

Raymond Elementary School RSU 14 Windham/Raymond Schools Staff Handbook 2026-2027



This handbook will provide consistent communication with faculty and staff at the Raymond Elementary School. It is not intended to be fully inclusive, but rather to provide an outline of the most important aspects of our work.

Contact Information:
Superintendent of Schools: Chris Howell- 892-1800
Principal Diana Jordan: 655-8672

This handbook is intended to provide Raymond Elementary School staff with the procedures, expectations, and resources needed to support the daily operation of the school. It should be used in conjunction with RSU 14 Board Policies and applicable collective bargaining agreements.

Quick Reference

Professional Contract Staff

Start of the School Day

Professional contract staff are expected to be in their classrooms or at their classroom doors **prior to student arrival** and prepared to welcome students.

End of the School Day

Professional contract staff are expected to remain at school until **all students and buses have been dismissed**.

Wednesday Schedule

Day	Day Ends
First Wednesday of each month	3:30 PM
All Other Wednesdays	3:15 PM

The first Wednesday of each month remains at 3:30 PM even if a staff meeting is not scheduled.

Daily Reminders

Task	Time
Submit announcements to the office	By 8:45 AM
Morning Announcements	8:50 AM
Attendance entered	By 9:00 AM
Lunch Count entered	By 9:00

Building Expectations

- Wear your staff badge at all times.
 - Enter and exit the building using approved staff entrances (lobby, K wing, Recess door)
 - Lock classroom doors whenever the room is unoccupied.
 - Sign out in the office when leaving campus during the school day.
 - Notify the office whenever students leave the building for an activity.
 - Carry a radio whenever classes leave the building.
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2026–2027 Important Dates

School Events

Date	Event
August 27	Open House (Drop-In), 3:00–4:00 PM
August 27	PreK & Kindergarten Bus Ride (After 3:45 PM)
October 29	Fall Family Night, 5:00–6:30 PM
November 10	Parent Conferences, 3:45–7:00 PM
November 18	Parent Conferences, 1:00–7:00 PM
March 17	Parent Conferences, 1:00–7:00 PM
March 18	Parent Conferences, 3:45–7:00 PM
April 1	Spring Family Night, 5:00–6:30 PM

Monthly Staff Meetings

First Wednesday of each month

Staff meetings begin at **1:00 PM** and conclude at **3:30 PM**.

Professional contract staff are expected to remain until 3:30 PM on the first Wednesday of each month, even if a formal staff meeting is not scheduled.

If you are unable to attend a staff meeting, please notify the principal in advance and follow up with your PLC or team leader regarding any information shared.

Team Leader Meetings

Team Leaders meet on the **first Wednesday of each month** from **7:15–8:15 AM**.

Meeting minutes will be shared with staff following each meeting.

Team Leaders

PreK – Erin Hansen Kindergarten – Jen Smith Grade 1 – Kim Weeks Grade 2 – Aileen Pelletier Grade 3 – Sara Childs Grade 4 – Susan Brackett Specialists – Jess Bartholomew Special Ed. & Interventionists – Michaela Pelletier	Team Leader Meetings 7:15-8:15 9/9 10/7 11/4 12/2 1/6 2/3 3/3 4/7 5/5 6/2 *Team leader mtg in June after school gets out
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PBIS Team

The PBIS Team meets monthly throughout the school year to review schoolwide data, monitor implementation, and plan for continuous improvement.

Sara Childs Aileen Pelletier Leanne Inman Jess Bartholomew	PBIS Meetings 7:15-8:15 Varied days 9/23 prep to start school store, SRSS/ERSS,... 10/21 TBD Nov. 12/16 1/20 2/24 3/24 4/28 5/19 6/9 *Team leader mtg in June after school gets out
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Monthly School Assemblies

School assemblies are held on the **first Wednesday of each month starting at 9:00 AM**, unless otherwise noted.

Assemblies provide an opportunity to celebrate student success, recognize birthdays and accomplishments, reinforce school expectations, and build community.

Assembly(starts at 9:00) 1st Wed. 9/9 10/7 11/4 12/2

1/6
2/3
3/3
4/7
5/5
6/2

Assessment Windows

District assessment windows are communicated annually through the RSU 14 Assessment Calendar.

Teachers are expected to follow the district testing schedule and administer assessments within the designated testing windows.

Daily School Operations

This section outlines the daily routines and procedures that support the safe and efficient operation of Raymond Elementary School.

School Day Expectations

Professional contract staff are expected to arrive before 8:20 AM and be prepared to welcome students at the start of the school day.

Support staff are expected to arrive on time and be prepared for their assigned responsibilities.

Professional contract staff are expected to remain at school until all students and buses have been dismissed.

Student Arrival

The school day begins at 8:40 AM.

Students may enter the building between 8:20 AM and 8:40 AM.

Students arriving after 8:40 AM will be marked tardy.

Teachers should be in their classrooms or assigned duty areas before student arrival to ensure students are **welcomed and supervised.**

Attendance

Attendance must be entered into Infinite Campus by **9:00 AM** each morning.

If attendance changes after submission, please notify the office promptly.

Lunch Count

Lunch counts must be entered into the designated Google spreadsheet by **9:00 AM** each day.

Morning Announcements

Morning announcements begin at 8:50 AM.

Announcements for the daily broadcast submitted to the office no later than 8:45 AM.

Morning Message

Staff are expected to review the **Morning Message** each day.

The Morning Message serves as the primary source for daily updates, reminders, schedule changes, and important announcements.

Teachers and staff who supervise educational technicians, interventionists, interns,

student teachers, or other support staff are responsible for ensuring that members of their team are informed of relevant updates, schedule changes, and daily communications shared through the Morning Message.

Specialists/AE Schedule

Specialists begin providing instruction on the first day of school for students in Grades 1–4.

PreKindergarten and Kindergarten specialists begin on the first student attendance day for each program.

Specialists include:

- | | | | | |
|----------------------|-------------------|------|---------------|----------|
| • Physical Education | Terri Reed | M/T, | Ralph DeSarno | W/TH |
| • Music | Marie Jacques | | | M/T/W/F |
| • Art | Brenda McGuinness | | | T/W/TH/F |
| • Library/Media | Audrey Tucker | | | M/W/TH/F |

Specialist schedules are shared annually and should be followed throughout the school year.

Breakfast Program

Breakfast is available each morning and is free for all students.

Breakfast carts are located:

- First floor: near first grade
 - Second floor: top of the staircase closest to the elevator
-

Student Dismissal

Monday, Tuesday, Thursday, Friday

- 3:05–3:10 PM – PreKindergarten Bus Dismissal
- 3:10 PM – Car Rider Dismissal/Space to Thrive
- 3:30 PM – Bus Dismissal

Wednesday

- 12:05–12:10 PM – PreKindergarten Bus Dismissal
- 12:10 PM – Car Rider Dismissal
- 12:30 PM – Bus Dismissal

Professional contract staff are expected to **remain until all students have safely departed.**

Teachers assigned to recess duty will assist with bus dismissal by supervising students at the front, middle, and end of the bus line as they board. Additional teachers are expected to assist as needed to ensure each supervision area is adequately covered each day. The administrator or designated staff member responsible for dismissing buses will confirm that all supervising staff are in position before signaling buses to depart.

Car Rider Procedures

Teachers should follow the established car dismissal procedures and utilize the **district car rider spreadsheet** during dismissal.

Any dismissal changes received by parents/guardians must be communicated to the office.

Assemblies

School assemblies are held on the first Wednesday of each month at 9:00 AM, unless otherwise communicated.

Assemblies celebrate student success, reinforce school expectations, recognize birthdays and accomplishments, and foster a positive school community.

Wednesday Schedule

The first Wednesday of each month is designated as a staff meeting day.

- Staff Meeting Wednesdays: End of day 3:30 PM.
- All Other Wednesdays: End of day 3:15 PM.

Please schedule appointments after your contractual workday whenever possible.

Communication

Clear communication is essential to the successful operation of our school.

Staff members are expected to:

- Review the Morning Message each day.
 - Read district and school email regularly.
 - Respond to requests for information in a timely manner.
 - Notify the office of schedule changes that impact students or families.
-

Teaching & Learning

This section outlines instructional expectations, assessment practices, intervention systems, and professional responsibilities that support high-quality teaching and learning at Raymond Elementary School.

Assessment

The RSU 14 Assessment Calendar provides district assessment windows and administration guidelines for all required assessments.

Teachers are expected to administer assessments within the established district testing windows and follow all testing procedures.

Additional assessment information and annual testing schedules are available on the

Response to Intervention (RTI)

Raymond Elementary School utilizes a Multi-Tiered System of Supports (MTSS) to ensure that all students receive the academic and behavioral support needed to succeed.

Tier I – Core Instruction

Tier I consists of high-quality, evidence-based classroom instruction provided to all students. Teachers utilize differentiated instruction, formative assessment, and flexible grouping to meet the diverse learning needs of every student.

As part of Tier I instruction, Raymond Elementary School implements **WIN (What I Need) Time**. WIN Time is a dedicated instructional block designed to provide students with targeted support based on their current needs. During this time, students may receive:

- Targeted skill reinforcement
- Small-group instruction
- Intervention and reteaching
- Enrichment and extension activities
- Additional practice or application of recently taught concepts

WIN Time is **not intended for the introduction of new core instruction**. Instead, it provides an opportunity for teachers to respond to student data by offering differentiated instruction, intervention, or enrichment to ensure all students continue to make progress toward grade-level standards.

Tier II – Targeted Intervention

Students requiring additional support receive targeted interventions in small-group settings. Progress is monitored regularly to determine student response and instructional needs.

Tier III – Intensive Intervention

Students demonstrating significant instructional needs receive individualized interventions designed to address specific learning goals. These interventions include frequent progress monitoring and collaboration among classroom teachers,

interventionists, and special education staff.

Special Education & Section 504

Case managers are responsible for communicating all pertinent information regarding students with Individualized Education Programs (IEPs) to classroom teachers at the beginning of the school year and whenever changes occur.

The 504 Coordinator will communicate accommodations and supports for students with Section 504 Plans.

Teachers are responsible for implementing all accommodations, modifications, and services outlined in each student's plan.

Questions regarding IEPs or Section 504 Plans should be directed to the student's case manager or the RES Special Education Site Coordinator.

Classroom & Student Schedules

Professional contract staff are expected to submit updated classroom schedules in the **School-Wide Schedule Document** by the end of the first week of school.

Classroom schedules are used to support:

- Classroom observations
- Student support and intervention scheduling
- Specialist scheduling
- PLC planning and collaboration
- School-wide event planning
- Administrative communication

Grade-level teams are expected to collaboratively develop a common daily schedule and implement it consistently throughout the school year. Maintaining a common schedule supports effective PLC collaboration, coordinated student services, intervention scheduling, and instructional consistency.

Professional contract staff are responsible for maintaining an accurate classroom schedule in the School-Wide Schedule Document. Initial schedules should be entered at the

beginning of each school year, and the document should be updated whenever significant schedule changes occur. The office should also be notified of any changes that may impact student services, specialists, or school-wide scheduling.

Professional Responsibilities

Professional staff are responsible for maintaining instructional plans and preparing for both planned and unexpected absences.

Emergency substitute plans should be completed by the **third Friday in September** and updated throughout the school year.

Emergency substitute materials should include:

- Daily classroom schedule
- Specialist schedule
- Duty schedule
- Updated dismissal information
- Emergency procedures
- Classroom expectations
- Important student medical information
- Contact information
- Independent student work
- Behavior plans and accommodations, as appropriate

Please record the location of your emergency substitute plans in the designated district document.

Professional Communication

Professional communication is essential to maintaining a positive, collaborative, and respectful school culture and to the efficient operation of Raymond Elementary School.

Staff are expected to:

- Review the **Morning Message** daily.
- Check school email regularly throughout the workday.
- Respond to requests for information in a timely manner.

- Keep administrators informed of concerns that may impact students, staff, or school operations.
- Communicate respectfully and collaboratively with colleagues, families, and community members.

When questions or concerns arise regarding a colleague's actions, decisions, or responsibilities, staff are expected to address the concern directly with the individual whenever appropriate before discussing it with others. Most concerns can be resolved through open, respectful, and professional conversation.

If a concern cannot be resolved, or if it involves student safety, legal requirements, harassment, discrimination, or another matter requiring administrative involvement, staff should seek assistance from the appropriate administrator.

Morning Message

Staff are expected to review the **Morning Message** each day, as it serves as the primary source for daily updates, reminders, schedule changes, and important announcements.

Teachers who supervise educational technicians, interventionists, interns, student teachers, or other support staff are responsible for ensuring members of their team are informed of relevant updates and daily communications shared through the Morning Message.

Teacher Evaluation

Teacher evaluations are conducted in accordance with the RSU 14 Supervision and Evaluation System.

Teachers are encouraged to become familiar with the district evaluation process and timelines.

Additional information is available through the district evaluation website.

Technology

Technology supports teaching, learning, communication, and daily school operations.

District technology staff include:

Matt VanDerburg – Technology Director



Technology concerns should be submitted promptly to minimize disruptions to instruction.

School Climate & Student Expectations

Raymond Elementary School is committed to fostering a safe, respectful, and inclusive learning environment where every student can thrive. Through Positive Behavioral Interventions and Supports (PBIS), Responsive Classroom practices, and consistent school-wide expectations, we strive to build a positive school culture that promotes academic, social, and emotional growth.

Positive Behavioral Interventions and Supports (PBIS)

Raymond Elementary School implements a school-wide PBIS framework to teach, reinforce, and celebrate positive student behavior. Staff are expected to model, teach, and consistently reinforce school expectations in all settings throughout the school day.

Our school-wide expectations are:

- Be Safe
- Be Respectful
- Be Responsible
- Be Kind

These expectations are explicitly taught and reinforced in classrooms, hallways, the cafeteria, playground, buses, assemblies, and all other school settings.

Classroom Expectations

During the first weeks of school, teachers should establish clear classroom expectations, routines, and procedures with students. Expectations should be explicitly taught, modeled, practiced, and reinforced throughout the school year.

Each classroom should have:

- Clearly posted classroom expectations using the RES Matrix
 - Consistent routines and procedures
 - Positive behavior supports
 - Developmentally appropriate reinforcement systems
-

School-Wide Voice Levels

To promote a safe and productive learning environment, all staff and students will use the following voice levels consistently throughout the school.

- Level 0 – No Voice
- Level 1 – Whisper
- Level 2 – Inside Voice
- Level 3 – Outside Voice

Staff are encouraged to consistently reinforce and model these expectations in all school settings.

Behavior Incident Reports (BIRs)

Minor behavior concerns should be addressed and managed by the classroom teacher or

supervising staff member using classroom interventions and PBIS strategies.

Major behavior concerns requiring administrative support should be documented using the Office Behavior Referral (BIR) process.

Support staff should communicate student concerns with the supervising classroom teacher before contacting families.

Current BIR forms, definitions, and flowcharts are available in the teacher's room file cabinet.

Playground Expectations & Supervision

Recess provides students with opportunities for physical activity, social interaction, and unstructured play while fostering a safe, respectful, and inclusive environment. Staff assigned to recess duty are expected to provide **active supervision throughout the entire recess period** to ensure student safety and promote positive student interactions.

During recess, staff are expected to:

- Spread out among the different areas of the playground to maximize visibility and supervision of all students.
- Continuously move throughout the playground rather than remaining in one location.
- Actively monitor student behavior and intervene promptly when concerns arise.
- Encourage positive play, problem-solving, and the safe use of playground equipment.
- Carry and monitor the designated school radio.
- A staff member has the playground backpack.

To maximize student safety, staff should **not**:

- Congregate or socialize with other staff members during supervision.
- Use personal cell phones or other personal electronic devices while supervising students.
- Leave assigned supervision responsibilities without ensuring adequate coverage.

Recess Coverage

When two staff members are assigned to recess:

- Staff should spread out to provide supervision across the field, playground equipment, and blacktop, ensuring all areas are visible and monitored.

When three staff members are assigned to recess:

- Staff should spread out to provide supervision across the field, playground equipment, and blacktop, allowing for increased visibility and active monitoring throughout the playground.

Staff should pay particular attention to areas where students may be less visible, including behind playground structures, near the shed, and other areas where students may gather out of sight.

Staff are responsible for distributing playground equipment at the beginning of recess and ensuring all equipment is returned to the shed at the conclusion of each recess.

Playground Equipment

Staff are responsible for:

- Distributing playground equipment at the beginning of recess.
 - Returning equipment to the storage shed after recess.
 - Monitoring areas with limited visibility, including behind equipment, near the shed, and other locations where students may gather outside direct supervision.
-

Student Supervision

Active supervision is expected at all times.

Students should **never** be left unattended in classrooms, hallways, or outdoor areas.

When taking students outside during non-scheduled instructional times, staff should:

- Notify the office.
 - Take a school radio.
 - Communicate the class, location, and expected return time.
-

Peanut-Aware Classrooms

Raymond Elementary School provides seating options to support students with peanut allergies while promoting inclusion with peers.

A student's lunch seating plan will be determined collaboratively by the **parent/guardian, school nurse, and classroom teacher**, based on the individual needs of the student. Depending on the student's allergy plan, seating may include one of the following options:

- **Peanut-Free Table:** Students may sit at the designated peanut-free table in the cafeteria.
- **Classroom Table Seating:** Students may sit with their class at the regular lunch table. When this option is selected, the student should be seated at the **end of the table**, and only students eating a **school-provided lunch** may be seated **next to or directly across from** the student.

Students bringing lunch from home that contains peanut or tree nut products may not be seated adjacent to a student with a peanut allergy. All students who consume peanut products must wash their hands before returning to the classroom.

Excellent. The next section is **Safety & Security**. This is another area where your current handbook has great information—it's just spread across several pages. I'd consolidate it like this.

Safety & Security

The safety and well-being of our students and staff is a shared responsibility. All staff members are expected to follow school and district safety procedures and actively contribute to maintaining a safe, secure, and welcoming learning environment.

Confidentiality

All staff members, including professional and support staff, are responsible for maintaining the confidentiality of student and staff information.

Information regarding students, families, and staff should only be discussed with individuals who have a legitimate educational need to know. Confidential information should never be discussed in hallways, common areas, the staff lounge, or other public settings where conversations may be overheard.

Staff are expected to comply with the **Family Educational Rights and Privacy Act (FERPA)** and all applicable district policies regarding confidentiality.

This expectation also applies to conversations involving IEPs, Section 504 Plans, student records, medical information, disciplinary matters, and communication with outside agencies.

Emergency Procedures

Each classroom is equipped with a **RED Emergency Operations Binder** containing emergency procedures and response protocols.

Teachers should review emergency procedures annually with educational technicians, long-term substitutes, interns, and student teachers assigned to their classrooms.

The RED Emergency Operations Binder must remain visible and accessible near the classroom door.

Each classroom emergency folder should include:

- Updated class roster
- Red and green emergency cards
- Emergency procedures
- Student emergency information, as appropriate

Teachers are responsible for keeping emergency information current throughout the school year.

Emergency Drills

Raymond Elementary School conducts required emergency drills throughout the school year to ensure staff and students are prepared to respond appropriately during an emergency.

Required drills include:

- Evacuation (Fire) Drills (10)
- Lockdown Drills (2-3)
- Other emergency drills as required by state law or district procedures

Staff are expected to actively participate in all drills and review expectations with students prior to each drill whenever appropriate.

Building Security

To maintain a secure school environment:

- Staff must wear or carry their district-issued identification badge while at school.
- Keys and access badges may not be shared or duplicated.
- Report lost keys or badges to the office immediately.
- Exterior doors should not be propped open or used for unauthorized entry.
- Enter and exit the building only through designated staff entrances.

Classroom doors should remain **closed and locked whenever the room is unoccupied**, even if only for a short period.

Leaving the Building with Students

Whenever students leave the building during the school day, staff must:

- Notify the office.
 - Take a school radio.
 - Communicate the destination and expected return time.
 - Ensure appropriate supervision is maintained throughout the activity.
-

Leaving Campus During the School Day

Staff leaving the building during the workday, including for appointments, meetings, or lunch, **must sign out in the office and sign back in upon returning.**

Visitors & Volunteers

To ensure the safety of our students and staff, all visitors must enter through the main entrance and report to the office upon arrival.

Visitors and volunteers are required to:

- Sign in using the district visitor management system (Raptor).
- Wear a visitor badge while in the building.
- Sign out before leaving the building.

All volunteers working in the school or participating in field trips must have an approved RSU 14 Volunteer Application on file and work under the direction of school staff.

Student Medication

All student medications, including prescription and over-the-counter medications, must be managed through the school nurse in accordance with district procedures.

Staff should not administer medication unless authorized to do so by the school nurse.

Mandated Reporting

Mandated Reporting

As mandated reporters, all school employees are legally required to report suspected child abuse or neglect in accordance with Maine law and district procedures.

Staff should promptly notify the administration and collaborate with the appropriate personnel when concerns arise. However, each mandated reporter has an individual legal responsibility to ensure a report is made. If a staff member believes a report is warranted

and is not comfortable with the decision not to file after consulting with administration or others, they have the right and responsibility to make a report directly to the appropriate state agency.

Staff should follow all district procedures regarding mandated reporting and seek guidance from the administration whenever questions arise.

Staff Emergency Information

Staff members are responsible for maintaining current emergency contact information with the school nurse.

Please notify the school nurse of any medical information that may be important in the event of an emergency. All information will be maintained confidentially and used only when necessary.

Work-Related Injuries

Any staff member injured while performing work-related duties must report the injury to the office as soon as possible.

Staff are required to complete the [Incident \(Employee\) Report Form](#) within **24 hours**. The reporting form is available on the **RSU 14 Staff Website** under the **Staff** section.

If medical treatment is required, inform the medical provider that the injury is work-related and follow district procedures for workers' compensation documentation.

Questions regarding work-related injuries should be directed to Mike Duffy.

School Radios

School radios are an essential communication and safety tool used throughout the school

day. Radios provide immediate communication between classrooms, the office, administration, specialists, and support staff to ensure the safety and well-being of students and staff.

Staff should carry and monitor a school radio when:

- Supervising recess.
- Taking students outside the building or to other areas of campus.
- Supervising outdoor learning activities.
- Assisting with student dismissal.
- Responding to student behavioral, medical, or safety concerns.
- Participating in emergency drills or emergency situations.
- Directed by the administration.

School radios may also be used within the building to request assistance with student behavior, medical needs, student support, or other situations requiring an immediate response.

When using a school radio, staff are expected to:

- Ensure the radio is turned on, set to the RES channel, and the volume is at an appropriate level.
- Communicate clearly, concisely, and professionally.
- **Protect student confidentiality** by avoiding the use of student names or other confidential information whenever possible. Instead, use classroom numbers, locations, or request assistance in a manner that maintains student privacy.
- Return radios to their designated charging location after use.
- Report lost, damaged, or malfunctioning radios to the office promptly.

Absolutely. Here's the **Staff Responsibilities** section with the **Personal Leave & Sick Leave** section fully integrated. This should flow nicely in your handbook.

Staff Responsibilities

Professionalism, collaboration, and effective communication are essential to maintaining a positive school culture and ensuring a safe, productive learning environment for students and staff.

Professional Responsibilities

Professional staff are expected to:

- Maintain a professional and respectful demeanor with students, families, colleagues, and visitors.
 - Model the school's expectations of **Be Safe, Be Respectful, Be Responsible, and Be Kind**.
 - Arrive prepared for the instructional day and fulfill assigned responsibilities.
 - Communicate professionally and collaboratively with colleagues and families.
 - Maintain confidentiality in accordance with FERPA and district policies.
 - Support school-wide expectations and procedures consistently.
-

Personal Leave & Sick Leave

Employees are expected to follow the provisions outlined in their applicable collective bargaining agreement regarding personal leave, sick leave, and other contractual leave.

Personal Leave

Personal leave requests should be submitted through the established district procedures.

Whenever possible, requests for personal leave should be submitted **at least ten (10) calendar days in advance** to allow for appropriate planning and coverage. Requests made with fewer than ten (10) days' notice may be approved in cases of emergency or unforeseen circumstances when advance notice is not feasible, in accordance with the applicable collective bargaining agreement.

Staff should refer to the applicable collective bargaining agreement for complete information regarding personal leave eligibility, approval requirements, and other provisions.

Sick Leave

Sick leave should be used for personal illness or other qualifying circumstances as outlined in the applicable collective bargaining agreement.

Whenever possible, medical appointments that can be scheduled outside of the instructional day should be planned accordingly. Staff are expected to enter absences in **Frontline Absence Management** as soon as possible to ensure appropriate substitute

coverage.

Frontline Absence Management

All absences should be entered into **Frontline Absence Management** as soon as possible.

Staff are encouraged to become familiar with accessing Frontline from both school and home to ensure timely reporting of absences.

Cell Phones & Personal Electronic Devices

Staff are expected to model appropriate use of personal cell phones and electronic devices throughout the school day. Personal devices should support, not interfere with teaching, student supervision, and school operations.

Staff are expected to:

- Turn off or silence personal electronic devices while supervising students and performing assigned duties.
- Refrain from making personal calls, sending text messages, checking email, using social media, or conducting personal business while supervising students or during instructional time.
- Limit personal cell phone use to planning periods, lunch, breaks, or other non-duty times, except in the case of an emergency.
- Use school radios or other district-approved communication systems when requesting assistance or communicating with the office during the school day.
- Use school email when communicating with students, families, or regarding school business.
- Obtain prior approval from the building administrator before using a personally owned device to communicate with students or for instructional purposes.

Staff should be aware that privately owned electronic devices may be subject to review or search in accordance with district policy and applicable law when there is reasonable suspicion of a policy or legal violation.

For complete expectations, refer to **RSU 14 Board Policy GBCC – Employee Use of**

Privately-Owned Cell Phones and Other Electronic Devices.

Emergency Substitute Plans

Professional contract staff are responsible for maintaining current emergency substitute plans.

Emergency substitute plans should be updated annually and whenever significant classroom or schedule changes occur.

Emergency substitute materials should include:

- Classroom schedule
- Specialist schedule
- Duty schedule
- Updated dismissal procedures
- Emergency procedures
- Classroom expectations
- Seating charts (if applicable)
- Important student medical information
- Behavior support plans
- Independent learning activities
- Important contact information

The location of emergency substitute plans should be recorded in the School-Wide Emergency Substitute Document.

Staff Emergency Information

Staff members are responsible for maintaining current emergency contact information with the school office.

Staff should notify the school nurse of any medical information that may be important in the event of an emergency. This information will remain confidential and used only when necessary.

Technology Integration & Instructional

Framework

At Raymond Elementary School, instruction drives every decision we make. Technology is one instructional tool among many and should be used to support—not replace—high-quality teaching and meaningful learning experiences.

Our instructional practices are guided by the **RSU 14 Instructional Framework**, which emphasizes student engagement, purposeful learning, collaboration, authentic learning experiences, and responsive instruction. Technology should align with and support these instructional priorities.

Our philosophy is simple:

Educate first. Technology second.

Students learn best through explicit instruction, purposeful discussion, collaboration, inquiry, hands-on learning, authentic experiences, and productive struggle. Technology should be integrated intentionally when it enhances learning in ways that would not otherwise be possible.

Technology Use Expectations

When planning instruction, consider:

"Does this technology elevate the learning experience, or is it simply replacing something that could be taught more effectively without a screen?"

Technology should always have a clearly defined instructional purpose and align with the goals of the lesson.

Technology should:

- Align with the goals of the **RSU 14 Instructional Framework**.
- Enhance or extend learning beyond what could be accomplished without technology.
- Foster creativity, communication, collaboration, critical thinking, and problem-solving.
- Provide opportunities for authentic learning experiences, research, coding, design, and innovation.

- Be intentionally integrated to support instructional goals and improve student learning.

Whole-Class Device Use

Whole-class computer use should be limited.

Students should not spend large blocks of instructional time independently working on computers or other devices. Teachers are expected to remain actively engaged in instruction by:

- Providing explicit instruction.
- Facilitating small-group learning.
- Conferring with individual students.
- Guiding collaborative learning experiences.
- Monitoring and responding to student learning in real time.

Independent device use may be appropriate during the final few minutes of a lesson or instructional block (approximately five minutes) to complete learning tasks before a transition.

This expectation reflects the instructional direction of Raymond Elementary School and RSU 14 as we continue to prioritize high-quality instruction, authentic student engagement, and meaningful learning experiences.

Purposeful Technology Integration

Technology is most effective when students are actively engaged in learning rather than passively consuming information.

Examples of purposeful technology integration include:

- Research and inquiry
- Coding and computational thinking
- Bee-Bots and early coding experiences
- LEGO Robotics
- Collaborative digital projects
- Design thinking and problem-solving
- Virtual experiences that extend learning beyond the classroom

These experiences encourage students to communicate, collaborate, create, and solve authentic problems.

Digital Learning Programs

Digital instructional programs should be used intentionally and based on student need.

Lexia is an intervention tool designed to provide targeted reading support. It should be assigned based on assessment data and instructional need and is **not intended as a universal classroom activity or a replacement for core reading instruction.**

Technology should **not** be used:

- As a reward or incentive.
- For "Fun Friday" or recreational screen time during the instructional day.
- Simply to occupy students or fill instructional time.
- As a substitute for engaging, high-quality instruction.
- Technology should not be part of a substitute plan.

Instructional Philosophy

At Raymond Elementary School, our goal is to create classrooms where students spend more time **thinking, discussing, collaborating, creating, exploring, and solving problems** than they do looking at a screen.

Technology is a powerful instructional tool when it aligns with the **RSU 14 Instructional Framework** and enhances learning. It should **elevate learning—not supplant the learning experience.**

Field Trips & Transportation

Field trips provide valuable opportunities to extend classroom learning through authentic, hands-on experiences. All field trips must follow RSU 14 procedures and receive administrative approval prior to the trip.

Field Trip Planning

When planning a field trip, **PLC Team Leaders** are responsible for:

- Completing and submitting the Field Trip Request Form for administrative approval.
- Coordinating transportation needs with the office.
- Considering transportation and accessibility needs for students receiving special education services.
- Communicating trip details with the nurse, kitchen staff, specialists, and office, as appropriate.
- Ensuring an adequate number of approved volunteers are available to support student supervision.

Student Permission Forms

A **signed field trip permission form** must be received before a student is permitted to participate in a field trip.

Students without a signed permission form may not attend the field trip. Verbal permission by telephone is not accepted in place of a signed permission form.

Teachers are responsible for verifying that all participating students have submitted a signed permission form prior to departure.

After the field trip, the forms are to be turned into the office.

Transportation

Transportation arrangements are coordinated through the school office following administrative approval of the field trip.

Teachers should communicate any specialized transportation needs well in advance of the scheduled trip.

Volunteers & Chaperones

All volunteers and chaperones must have an approved RSU 14 Volunteer Application on

file prior to participating in a field trip.

Volunteers are expected to:

- Follow the direction of school staff.
- Maintain active supervision of assigned students.
- Support school expectations throughout the trip.

Volunteers are expected to provide their own transportation to and from the field trip destination.

Day of the Field Trip

Prior to departure, teachers should ensure that:

- Student permission forms have been verified.
- Student attendance has been confirmed.
- Emergency contact information is available.
- Student medications and health plans have been coordinated with the school nurse, when applicable.
- Emergency bag from the nurse.
- Staff and volunteers understand supervision assignments and emergency procedures.

Field trips are an extension of the school day. All school rules, expectations, and district policies remain in effect while students are participating in off-campus activities.

Building Care

All staff share responsibility for maintaining a clean, safe, and welcoming school environment.

Staff are asked to:

- Report maintenance or safety concerns promptly.
- Return shared materials and equipment after use.
- Help maintain organized common areas.

- Secure classrooms when leaving for the day.
 - Set SOPs in the classroom for classroom care
-

End-of-Year Responsibilities

Prior to leaving for the summer, staff are expected to complete all required end-of-year checkout procedures.

This includes:

- Completing, signing, and submitting the **End-of-Year Staff Checklist** to the office.
 - Returning keys, badges, radios, and other assigned equipment if leaving the district or transferring to another position.
 - Completing any additional district or school checkout procedures.
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Closing

Thank you for all that you do each day to support the students, families, and staff of Raymond Elementary School.

The procedures and expectations outlined in this handbook are intended to provide consistency, clarity, and support as we work together throughout the school year. While no handbook can address every situation, I hope it serves as a helpful resource that answers questions, promotes collaboration, and reflects our shared commitment to students.

At Raymond Elementary, we believe that strong relationships, high expectations, teamwork, and a willingness to continuously learn are the foundation of a positive school culture. Every interaction we have—with students, families, and one another—helps shape the experiences our children have each day.

Thank you for your dedication, professionalism, and the care you bring to our school community. Together, we will continue to create a safe, engaging, and joyful place where every child can learn, grow, and thrive.

Here's to a wonderful school year!

