School employees, other than teachers, who are half time or more, pay into the Franklin County Retirement Plan, and the money is available at retirement, or when you leave the system. You should also be aware that a problem arises after you become "vested", meaning you have paid into the system for ten years. At that time, your future Social Security benefits may be reduced. This applies to spousal benefits, as well as benefits which the employee has earned.

Any employee working less than half time pays into the Mass. Deferred Compensation Plan, and that money is available to you at your retirement age or when you leave the system.

Other options for putting aside some retirement funds are any of the three deferred compensation plans or several tax-sheltered annuities available to you. With these plans, money is deducted from your pay and placed in the plan or plans of your choice. There are certain tax benefits that go along with each plan, so choosing the one that might best fit your needs will require some research on your part.

H - PAY ISSUES

During the regular school year, paychecks are issued every other Thursday. If a payday falls on a school vacation week, you have the option of coming in to the central office and picking up your check in person, or having it mailed to you.

There will be a sign-up sheet posted in each building prior to vacation. Teachers have three choices for salary payment: 26 equal payments every other week; 21 payments with no checks during the summer; or a lump sum payment of summer money in the last check before vacation. Teachers will have to make a decision on how they wish to be paid, and fill out the form they receive for this purpose at the beginning of each school year. ESP personnel are paid every two weeks, for hours worked, based on their hourly wages.

Direct deposit of paychecks to any bank(s) is available. You may send your money to two different accounts; i.e. a specific amount to one account and the balance of your check to another. If you are interested, you need to see Leigh Deveneau, the Town Treasurer, to get an authorization form, fill it out, and return it directly to the Treasurer's office at the Town Hall. The process involves a "prenote" which is a practice run to make sure that your account and bank numbers are correct. This prenote will happen on the first check after your request is received. If no corrections are necessary, the actual transfer will begin after ten days. School employees will see the transfer on the following check. It will take two paychecks before town employees' transfers will take place. The most important change that you must agree to is that your money will not be available until Friday of the pay week. It is always possible that computer problems, either locally or at some financial institution, could cause a delay in the transfer. Every effort will be made to inform you if such a problem should occur, but it is ultimately up to you to make sure that the funds are in your account before you access them. In other words: the time that you write a check on Wednesday, expecting the funds to be available on Friday, is probably the time that something will go wrong and your check will "bounce". So, if you are in the habit of predating checks - proceed with caution!

Any changes you wish to make in deductions from your paycheck (savings, deferred compensation, etc.) can only be made four times a year; before October 1, January 1, April 1, and August 1. Income tax changes are the one exception. They can be made at any time. You must see the Town Treasurer, Leigh Deveneau, at the Town Hall to make any changes.

Employees paid on an hourly basis MUST have their hourly time sheets in no later than Wednesday morning. Money earned for work outside contracted hours (O.A.S.I.S. classes, after school tutoring, etc.) will normally be included in the next pay period's regular check. Late time sheets will be saved for the next pay period. No exceptions will be made.

In an effort to make your pay stub understandable, here is an explanation of each of the codes (in alphabetical order) that might appear as deductions on the stub:

ADVINS - Advanced Insurance Payments
BCB 65 - Blue Care 65
BCEFB - Blue Care Elect Family Bimonthly - health insurance plan

BCEIB - Blue Care Elect Individual Bimonthly - health insurance plan
 CBT01 - Century Bank & Trust - Teacher's credit union
 C RET - Franklin County Retirement
 C RET 2% - \$30,000+Franklin Co. - additional 2% over \$30,000 for pension
 DEFCEP - Copeland Deferred Compensation
 DEFCEB - Pebsco Deferred Compensation
 DEFVFL - Valic Deferred Compensation
 DENFB - Dental Family Biweekly - dental plan
 DENIB - Dental Individual Biweekly - dental plan
 DIR DEP - Direct Deposit
 DUES - Teachers' Union Dues
 FED W/H - Federal Income Tax
 HMOFB - HMO Blue Family Biweekly - health plan option
 HMOIB - HMO Blue Individual Biweekly - health plan option
 INS01 - Boston Mutual Life - life insurance option
 MASS W/H - Massachusetts Income Tax
 MEDEX - Blue Cross MedexIII - Medicare payments for spouse over 65
 MEDICARE - Medicare contribution
 PEN03 - Commonwealth of Mass Deferred (pension fund)
 RET - Retirement contribution
 RPY - Retirement repay
 TR 2 % - \$30,000+Retirement - additional 2% over \$30,000 for pension
 TSA01 - AIM Fund Services - tax sheltered annuity
 TSA02 - PFS Shareholder Services - T.S.A.
 TSA04 - American Express Financial - T.S.A.
 TSA06 - New England Mutual - T.S.A.
 TSA07 - Fidelity & Guaranty - T.S.A.
 TSA08 - Northwestern Mutual - T.S.A.
 TSA09 - Prudential Insurance - T.S.A.
 TSA10 - Variable Annuity - T.S.A.
 TSA11 - Templeton Funds Trust - T.S.A.
 TSA12 - New York Life Insurance - T.S.A.

LGS is not a deduction. It means Experience Stipend.

I - PAPERWORK & FORMS

It's hard to believe that schools once based their way of life on chalk and slate. Well, today we run on paper! Here are some of the more important forms you may run into, along with some limited explanation. The number assigned to each form corresponds to a copy of the form you will find at the back of this book. Many of these forms are color coded to help you find them. Forms can be picked up in the office at Butterfield and Fisher Hill. At Dexter Park, they are located in the teachers' room beside the mailboxes.

1. Mileage Reimbursement Form - If you travel on school business and want to be paid for that, you must hand in this form. The town pays 35 cents per mile. If you travel from somewhere other than Orange, you cannot bill for more miles than if you had left from Orange. Please attach registration forms to mileage requests.
2. Supplies/Materials Requisition - If you need something not available in the school supply area (Always check there first!), look through catalogs, and find what you need, fill out this form, and get approval from your Principal. If you are a special education teacher, get it approved by the Director of Pupil Services.

3. Vacation or Personal Leave Form (Educational Support Personnel)
4. Notice of Intent to Take a Leave Day (Professional Staff)
*** For #3 & #4, you need to have your Principal initial the form. It is then your responsibility to personally deliver it to the Superintendent's office. It must be in the Superintendent's office at least 72 hours (for ESP) or 2 working days (for certified personnel) prior to your planned absence except in emergencies, where a reason must be given to the Superintendent.
5. Referral for Evaluation - Section 504 - This should be filled out and passed in to your Principal if a student in your class needs a 504-accommodation plan.
6. Absence Report - After returning from an absence for any reason, you will need to fill this out, sign it, and give it to the school secretary.
7. Proposal for Summer Curriculum Development - If two or more teachers want to develop something that will be useful for their classroom work and for the district in general, they need to fill out this page and get the approval of their Principal and Superintendent. Specific procedures to be followed are on the form. The rate of pay is \$100/day. Teachers must work on the specific days listed on this proposal form - the days are not flexible.
8. Conference or Workshop Request Form - Prior to attending a conference or workshop, this must be approved by both the Principal and the Superintendent. Please attach registration forms to workshop requests.
9. (Has been eliminated.)
10. Graduate Course Approval for Academic Credit Compensation - Prior to signing up for a college course, approval must be obtained from the Superintendent's Office.
11. Time Sheets - All ESP personnel and teachers, working outside contracted hours, must fill out a time sheet for each separate program they participate in (for example, a teacher doing curriculum work, or a classroom aide who is also working with After School Program would need time sheets for both.) Please make sure these are filled out daily. They must be passed in on Wednesday morning of the second week. Changes occurring after the time sheets have been turned in should be called in as early as possible, and no later than 10:30 Friday morning.
12. Attendance forms - You will receive a computer attendance form in your mailbox every day. You must fill this out daily, using the proper codes, and hand it in to the office each morning. **Homeroom teachers are also mandated to file their daily attendance online each day.** It is imperative that they be in on time! Each school also has its own daily attendance procedure, so check to see what is required.
13. Reconsideration of Library Materials - Any person or group wishing to address a perceived problem with some library material must fill out this form to begin the process of reconsideration.
14. Alternative Curriculum Project Form - If a workshop has been planned and you feel there is a project that is a better use of your time, fill out this form and hand it in to your Principal.
15. Field Trip Proposal Form - This must be filled out before any field trip. The office will arrange for bus transportation.
16. The SPED referral process and the color coded packet of SPED forms.
17. (Has been eliminated.)
18. Computer Repair Form - This should be filled out if you are having a technical

problem with your computer or if you need software installed or upgraded. Put it in the computer technician's box, which is located in the office.

19. Employee E-mail policy

Any forms, notices, permission slips, etc. which may be new, may handle sensitive subjects, or that you may have any concerns about should be shared with your building Principal before being sent home with students.

If you think these are the only paperwork trails you will be leaving behind, think again, because there are others too numerous to mention here. These are only the highlights!

J - CURRICULUM ISSUES

You should have a copy of the Massachusetts **Curriculum Frameworks** for each of the following areas: **English Language Arts** , **Mathematics** , **Science & Technology** , and **History & Social Science** . Please read through them and become familiar with the learning standards for your grade level, and be sure you are teaching what is expected. There are also Orange **Elementary grade level curriculum guides** available for each of these four areas; the "Learn Not to Burn" **fire safety** curriculum; and a bus **safety curriculum**. If you are missing any of these, see your building Principal, as one for each grade level in your school is available in the office. Also, be sure to familiarize yourself with the computer **curriculum** and the library **curriculum**.

The English **Language Arts** curriculum guide has an important section called "**The Protected Book List**", which lets you check to be sure that a particular book you might want to use with your class is not being used in another grade. Make certain that you do not read any books with your class, or to your class, that are listed above your grade level.

Houghton Mifflin, The Nation's Choice Edition, is the reading program for DP and FH. Grades 5-6 will continue to use a research based approach to meet their grade level curriculum objectives.

To implement the math curriculum, grades K-5 use Investigations, and grade 6 uses Connected Math. Check with someone from your grade level to see which units from these programs your grade is expected to cover. You will find it necessary to supplement these units to ensure that you cover everything expected by the Massachusetts frameworks.

All schools teach and use Zaner-Bloser penmanship. If you are not familiar with this method, be sure to ask for materials.

If teachers are planning to invite a guest in to speak to students, they must discuss it with the Principal before issuing the invitation to be sure there are no time conflicts, funding difficulties, or other problems.

There are 2 nature **trails** behind Fisher Hill. At least 2 staff members should accompany any class using the trails, and the portable telephone should be taken in case of an emergency.

Field trips are encouraged, although bus money is limited. All field trips must receive prior approval from the Principal on the Field Trip Proposal Form. Local walking field trips are covered by a general permission slip (in the student handbook) that parents or guardians sign at the beginning of the school year, though parents should be notified each time. Be sure you notify the office when you leave the building. Longer field trips require a separate permission slip that gives a general description of the trip, along with leave and return times, lunch requirements, and other pertinent information. Classroom teachers hold field trip permission slips. The Principal will make initial bus arrangements. On the day of the trip, the teacher in charge should discuss specific plans and details with the bus driver (such as drop off and pick up places and times, etc.) to ensure a smooth and successful trip and to avoid unnecessary delays and confusion.

The following tests are administered each year at the grade level indicated.

- ◇ Kindergarten - The "DIAL 3" (Developmental Indicators for the Assessment of Learning - Third Edition) Readiness Test (at the beginning of the year)
- ◇ Grade 3 - 6- M.C.A.S. Reading (in March-April)
- ◇ Grade 4 - M.C.A.S. English Language Arts (in two separate pieces in April and May)
- ◇ Grade 4 - M.C.A.S. Composite - Reading and Math (in May)
- ◇ Grade 5 - M.C.A.S. Math Science & Technology (in May)
- ◇ Grade 6 - M.C.A.S. Math (in May)

In some circumstances, students receiving services funded by grants may be evaluated using other forms of standardized tests.

Student evaluations are based on each child's grasp of the curriculum and the effort they put forth within the scope of their abilities. A wide variety of evaluation tools are encouraged.

Portfolio assessment is an ongoing effort to have each student look at and assess his/her own work, with guidance and encouragement from the staff. Working portfolios should be kept throughout the year for each student. Interview and reflection sheets are available, so speak to someone at your grade level. At the end of the year, students, with teacher guidance, select items to place in their pass-along portfolios. At the conclusion of sixth grade, a culminating portfolio will be compiled, including student samples from all previous grades to show growth in intellect and creativity.

At Discovery Depot, pass-along portfolios should include:

1. A uniform assessment
2. Table of contents checklist
3. Beginning and end of the year self portrait
4. Sequencing paper
5. Cutting sample
6. Name writing sample from the fall and spring
7. Language sample
8. One unique item
9. Stamps or comments

Reflection interview

At Fisher Hill, pass-along portfolios should include:

1. A school picture on the inside flap of the portfolio folder
2. The "Student Services Checklist" and a copy of the report card inside the records envelope
3. A reflection interview inside the cover of the specific grade folder
4. Beginning and end of the year self portraits
5. Two math items (with stamps or brief comments)
6. Two reading items (with stamps or brief comments)
7. Two writing items (with stamps or brief comments)
8. Three unique items (with stamps or brief comments)
9. A table of contents checklist
10. Quick Word books (second grade only)

At Dexter Park and Butterfield, pass-along portfolios should include:

1. A variety of work (10 to 12 items total)
2. Reflections done by the children can be stapled to the work itself. Reflection sheets are available. Ask someone at your grade level.

The school year at Fisher Hill is divided into four quarters. The first and third quarters include student/parent/teacher conferences where portfolios are shared, but parents are encouraged to be part of the portfolio assessment process throughout the school year.

Dexter Park and Butterfield have a three-semester school year with **conferences** in November and April (after 1st and 2nd terms).

Report cards are another tool attempting to help students and parents understand progress and effort. Fisher Hill issues report cards in January and June only. E (Excellent), S (Satisfactory), D (Finds Task Difficult), and C (Capable of Doing Better) are used to provide parents with as much information as possible about their child's progress. At Dexter Park and Butterfield, report cards are issued four times a year - at each conference and in January and June. Dexter Park report cards show letter grades (A, B, C, or D) for all major subjects except math ($\sqrt{}$, $\sqrt{+}$, and $\sqrt{-}$ are used) and number grades (1= Excellent Progress to 4= Needs Improvement) for sub-categories, specials, and behavior. Butterfield report cards encompass both a skills checklist and numerical grades in all subject areas. Music, physical education, health, and computer grades are given by the specialists in those areas. You will receive a list of grades to transfer onto the report cards.

K - PARENTS AND THE PTO

The importance of parents in the education of students is accepted as a given in the Orange system. Parents are encouraged to call the school and set up appointments with staff members, not just when problems arise, but also as part of ongoing assessment. Staff members are encouraged to keep a written record of any parental contacts.

Parents are asked to call the school if they know their students are going to be late or absent. Each school nurse will call the home of any student whose parent or guardian has not called. The next day, a note from home is also expected explaining the tardiness or absence. At Fisher Hill and Dexter Park, teachers will hold these notes and send them to the office at the end of each quarter/semester. At Butterfield, all notes are sent directly to the office.

Orange has several families that home school their students. If you have any questions about that procedure, you should see the Superintendent.

Many parents are active in the School Councils and Parent Teacher Organization. These groups provide support and encouragement for the activities of all three school communities. Fund raising activities involve all three schools and the funds generated are divided up and made available for a wide range of school functions, including field trips. Teacher requests for these funds should be made in writing to the school Principal, and the Principal will bring the request(s) to the next PTO meeting.

L - FOOD

Lunch Count

Every teacher should take a lunch count first thing in the morning. Students may choose the regular lunch or the alternate (a single menu choice for the week)

B.F. Write the count on your Lunch Count slip & send it the kitchen by 9:00 AM.

D.P. Put the lunch count outside your door with the attendance, to be picked up by the custodian.

F.H. Send a student to the cafeteria with the count.

Staff members must also order lunches first thing in the morning. Only regular lunches are available. No salad lunches will be offered this year.

Lunch procedures

Student accounts are computerized at all three schools. Students should apply any money they bring to their account as soon as they get off the bus in the morning (before the bell rings). Remind students to scan their ID cards for all transactions. Kindergarten and preschool teachers should pass out the ID cards at lunch each day. Students in grades 1-6 may pull their own cards.

F.H. only - When you bring your class to lunch, any student who ordered the alternate lunch must also carry a separate alternate ticket. Teachers make their own tickets. They will be returned to your mailbox at the end of each day. Fisher Hill students also have "Garden Lunch" privileges. If you have students who have been role models, and have earned the privilege of eating outside at the picnic tables, give them a "Garden Lunch" ticket as they go to lunch.

All teachers should remain with their classes to help supervise the line until the students reach the serving window.

Meal Prices

Currently, prices are as follows:

Breakfast	FREE FOR ALL STUDENTS	\$1.75 (adult)
Lunch	\$2.00 \$.40 (reduced)	\$3.50 (adult)
Milk only	8oz. \$.40(FH/DP) 10oz. \$.60(BF)	\$.60 (adult)

Low balance notices will, occasionally, be placed in teachers' mailboxes. Please send these notices home with students.

Approximately 50% of our students receive free or reduced lunch. Every effort should be made to protect the privacy of these children. We want to do everything possible to encourage eligible families to take advantage of this program.

Staff members may purchase a la carte items from the lunch menu. Check with cafeteria staff for prices. **All teachers and other staff members are asked not to charge** and to pay as they purchase; but if you need to charge, you will be billed. If you do not agree with the bill, a printout can be done by the cashier to show your transactions.

Snack Milk

At Fisher Hill, snack milk rosters are placed in teachers' mailboxes. Teachers should list their students who want to purchase milk, check them off each morning they plan to drink milk, and send a designated person (adult or child) to drop the list off in the cafeteria and pick up the milk in a cooler. Student ID cards will be scanned, and the roster will be put back in teachers' mailboxes at the end of the day. Students who receive free meals do NOT receive free snack milk. Snack milk costs \$.30 if they wish to purchase it.

After School Snacks

No after school snacks can be provided, only those participating in the After School Programs will be provided with a snack.

Snack Purchases

Ice cream (\$.50 - \$1.00), cookies (\$.30/ea.) and other snacks (usually \$.30 -\$.50) are sold in the cafeteria during lunch periods to students and staff. If your students purchase a snack for mid morning snack time, please encourage them to purchase their snacks when they first arrive at school in the morning BEFORE school starts (or **first** thing in the morning), **NOT** throughout the whole morning during class time. Students must finish their meals before purchasing a treat, and may only purchase one ice cream per day. Students are not allowed to purchase treats for others. Each student must pay for his/her own.

If a teacher feels that ice cream is delaying a child from returning to class (for behavior consequences, to finish his/her work,), please feel free to discuss this with the cafeteria personnel. They will cooperate in any way they can. (F.H.& BF. only - Students at the quiet table or who need to report to the office or their classrooms are not allowed to purchase treats that day.)

If a parent does not want his/her child purchasing treats, he/she should simply let the cafeteria staff know. A memo will be put into the computer, which will allow that student to only buy lunch.

Coffee, Soft Drinks, and Snacks for Staff Members

F.H. Coffee, tea, and hot cocoa are available for \$.50/cup next to the kitchen.

Pay in bowl.

D.P. Coffee is available for \$.50/cup in the hallway by the kitchen. Pay in bowl.

Bagels are available for \$.75 each at F.H. and D.P.

Cold drink machines are available in each school in or by the teachers' room.

F.H.& BF also have a Powerade machine. It maybe locked from 8:00 A.M. - 3:00 P.M., but can be used by anyone (staff, students, visitors, ...) after hours. Bottled water can still be purchased throughout the day by anyone. It is not locked out.

Lunch Workers

Each school offers the opportunity for students to help out and work in the lunchroom. Workers report for duty at 11:15, before the first scheduled lunch, and return to class after the last lunch (after 12:30). Classes take turns sending workers throughout the year.

B.F. Fifth & sixth graders

D.P. Third & fourth graders

F.H. First & second graders

Where Do We Eat?

In addition to the student lunchrooms, staff members may eat at the following

B.F. Teachers' rooms, picnic tables, or in your classroom

D.P. Teachers' room, picnic tables, or in your classroom

F.H. Teachers' workroom (ONLY during the adjacent classroom's lunch period), picnic tables, conference room (IF it is not being used), next to the kitchen, or in your classroom

Refrigerators and microwave ovens are available in each school. If you choose to use them, please clean up after yourself. (F.H. and D.P. also have a stove.) Please do not leave food in the refrigerator to rot. Also, be aware that anything remaining in the refrigerator during vacations will be discarded.

Field Trips

Our cafeteria personnel will provide bag lunches for outings and field trips. Please give them the date of the event as soon as you know it so they can plan ahead. They also need a definite lunch count **ONE FULL WEEK ahead**, along with a departure time. If lunches need to be packed on separate busses, teachers must notify the kitchen personnel as to which classes will be on which busses. And, **ON THAT DAY**, be sure to pass in a **list of those students eating bag lunches** so they can scan their cards to keep their accounts accurate.

Coffee Half Hour

Each school has a monthly "Coffee Half Hour" held before school hours (7:45 A.M. - 8:15 A.M.). This is a time to relax and chat. Staff members are assigned to serve on a committee one month each year to provide food and set it all up. Staff is encouraged to visit other schools for these informal half hours. They are generally held:

- F.H. First Friday of every month
- B.F. Second Friday of every month
- D.P. Third Friday of every month

M - Equipment

A copy **machine and risograph** are located in every teacher's workroom and in the library at Fisher Hill. Dexter Park has an additional copier located in the hallway between the third and fourth grade wings. The risograph is reserved for making twenty or more copies; otherwise, the copy machine should be used. Only regular copier paper should be used in the copier. Do NOT use construction paper or oaktag in the copier. Staff using the risograph should remember to empty the master disposal box when it is full. Construction paper and oaktag may be used in the risograph. If any machine breaks down, **please be sure to notify the office immediately so it can be fixed.**

Laminators are located in every teacher's workroom and in the library at Fisher Hill. Care should be taken to shut off laminators when they are not in use. Please laminate only items that will receive extensive use because laminating film is very expensive and supplies are quickly depleted.

Fisher Hill has a number of riding **toys** housed outside in the cage behind the gym. The riding toys may NOT be used during daily recess periods but may be used by students supervised by an aide or teacher during the day. See the custodian to unlock the cage.

Stoves for classroom cooking/baking projects are available at Fisher Hill and Dexter Park.

Other equipment available includes die-cut letter machines and book binding machines (F.H. & D.P. - teachers' room and library; B.F. - on carts). Butterfield and Fisher Hill have a CD burner. Fisher Hill also has a poster printer.

Each school has available for classroom use a range of audio-**visual equipment** including VCRs, video cameras, televisions, tape recorders, slide projectors, opaque projectors, overhead projectors, Polaroid cameras, digital cameras (both still and moving), and a large screen T.V. (D.P. & B.F. - on the stage, F.H. - in the cafe). Staff should check sign out procedures in their buildings. Dexter Park keeps their Polaroid and digital cameras in a locked cabinet in the library. See Phyllis for the key.

Each school library has an automated catalog and circulation system. Library aides may be available at all three schools to give assistance to staff and students. If a staff member wishes to check out books when the library is closed, s/he should leave her/his name and a list of the barcode numbers that correspond to the titles of the

books s/he is taking out. (The barcode number begins with T and is followed by a number. It is found on a label attached to the upper right corner of the back cover.) Students may make arrangements, with their teacher's permission, to use materials in the libraries during times other than during their regularly scheduled library class.

Each school has a computer **lab** and BF & DP at least one **Mobile Wireless Laptop Cart** for student and staff use, and each lab and classroom computer has internet access. Laptop computers are available in the office for staff to take home through a sign out program. A wide variety of software is available at each school. See the technology or library staff for a current listing. Each library also has one or more computers available for staff or student use. All 3 schools have at least one computer that will burn CDs and that will burn i-movies onto a CD. There is a variety of new computer related equipment (microscopes, probes, smart boards, . . .) available for your use. See the technology staff if you are interested.

E-mail services are available (free) through our Website (<http://www.orange-lem.org>) or on line at www.yahoo.com, www.hotmail.com, etc. All staff must fill out our E-mail policy form (19) regardless of having an account or not.

Teachers needing software installed or updated, seeking technical assistance, or experiencing computer problems should fill out a Computer Repair Form (Form 18) for the computer technician and put it in the computer technician's box in the office. Questions may also be addressed to the technology coordinator (Robbie Haigh).

N - MATERIALS & SUPPLIES

Furniture

If you need furniture for your room, talk to your Principal. He/she can help.

In-Stock Supplies

Your school stocks a wide variety of supplies in the storeroom. If you need supplies, simply write out a list (B.F. & F.H. have a form for this purpose.) and pass it in to the office (D.P. has a clip outside the office to leave your list on). Please be specific as to size, color, etc. Supplies will be delivered to you as soon as possible. If you're not sure we have it, ask the secretary.

Books, Science Materials, etc.

Your school also has many books, textbooks, workbooks, science boxes and materials, and other useful items, sometimes located in the library, and sometimes in other places. Ask your Principal what is available and where it is kept.

Fisher Hill School has many big books available for your use, which are kept in individual classrooms. If you are looking for a particular title, ask others at your grade level, or ask at a staff meeting. People are always willing to share.

Fisher Hill has a literacy closet in the library filled with multiple copies of leveled books for guided reading. Ask the library aide to show you how to check out the books using clothespins. At Butterfield, multiple copies of trade books are housed in the teachers' room; and at Dexter Park, check with other teachers at your grade level about multiple copies.

The library staff welcomes suggestions for specific books you'd like to see in the library.

Special Materials & Supplies

Always ask before ordering, but if you've asked, and we do not have it, you need to get a catalog (available in the office) and fill out a Supplies/Materials Requisition form (Form 2 in this book, also available in the office). Prioritize your orders by using the following ratings:

1 = This is essential! I need it in order to teach!

2 = I would really like this - it will really enhance my teaching.

3 = This would be really great to have, but if finances are low and you need to cut something, I can manage without it.

Pass in your completed prioritized forms to your Principal, or to the director of pupil services if you are a special education teacher. If you are ordering reading books (multiple copies or big books), you must first have your order approved by the Reading Committee (Ask who your grade's representative is.) before passing it in to the Principal. He/she will double-check and be sure that the book(s) you are ordering is/are not protected at a higher-grade level.

Major Purchases

If you have a suggestion for a major purchase (a piece of equipment, an entire program, ...), talk to your Principal before December vacation because it may need to be considered when the budget is prepared.

Other Authorized Purchases

Purchase orders are the preferred method of purchasing. Use them whenever possible. If special circumstances arise where you need to make a cash purchase, reimbursement is possible, if you have prior approval from your Principal. Ask him/her the procedure. Sometimes, these purchases require the use of our tax-exempt number. Prior permission to use this number is required each time it is used. Discuss this with your Principal.

For record keeping and processing reasons, please order all materials needed for the following year before leaving for summer vacation. A lot of extra work is involved if orders are made out during June, July and August. Special orders will always develop and will be processed as quickly as possible.

O - HOW TO KEEP YOUR CUSTODIANS HAPPY

General

*Report all problems IMMEDIATELY. (Spills on rugs, plumbing leaks, ...)

- ***Do not paint on the rug!** Please use a paint cloth or a mat.
- *Do not use stickers (or allow students to use stickers) on the lockers.
- *Keep all heater vents clear - they are necessary for proper airflow.
- *When you use common spaces (teachers' room, work room, library, ...), please clean up before you leave.
- *Please monitor bathrooms to be sure students are using them appropriately.

Recycling

We recycle! Do not waste paper, or make unnecessary copies. Please be sure your students understand which papers can be recycled, and that they use the appropriate bin.

- B.F. Recycle Bins are placed on each floor .to dump room bins in
- D.P. Each classroom is responsible for dumping blue bins into the large green bin across from the cafeteria. Leave any boxes by the door next to the cafeteria. The custodians will flatten them.
- F.H. Each classroom is responsible for dumping the blue recycle bin into the large green bin, located on each floor in the center of the hallway. **Please flatten boxes** and place them next to the green bin.

Decorating Your Room

When decorating your room, use staples as much as possible. If tape must be used (as on cinder blocks), take it off carefully when done. If the paint begins to rip off the wall, STOP, and let the custodian know. He/she can help!

End Of The Day

- ◇ **Have students stack chairs or put them up at the end of each day** so the floor can be cleaned.
- ◇ **Please have students pick up the floor at the end of the day** (large items such as paper, crayons, pencils, ...). Please be sure to pick up paper clips.
- ◇ Windows should be locked every day before you leave!!!!
- ◇ B.F. and F.H. only - Be sure to lock your door too. Many groups use the school after hours.
- ◇ If you need anything special done in your room, **simply leave a note on your door when you leave to let the custodian know.**

P - DUTIES

Plan Books

All teachers should have their plan books completed for three days in advance. Substitutes appreciate clear and specific plans.

Supervisory Duties

It is important to be ON TIME for all supervisory duties assigned to you. Check the duty schedule for times. (B.F. has a Kangaroo Court - If you are late for any duty, or you miss any duty, the kangaroo will visit your mailbox and you must pay!)

If, for any reason (team meeting, unexpected call ...), you are unavailable for your duty, it is your responsibility to arrange coverage. If you are unable to find someone to fill in, inform the office so they can find someone to cover.

Responsibilities for supervisory duties include:

Classroom duty

No class or individual student(s) is/are ever to be left in a room unsupervised! You must ask the teacher next door to watch your student(s) for a few minutes, if necessary; or call the office if you need additional coverage.

Common Areas

It is the responsibility of ALL personnel to help monitor student behavior in the hallways and other common areas to ensure that all safety regulations and applicable rules are followed. An on-going awareness and cooperative effort are essential.

Playground duty

*Be sure students stay within the boundaries of the playground.

B.F.: the fenced in area including the pavement and the grass (random

D.P.: the fenced in area including the pavement in front of the school to

F.H.: the paved area in the back of the school, the play structures, and the field the road to D.P., on the berm, on the grassy hill, or in the lower parking lot.)

*WALK around the entire area. Do not remain in one spot.

*Monitor student use of playground equipment.

*Ensure that students follow all safety regulations and applicable rules. Since rules are unique to each school, your Principal will notify you of specific rules and consequences each year. If you have any questions, see him/her.

*Monitor student behavior and help mediate disputes. Be proactive!

Inclement Weather

*F.H. and D.P. - During the teachers' duty free lunch period, when students have indoor recess due to inclement weather, supervisory lunchtime aides **MUST** be notified if you will not be in your room.

*B.F. - Students should report to the auditorium, where the regular lunchtime duty staff will supervise them.

Bus duty

*Monitor student behavior as students line up and board busses.

*Ensure that students follow all safety regulations and applicable rules.

*Let the bus drivers know when all classes have boarded so they can leave. Do not let the busses leave unless you are sure all classes have boarded.

Cafeteria duty

*Monitor student behavior. Remind students about good manners and conduct.

*Ensure that students follow all safety regulations and applicable rules. Since rules are unique to each school, your Principal will notify you of specific rules and consequences each year. If you have any questions, see him/her.

*Guide students outside (or back to their classrooms, depending on the weather) to prevent wandering and congregating in the halls.

Walker's duty (F.H. only)

- *Monitor student behavior as students wait in line.
- *Be sure all classes have arrived.
- *Walk the students down the hill to the crossing guard.
- *Ensure that students follow all safety regulations and applicable rules.
Your Principal will notify you of specific rules and consequences each year. If you have any questions, see him/her.
- *At Dexter Park and Butterfield, there is no assigned walkers duty. At Dexter Park, students wait until busses are dismissed. Butterfield dismisses students as they get outside.

Program Committees

Teachers are assigned, on a rotating basis, to serve on program committees (the Winter Program or the Memorial Day Program). Teachers work in cooperation with the music and art teachers to plan and carry out a program, for parents and the public, involving all students in the school. Programs are usually held during school hours.

Bulletin Boards

Teachers are also assigned, on a rotating basis, responsibility to decorate bulletin boards located in common areas, such as the main hallway.

Open House

Each school has an open house in the fall, which is held during the evening. Dates are usually set soon after school opens and teachers are required to attend the open house at their school to meet parents and other community members.

Teacher Absence

When you are absent, daily plans must be left in your plan book for a substitute to follow. Be sure to include any supervisory duties that you are responsible for on that day to ensure that they will be covered. Be sure to call your school(s) after you call Margaret.

Staff Meetings

Staff meetings are generally held once a week in each school. Check with your Principal to see when yours are held. ALL teachers are expected to be at EVERY regularly scheduled staff meeting. Personal meetings and appointments should be scheduled around staff meetings.

Conferences

Conferences are held twice a year, in November and April. Check your school calendar for specific dates. School is released early on Wednesday, Thursday, and Friday for afternoon conferences. Teachers are also required to be present for one evening in November and one in April. Evening conferences are held on Tuesday, Wednesday, or Thursday. Since days are rotated among the three schools, check with your Principal about which evening you need to be available.

Litter Patrol (B.F. only)

Each week during the warmer months, one class is assigned to clean up the grounds in front of the school and the playground area.

Q - SCHEDULES

School Hours

B.F. 8:30 A.M. - 3:00 P.M.

D.P. 8:25 A.M. - 2:55 P.M.

F.H. 8:20 A.M. - 2:50 P.M.

Discovery Depot A.M. session 8:30 - 11:00

P.M. session 12:00 - 2:30

This year there are two half-day programs(1 Am, 1 PM), one full day program all week , a M,W,F (1 Am, 1 PM) program and a T,Th (1 Am, 1 PM), program at Discovery Depot.

All teachers must arrive at school 15 minutes before school starts and be available 10 minutes after school ends. On the day before a holiday or vacation, teachers may leave immediately after student dismissal.

If ANY staff member needs to leave the building for ANY reason during the school day, even if you already have permission, there is a sign out book in the office for this purpose. Please be sure to stop by the office and sign out in the book **BEFORE** leaving, so the Principal and office staff will know you are not in the building. Please sign back in when you return.

Lunch times (included is an recess after eating)

B.F. Fifth grade 11:30 - 12:10

Sixth grade 11:50 - 12:28

D.P. Third grade 11:28 - 12:15

Fourth grade 11:50 - 12:34

F.H. First lunch 11:30 - 12:15(red bell)

Second lunch 11:45 - 12:30(white bell)

Third lunch 12:00 - 12:45(blue bell)

Mid-morning Snack

Each class may have a working snack in the morning. Students must be supervised at all times, so if the teacher leaves the room (for coffee...), coverage must be arranged.

Only students at Discovery Depot receive daily juice and snacks, provided by their parents on a rotating basis.

Vacations

Check your yearly school calendar for dates school is in session.

Specials

Teachers receive time schedules for specials (music, gym, library, computer, and health) at the beginning of each year. Please adhere to the times listed. The gym is

available for class recreation times when it is not in use for scheduled activities. Teachers should sign up for a convenient time. Fisher Hill also has “All School Sing” at 2:00 every Friday afternoon.

Be On Time!

For the smooth operation of the school, it is important that all time schedules be kept. If you are late for lunch, the line gets backed up; if you are late dismissing students, the busses don't leave on time, which delays the other schools, etc.

R - When a Student Moves

When a student moves, pass his/her portfolio in to the office. Be sure you fill in the “Student Services Checklist” and put it in the yellow records envelope in the portfolio along with a copy of the student’s report card (if any). You may find it helpful to record his/her forwarding address, just in case anything comes up later.

S - End of the Year

Paperwork

About a week before the end of the year, you will receive student records (the buff cards, and the computer list), along with directions for updating them. Plan some time to complete these. They are always due before the end of school.

Portfolios

Plan to start these early because conferencing with students can be time consuming. For a list of what should be included, see Curriculum Issues (p. 15). Pass-along portfolios must be completed by the last day of school, when students present them to their new teachers. Work samples not chosen for the pass-along may be sent home.

Before you leave for the summer, please let the secretary know where you are storing the portfolios for your new class so that if a student moves during the summer, she will be able to locate his/her portfolio.

Report cards

Report cards are distributed on the last day of school.

Pack up your room for the summer

When the custodians clean the floors, they move EVERYTHING. Desks and tables should be cleared. Everything should be taken off the floor and put away. Things can be stacked on shelves or counters that are built in, but do not block your heating vent. Things that need to be moved should be boxed. At Butterfield, the lockers can also be used for summer storage.

ADDENDUM

ANTI-HARASSMENT: STATEMENT AND PROCEDURES

General Statement

The Orange Elementary Public School district is committed to protecting the rights of all individuals within the school district to work and learn in an environment that is free of harassment.

Harassment on the basis of race, color, ancestry, religion, national origin, age, sex, sexual orientation or disability in any form will not be tolerated. Such harassment includes unsolicited remarks, gestures, physical contact and the display or circulation of written materials or pictures which are derogatory to either gender, or are derogatory to racial, ethnic or religious groups, or are derogatory to an individual's age, sexual orientation or disability.

Definitions of Harassment

Harassment means conduct of a verbal or physical nature that is designed to embarrass distress, agitate, disturb or trouble students that:

1. is so severe, persistent or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or an employee's ability to undertake his/her job responsibilities, or creates an intimidating, hostile, threatening or abusive educational or work environment; or,
2. interferes with a student's academic performance or learning opportunities; or interferes with an employee's work, continued employment or advancement opportunities.

Harassment of any kind, including bullying and teasing, will not be tolerated.

Bullying. Bullying is defined as the act of one or more individuals deliberately and repeatedly humiliating, hurting, or frightening others through verbal, physical, written interactions or other communications. Bullying can take many forms and occur in virtually any setting. It can create unnecessary and unwarranted anxiety that will affect attending and participating in school, walking in corridors, eating in cafeterias, playing in the school yard or recreation areas, participating in or attending special and extra-curricular activities, or riding on the bus to and from school each day.

The recent house bill in Massachusetts (signed in April 2010), defines bullying, in part, as "the repeated use by a perpetrator of a written, verbal or electronic expression, or physical act or gesture...directed at a victim that causes physical or emotional harm or damage to the victim's property; places the victim in reasonable fear or harm to himself or of damage to his property; [or] creates a hostile environment at school."

Examples:

- Teasing that humiliates or hurts another
- Intimidation, either physical or psychological

- Threats of any kind, stated or implied
- Assaults on students, including those that are verbal, physical, psychological, or emotional
- Attacks on students' belongings

Please refer to details in the policy manual on line at www.orange-elem.org

Sexual Harassment. "Sexual harassment" is defined as unwelcome sexual advances, requests for sexual favors and/or other verbal conduct or communications of a sexual nature.

Sexual harassment can occur adult to student, student to adult, adult-to-adult, student-to-student, male to female, female to male, female to female and/or male to male. Sexual harassment can be based on gender or sexual orientation.

Examples:

- Telling sexual jokes or stories
- Making sexual comments about a person's clothing, anatomy, or appearance
- Repeatedly asking out a person who is not interested
- Telling lies, spreading rumors, or gossiping about any person's sexual life
- Whistling, catcalls, making kissing sounds, smacking lips
- Name-calling, teasing, or other derogatory or dehumanizing remarks involving sex, gender or sexual orientation
- Following a person or blocking a person's path
- Drawing or displaying sexually explicit or suggestive posters, cartoons, pictures, calendars, designs on clothing, or other similar materials
- Staring or leering with sexual overtones, making sexual gestures with hands or body movements
- Giving unwanted gifts of a personal or suggestive nature
- Unwanted touching of people, their hair, or their clothing
- Unwanted hugging, kissing, pinching, patting, or stroking
- Assault, attempted rape, or rape

Harassment based on race, color, national origin, religion or disability. Harassment on the basis of race, color, national origin, religion or disability is unwelcome verbal, written, or physical conduct relating to the characteristics of a person's race, color, national origin, religion, or disability that:

- a. unreasonably interferes with an individual's educational or work performance; or
- b. creates an intimidating, hostile, or offensive educational or work environment.

Examples of harassment based on race or color:

- Using nicknames that emphasize racial stereotypes
- Graffiti containing racially offensive language
- Name-calling, teasing, or other derogatory or dehumanizing remarks involving race or color
- Racial slurs, negative stereotypes, and hostile acts which are based upon another's race or color
- Written or graphic material containing racial comments or stereotypes which is posted or circulated and which is aimed at degrading members of specific racial or ethnic groups
- Physical acts of aggression or assault upon another because of, or related to, race or color

Examples of harassment based on national origin or religion:

- Comments on a manner of speaking or proficiency with the English language
- Negative comments regarding surnames, customs, and/or language
- Graffiti containing offensive language which is derogatory to others because of their national origin, ethnicity, or religion

- Threatening or intimidating conduct directed at another because of the other's national origin, ethnicity, or religion
- Jokes or rumors based upon an individual's national origin, ethnicity, or religion
- Written or graphic material containing comments or stereotypes which is posted or circulated and which is aimed at degrading individuals or member of specific ethnic or religious groups
- Physical acts of aggression or assault upon another because of, or related to, national origin, ethnicity, or religion

Examples of harassment based on disability:

Disability harassment includes harassment based on a person's disabling mental and/or physical condition and includes any unwelcome verbal, written, or physical conduct directed at the characteristics of a person's disabling condition.

Imitating manner of speech or movement:

- Interfering with necessary equipment
- Bullying
- Name-calling, teasing, or other derogatory or dehumanizing remarks involving physical and/or mental disability
- Threatening or intimidating conduct directed at another because of the other's physical and/or mental disability
- Jokes or rumors based on an individual's physical and/or mental disability
- Physical acts of aggression or assault upon another because of, or related to, an individual's physical and/or mental disability
- Other kinds of aggressive conduct such as theft or damage to property which is motivated by an individual's physical and/or mental disability

The above reference descriptions of inappropriate conduct represent examples, and are not intended to serve as an all inclusive list.

If you are unsure as to whether you have been a victim of any form of harassment, or if you have knowledge of an incident of harassment, you must contact your school principal, or Director of Pupil Services, or other appropriate school staff member with any questions that you may have.

Because what may be acceptable behavior to one individual may not be acceptable to others, all employees and other members of the school community should aspire to the highest standards of respectful, appropriate and professional behavior. For example, ethnic or racial jokes and remarks or sexually oriented gestures or pictures are often offensive to others, and thus should not occur within the Orange Public Schools. The members of the school community include the School Committee, School Councils, Administration, faculty, staff, students, parents, volunteers and authorized visitors, contractors or vendors while they are engaged in school-related activities.

Responsibilities and Procedures (harassment)

Individuals who believe they have been harassed should bring the matter to the attention of an administrator so that appropriate action may be taken at once. (The District will promptly and reasonably investigate allegations of harassment. The Principal of each building will be responsible handling all complaints by students alleging harassment.)

Procedures for Reporting and Investigating complaints

A. Reporting Complaints

Any member of the school community who believes that s/he has been the victim of harassment (as defined above) by an administrator, teacher, pupil, visitor, or other personnel of the Orange Public Schools, or who has knowledge of any of the above, must report the alleged acts as soon as possible.

A harassment complaint may be made to the principal or his/her designee. If the complaint involves a staff member, the complainant should file their report with either the building principal or the superintendent of schools.

Upon receiving a complaint, whoever receives it, will immediately notify the building principal, who will oversee an investigation and who will serve as the complaint hearing officer. The building principal or designee will address the concern in a timely manner. Within ten (10) working days, the principal will forward all formal complaints to the superintendent of schools.

B. Investigation

The principal or designee will consider every report of harassment seriously and will investigate all reports in a timely manner. The Director of Pupil Services will assist the school hearing officer, as needed, in the investigative procedures and identification and delivery of all necessary services to concerned individuals.

The investigation may consist of personal interviews with the complainant, the alleged harasser, and any other individuals who may have knowledge of the alleged incidents(s) or circumstances giving rise to the complaint. In determining whether alleged conduct constitutes a violation of this policy, the principal or designee should consider the surrounding circumstances, any relevant documents, the nature of the behavior, past incidents or past or continuing patterns of behavior, and the relationships between the parties involved. Whether a particular action or incident constitutes a violation of this procedure requires a determination based on all the facts and surrounding circumstances. Special care will be taken to make sure that the person(s) accused of harassment has full and fair opportunity to explain his/her side of the story.

In the event that students are involved in allegations as victim, perpetrator, or witnesses, the principal will notify the parents and/or guardians of the allegations in a timely manner using appropriate discretion in the notification.

Whenever possible, the principal will complete the investigation and report within ten (10) school days after the complaint has been filed indicating whether the allegations have been substantiated as factual or not. There will be no reprisal against the person filing the complaint whether or not the complaint is sustained. If the allegations are sustained, the principal, or in a case against an employee, the Superintendent (or designee) must take immediate corrective and/or disciplinary action to resolve the situation. Such action may include, but is not limited to, requiring an apology, direction to stop the offensive behavior, counseling or education, warning, suspension, exclusion, transfer, expulsion, or discharge.

Anyone who is disciplined under this procedure will have the right to appeal to the superintendent of schools within ten (10) working days of receipt of the concluding report.

Alleged abuse by a parent, guardian, school staff, or other caretaker will be reported to the Department of Social Services according to school policy and procedure. If allegations warrant, the local law enforcement agency will be notified.

C. Confidentiality

The Orange Elementary Public Schools recognizes that both the complainant and the alleged harasser have strong interests in maintaining the confidentiality of the allegations and related information. The

privacy of the complainant, the individual(s) against whom the complaint is filed, and all witnesses will be respected as much as possible, consistent with legal obligations to investigate.

Provision against retaliation

Retaliation against a complainant or witnesses will not be tolerated. The Orange Elementary Public Schools will discipline or take appropriate action against any student, teacher, administrator or other school community member who retaliates against:

- Any person who reports alleged harassment
- Any person who testifies, assists, or participates in an investigation of harassment
- Any person who testifies, assists, or participates in a proceeding or hearing related to an allegation of harassment

Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

Dissemination of procedure

This procedure will be included in all handbooks (faculty and student) and will be made available in all main offices. Faculty members, parents and students will be informed of this procedure annually. Faculty members will be trained in the identification and prevention of all of the type of harassment discussed in this document.