Monroe School District Employee Handbook

2026-2027

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August 2026

Dear Monroe School District Employees,

Welcome to the 2026-2027 school year! As we embark on another exciting year of learning, we present to you our Employee Handbook. This comprehensive guide is designed to provide you with essential information about our school's policies, procedures, and expectations, ensuring a smooth and productive year for everyone.

Our handbook serves as a valuable resource, offering clarity on various aspects of your employment, including professional conduct, communication norms, safety protocols, and more. We've compiled this information to support you in your roles, foster a positive work environment, and uphold the high standards that continue to make MCS a wonderful place to work and learn.

Key highlights of this handbook include:
- **Mission Statement**: A reaffirmation of our commitment to providing an exceptional educational experience for all students.
- **Code of Conduct**: Guidelines for maintaining professionalism and fostering a respectful, inclusive atmosphere, including social media.
- **Health and Safety**: Important protocols to ensure the well-being of our school community.
- **Communication**: Guidelines for effective communication with families and colleagues.

We encourage you to thoroughly review the handbook and keep it accessible for future reference. The handbook is updated each year, and many times you can find answers that you may not find elsewhere. Should you have any questions or require further clarification on any topic, please do not hesitate to reach out. Your understanding and adherence to the guidelines within this handbook are crucial.

As we look forward to the year ahead, we want to express our heartfelt gratitude for your dedication and hard work. Together, we will continue to inspire and support our students, fostering a culture of curiosity, resilience, and achievement.

Thank you for being an integral part of the MCS community. Let's make this year our best one yet!

Respectfully,

Leah White
Karen Remick
Emily Bushway

Mission Statement
At MCS, we think critically, work collaboratively, and practice perseverance and compassion to become responsible global citizens.

Monroe Consolidated School's General Description
The Monroe Consolidated School consists of preschool through grade eight, enrolling approximately 100 students. We have a variety of programs to support student learning and the geographic nature of the community. Our teachers are clustered in teams that are focused on developmentally appropriate groupings.

We are proud of our strong Integrated Arts program. Music, Art, Library and Technology are fully integrated with classroom studies, allowing our students to work toward their goals within a true team approach. Integration between disciplines is authentic and meaningful.

Monroe does not have a designated high school. Traditionally, many families choose St. Johnsbury Academy for grades 9-12. Some families choose Lyndon Institute, Woodsville HS, Littleton School or homeschooling depending on their hopes for their child.

Monroe Consolidated School and our grade 9-12 students comprise SAU 77/Monroe School District. Our District Administrator, District Administrative Assistant, Executive Secretary, Food Service Director and Business Administrator are responsible for all of the administrative functions of a traditionally larger school district.

To promote the highest level of student learning, quality of teaching is the center of all staff roles and responsibilities at The Monroe Consolidated School. The primary responsibility of teachers is delivering quality instruction on a daily basis and therefore, the primary responsibility of leadership and support staff is to effectively manage the structures and systems that enable teachers to focus on teaching and learning each day.

All teachers and staff are responsible for understanding and enforcing school rules and expectations. In addition to the policies articulated in this employee handbook, all teachers and staff are responsible for the policies and protocol explained in the MCS community handbook as well as on the school website. The MCS community handbook can be found at community handbook or on the website.

All school leaders, teachers and support staff are committed to a staff culture of continual professional growth and improvement through reflection, goal setting, coaching and peer feedback. Timely, consistent, and respectful communication is a necessity for all members of the school community.

Employment
Access to Building -
Upon completion of all hiring paperwork an access key card will be issued to employees. Key cards provide access to the areas needed based on the employee's position. Key cards (along with ID badges) must be carried on your person at all times. In the event a key card is lost/stolen/misplaced it MUST be reported to the Business Administrator immediately so the access can be revoked and no unauthorized use of the card can occur. A new card will be issued to the employee if necessary.

If access to an area is necessary and not on the key card, employees should request access from the District Administrator.

Collective Bargaining Agreements -
The Monroe School District has two (2) collective bargaining agreements, one for Teachers/School Nurse and one for Support Staff. Please refer to the respective agreement for your position for additional information in regards to benefits, evaluations, professional development, leaves, grievances, etc. The Agreements can be found at MCS Website/bargaining agreement.

Criminal Record Checks -
All employees are required to complete a Criminal Record Background check. Employment is subject to the successful passage and completion of a Criminal History Records check.

ID Cards -
Each employee is required to have their picture taken on school picture day in order to obtain an ID card. If you are not at school on picture day, be sure to have it done on retake day. Once received, the employee needs to carry their ID card on them at all times.

Injury/Illness at Work –
Employees who are injured at work must fill out the Notice of Accidental Injury or Occupational Disease form (found on Google Drive/Shared Forms, or from the business office) and turn it in immediately to either the Business Administrator or Executive Secretary if the Business Administrator is not available.

Payroll -
The work week for MCS begins at 12:01 a.m. on Sunday and ends at 12:00 am the following Saturday.

All employees shall be paid bi-weekly, and payday is Thursday. Paychecks cover the two-work week period (pay period) ending on the Saturday prior to receiving the check. The payroll schedule of when timesheets are due and dates of each paycheck can be found on the bulletin board in the mail/copy room, or by requesting a copy from the Business Administrator.

Employees have the option to receive their pay as a physical check or via direct deposit. Direct deposit forms can be found in the mail/copy room or requested from the Business Administrator.

MCS takes all reasonable steps to ensure that employees receive the correct amount of pay in each paycheck and that employees are paid promptly on the scheduled pay day. In the unlikely event that there is an error in the amount of your pay, you should promptly bring the discrepancy to the attention of the Business Administrator so that corrections can be made as quickly as possible.

School Day-
Employees are required to be at school prior to student arrival (7:45.) If an emergency arises, be sure to contact the main office to arrange for coverage until you arrive.

Code of Ethics and Code of Conduct -
The State of NH has a Code of Ethics and Code of Conduct for New Hampshire Educators that all employees

must follow. Copies of the Codes can be found online at code of conduct & ethics pamphlet or by requesting a copy from the District Administrative Assistant. All employees need to recognize that the Code of Ethics applies both on and off duty, as does the mandated reporter requirement. **All employees represent the Monroe School District even outside of school hours.**

Policy relating to code of conduct reporting can be found at GBEAB- Mandatory Code of Conduct Reporting- all employees

Policy GBEB Staff Conduct
All employees have the responsibility to make themselves familiar with, and abide by, the laws of the State of New Hampshire as they affect their work, the policies and decisions of the Board, and the administrative regulations designed to implement them.

The full policy GBEB Staff Conduct can be found at GBEB- Staff Conduct

Policy GBEA Staff Ethics
All employees of the District are expected to maintain high standards in their conduct both on and off duty. District employees are responsible for providing leadership in the school and community. This responsibility requires the employee to maintain standards of exemplary conduct. **All employees represent the Monroe School District even outside of school hours.**

The full policy GBEA Staff Ethics can be found at GBEA -Staff Ethics.doc

Use of Social Networks -
Employee use of social network sites is covered under Policy GBEBD. In addition to this policy The Code of Ethics recognizes "that the decisions and actions that the educator makes, whether inside or outside of the school and classroom, may be reflective of ones' professional judgment." Principle IV of the Code of Ethics states that the educator will consider "the ramifications and public perception of using social media." **Therefore, Monroe School District reminds all employees that they need to act in a professional manner even when off duty, and if utilizing social media networks to be mindful of what they are posting. Posts that are sexual in nature or contain profanity or language about drugs and alcohol are discouraged per the Code of Ethics. If you wouldn't share something with students, question the appropriateness of sharing it with the general public.**

Policy GBEBD employee use of social networking can be found at
GBEBD - Employee Use of Social Networking Websites.doc

Absences
Amount and type of leave time available to staff can be found in their respective collective bargaining agreements. In the event employees use all their leave time, any time requested beyond that may be denied, or will be docked from pay and may lead to disciplinary action.

Employees will leave plans to be implemented by the covering employee and/or substitute. Employees will

complete a staff absence form with appropriate time to secure a substitute if planned and will complete a staff absence form upon return if absence was unplanned.

Any time out of the classroom requiring a substitute to be obtained requires the completion of a Request for Leave/Absence form. This form must be filled out if you will be in the building but require a substitute to cover your classes so you can attend to other matters.

Sick Day:
Call Karen, Executive Secretary, at 603-359-8662 the night before (until 9:00pm) or the morning of preferably before 6:00am. **Do not rely on email to notify Karen about your absence as it may not be received in a timely manner.** Be sure to fill out an Absence Form (kept in the copy/staff room) upon your return and hand into the Business Office.

Personal Day, Professional Day:
Fill out an Absence Form prior to your absence and submit it to the District Administrator for approval. Personal days allow employees to handle personal matters, appointments, family events or other situations that don't fall under other leave categories. Personal days do not need an explanation, simply write in "personal".

Bereavement Leave:
Fill out an Absence form prior to absence if possible (after if not possible before) and submit it to the District Administrator. Please contact the District Administrator to communicate that Bereavement leave is needed if circumstances are sudden.

Family Medical Leave Act Requests:
Any request for extended or long term intermittent absence/leave due to certain family or medical reasons should be discussed with the Business Administrator, as the human resources department for the District, prior to going on such leave in order to ensure the employee is aware of and receives all protections afforded to them by law.

Employee Rights
All employee rights shall be posted in the Copy Room (room #111).

Health Insurance Portability and Accountability Act (HIPAA)
Health Insurance Portability and Accountability Act (HIPPA)

Performance Norms for School Staff

- Honor each other's schedules - be respectful of time for established priorities so that our workload is balanced. This includes the process of scheduling meetings with other staff.
- Establish and follow a balanced agenda when requesting a meeting with colleagues.
- Share all voices - facilitator provides opportunities in meetings for all voices to be heard.
- *Honor confidentiality at all times.* ALL STAFF must be aware of their surroundings before discussing confidential matters! Public spaces (i.e. dining room, hallway, copy room) are not the right place to

talk about students.
- Be responsible for your own work - meet established deadlines OR communicate to your colleagues in a timely manner the needs/challenges you're facing. Be able to clearly name your own roles and responsibilities.
- Support one another - check in on how we're doing on our own commitments frequently. Request opportunities for our own professional development.
- Manage self within a professional team of educators.
- Communicate respectfully and thoroughly.
- Participate in strategies and activities for professional learning.

School Schedule
The Monroe Consolidated School's schedule and structure promotes academic rigor, intensive work in all academic areas, high engagement and a nurturing school culture.

The schedule is organized to maximize the use of teachers' time. Whenever possible, all schedule changes should be communicated in writing (via email or paper) at least one week before the change to all interested parties. This includes expected changes for testing. Changes that support off site learning opportunities, class study kick offs or other curricular needs should also adhere to the one week notice in communicating these changes to administration, other staff members and families.

Please keep the District Administrator and the School Office informed about classroom guests as well as any classroom event to which members of the public will be invited. This is important, particularly for security reasons. If a meal will be provided for a guest, please fill out the Food Service Guest Billing Form ahead of time and be sure that the Food Service Director is aware.

Food Service Guest Billing Form can be found at Food Service Guest Billing Form

Qualities of MCS Learners
The following Habits of a Learner are the overarching goals for all students at MCS. Good work habits support a safe learning environment, develop self-discipline, and provide the foundation for a culture of achievement. They are as valuable a set of skills and attitudes as any academic content or skills students will master during their school career. Teachers use these qualities in shaping their curriculum and assessment plans, supporting students in understanding and developing these qualities in themselves.

Responsibility:
- Assignment completion
- Preparedness
- Engagement in learning

Collaboration & Leadership
- Working with others

- Contributing respectfully

Reflection
- Thinking about myself as a learner

Perseverance & Revision
- Use of rubrics
- Advocating for myself
- Using feedback
- Craftsmanship

Divisive Concepts
Certain amendments to the New Hampshire Human Rights Act (RSA 354-A) and RSA 193 (Pupils) were appended to the 2022 budget bill, also known as House Bill 2. These amendments include a prohibition on teaching certain divisive concepts.

This law prohibits the teaching of the following:
- That people of one age, sex, gender identity, sexual orientation, race, creed, color, marital status, familial status, mental or physical disability, religion, or national origin, are inherently superior or inferior to people of another age, sex, gender identity, sexual orientation, race, creed, color, marital status, familial status, mental or physical disability, religion, or national origin.
- That an individual, by virtue of his or her age, sex, gender identity, sexual orientation, race, creed, color, marital status, familial status, mental or physical disability, religion, or national origin is inherently racist, sexist, or oppressive, whether consciously or unconsciously.
- That an individual should be discriminated against or receive treatment solely or partly because of his or her age, sex, gender identity, sexual orientation, race, creed, color, marital status, familial status, mental or physical disability, religion, or national origin.

Instruction
The teachers and staff at MCS contribute to quality curriculum and instruction to support all students in achieving personal and academic success. Attention to quality instruction ensures a professional culture tied to professional growth. Common instructional practices can be found throughout our work with students in all grade levels.

Assessment for Learning Practices
Students are equal partners in assessment practices that support learning, known as assessment *for* learning or formative assessments. Unlike summative assessment, which evaluates student learning according to a benchmark, formative assessment monitors student understanding so that kids are always aware of their academic strengths and learning gaps. Meanwhile, teachers can improve the effectiveness of their instruction, re-teaching if necessary. Teachers regularly employ these assessment *for* learning strategies in classroom instruction:
- Provide a clear and understandable vision of the learning target/goal.
- Use examples of exemplary and beginning work.

- Offer regular descriptive feedback.
- Teach students to self assess and set goals.
- Design lessons to focus on one aspect of quality at a time.
- Teach students focused revision.
- Engage students in self-reflection, and let them keep track of and share their learning.
- Use assessment information to refine curriculum and guide instruction.

Assessment of Learning Practices
The Monroe Consolidated School uses a competency-based grading system in line with the NH State Model Competencies, the Common Core Standards and other locally developed criteria. Students' progress toward accessible learning targets are the criteria for academic success. Students' Habits of a Learner/Work Study Practices are assessed separately from academic work.

Teachers provide numerous and varied opportunities for students to show mastery of these criteria, including a balanced use of assessment methods with particular emphasis on quality performance assessments.

Using Video for Instruction
Videos are used in classes at MCS primarily to supplement the curricula by providing students with a visual or alternative perspective or an entry point into a topic. *Teachers are strongly encouraged to utilize excerpts following the 10 and 2 rule: 10 minute excerpts immediately followed by 2 or more minutes of discussion, analysis and processing time.*

There are rare occurrences when a full length film is most effective to illustrate key ideas in a course. In these cases, teachers must notify the District Administrator of their plans at least one day in advance. *Permission from home is required for full length films when a rating is above students' age group.*

Classroom Community/Morning Meeting
Each student at Monroe Consolidated School is a member of a classroom community . The purpose of this community is to ensure that each student:
- Is known well by at least one adult within the school.
- Is an active member of an on-going, small peer community.

In all of our classrooms, the social curriculum and the academic curriculum are fully integrated and of equal importance. The aims of this are the following:

- To create community - providing a sense of belonging, significance and fun/investment.
- To foster responsive interactions - sharing, listening, inclusion and participation.
- To teach the skills needed to be a responsive member of a classroom, school and greater community.

Homework
Teachers do not assign homework just to keep students busy. Homework helps reinforce students' understanding of material or mastery of skills, helps develop productive work habits, and prepares students for approaching work.

It is required that teachers communicate with families about expectations for homework throughout the school year.

Refer to Homework Policy at IKB- Homework

Special Education/504 Services

Special Education:
This is the most intensive instruction offered. The student's team develops an Individualized Education Plan (IEP) to meet student academic, social/emotional and/or functional needs. This level of intervention follows an evaluation plan, specific formal evaluations, reporting of results to the team, and the development of the plan. A special education teacher is assigned for the student and coordinates instruction. Progress is followed and reported. Parents/Guardians are given a document that spells out their legal rights and those of their child.

In accordance with each student's IEP or 504 Plan, General Education Teachers and Special Education Teachers provide a variety of interventions. These interventions will be predominantly "push-in" supports and "pull-out" supports determined by the team. Interventions include, but are not limited to, pre-teaching content, pre-teaching reading skills, and pre-teaching instructional formats that are needed for mastery of the course learning target(s).

Following the intent of a "least restrictive setting," a model of inclusion and "push-in" support is a desirable goal for all students as it meets their needs articulated in each IEP or 504 Plan.

MCS will adhere to all legal requirements for the discipline of students with special needs. In addition to the structures in place to support students with special needs, the instructional strategies and curriculum design honor multiple learning styles and provide opportunities for small group instruction during class time. The classroom teacher remains an IEP student's teacher and works collaboratively with the Special Educator to ensure adherence to the terms of the IEP or Section 504 Plan.

Section 504 Plans
A person with disabilities that interfere with major life activity is protected under the Rehabilitation Act of 1973 (34 CFR/Public Law 93-12). Major life activities include functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. When a condition does not substantially limit a major life activity, the individual does not qualify under Section 504. Please contact the child's teacher or the 504 Coordinator if you believe your child is protected under Section 504. The 504 Coordinator is Kailie Boothby.

Roles and Responsibilities for Addressing Special Needs:

- It is the responsibility of the IEP Team (general education teacher(s), special educator, service providers) alongside paraprofessionals to implement the IEP. Each professional may carry out different roles and responsibilities (see page 3-4).
- Maintaining communication is a critical component of student success. Consultation between the special educator and paraprofessional will happen consistently. In addition, communication with

general education teachers will occur as needed by paraprofessional, special educator and/or classroom teacher.

IEP/Eligibility Meetings

By law, one general education teacher and one special education teacher must be present at all IEP meetings. Additional teachers may be needed to address specific needs.

- IEP:
  - General Education Teachers should come to meetings prepared with a summary of present levels of performance and input for anticipated goals.
  - Special Educators will come to meetings prepared with progress on goals and any data collected throughout the course of the year.
  - Service providers will provide information on a case by case basis.
- Eligibility:
  - General Education Teachers should come prepared with current assessment information.
  - Special Educators will be responsible for providing information from the School Psychologist and other referral information.
  - Service providers will provide additional information on a case by case basis.

Attendance Procedures

MCS has an attendance policy that considers student arrival past the start of school at 7:50am tardy. Students are expected to be inside the school building by 7:50am. Homeroom teachers document absent and tardy students daily. The office counts on teacher records to track student attendance, so it is imperative that you document each tardy student's time of arrival in Alma.

**Please be sure that tardy students have checked in with the office.*

Please review School District Policy JH at JH- Attendance, Absenteeism & Truancy

Grading Guide

Assessment at MCS is meant to provide students and families accurate, detailed and clear feedback on the quality of their learning based on multiple kinds of assessments. Each teacher is responsible for documenting student progress in Alma Report Cards.

Meeting Competencies

A competency of learning is a description of a broad, vital learning outcome that can be achieved during a trimester; they represent the things all students must know or be able to do in that trimester. Competencies:

- Make connections among separate concept or skill goals
- Require high cognitive levels and dynamic student involvement
- Direct assessment and instruction
- Are informed by the Common Core State Standards, the New Hampshire Competencies and the Next Generation Science Standards

In order to meet a long-term target, students should be able to consistently demonstrate that standard every time it is assessed. Every component of the standard should be demonstrated at some point - not necessarily

all at once.

Redoing or finishing an assessment can be a second opportunity to meet the target. It is up to the teacher's discretion whether or not the assessment will be modified the second time.

Using Data for Student Growth
In addition to daily attention to quality curriculum, instruction and culture, teachers monitor students' progress through a variety of formative assessments. At the start of the year, teachers administer baseline assessments in English Language Arts and Mathematics. During the school year, teachers conduct and score frequent assessments.

Classroom teachers, Special Educators, Reading Specialist, Title 1 teacher, and Integrated Arts teachers monitor student skills periodically throughout the school year using a variety of tools. This data is collected and processed by the Title 1 teacher, Reading Specialist and Special Educator, including recommendations for the teacher.

Student testing (NH SAS, STAR, Acadience and local performance assessments) is supported by teachers in a formal testing environment. Teachers maintain appropriate roles as Test Proctors. Classroom teachers and the Administration Team coordinate these external standardized tests.

Classroom Consistencies
All classrooms share the following practices:

- Displayed student work (when displaying work for the general school population, add a caption or description of what is displayed)
- Posted daily schedule
- Posted behavior goals (including classroom contracts/rules)
- Daily attendance, lunch count, bus notes

Hallway Consistencies
All students and staff members deserve a safe and respectful learning environment at all times. All members of the MCS community share the following consistencies:

- *All students are monitored while moving between classrooms.* Teachers must be visible in hallways and present at or near their doorway to assist in supervision. This includes times when students are at their lockers.
- Teachers greet and interact with as many students as possible.
- Teachers model appropriate student behavior.
- Teachers reinforce positive hallway behavior with recognition and appreciation.
- Students walk in hallways.
- When a class is traveling the hallways with their teacher, students walk quietly.
- Teachers lead and pick up students to and from assemblies, community crew, integrated arts, and other hallway travel, unless otherwise arranged with another staff member.

Home-School Communication
School staff are expected to communicate with families frequently. That communication, intended to celebrate student achievement as well as coordinate support for challenges, can occur via conferences, phone calls, email, web sites and mail. **It is expected that school staff will return messages from families or community members within one school day. All staff members are responsible for checking their school email at the beginning and end of each day.** Staff email addresses are available as links on the school's web site.

The policy for New Hampshire Parental Bill of rights can be found here: AB - NH Bill of Rights

As an employee, you are communicating with families on behalf of the Monroe School District. Emails, newsletters and written notes home *should always be double-checked for spelling and grammar.* If in doubt, ask someone else to read it and give you feedback. **Nothing should be published or shared with the public before it is proofread.**

It is vitally important that we communicate successes to families as often or more frequently than we communicate challenges. If it is helpful, consider setting five minutes per day aside for positive feedback to families.

Communication Etiquette
School-wide communication with all staff should be streamlined as much as possible to minimize distraction from daily attention to teaching and learning. Staff members are asked to use email thoughtfully and sparingly as a communication tool. In general, direct communication (face to face conversations) is preferred for anything more than the simple relay of information. When using email for planning or organizing purposes, all staff members should consider the following guidelines:

- Don't use email as an excuse to avoid personal contact. Email communication isn't appropriate when sending confusing, negative or emotional messages. Arguments and/or disagreements will not typically be resolved via email, so responses should be kept to a minimum.
- Be informal, not sloppy. Rules of grammar and mechanics generally apply for clarity. Acronyms such as "LOL" are not appropriate to use in communication with school families and staff.
- Keep messages brief and to the point.
- Use the blind copy (bcc) and courtesy copy (cc) appropriately. Avoid using bcc to keep others from seeing who you copied; it shows confidence when you directly cc anyone receiving a copy. Copy only people who are directly involved. Do use bcc for a large distribution list so recipients (i.e. when emailing your whole class) don't see the entire list of names and email addresses of those who wish to maintain privacy.
- Remember that email isn't private. Never put in an email something you wouldn't put on a postcard. Remember email can be forwarded, so unintended audiences may see what you've written. Always keep the content professional.
- Be sparing with group email. Send a group email only when it's useful to every recipient. Use the "reply all" button only when compiling results requiring collective input. There are very few occasions when "reply all" is necessary.
- Use the subject field to indicate content and purpose.

- Remember that your tone can't be heard in email. Email communication doesn't convey the nuances of verbal communication. An emoji won't diffuse a difficult message.
- Use a signature that includes contact information to ensure people know who you are.
- Be sure that your signature includes the MCS Statement of Confidentiality. Add this signature to any device from which you send a school email, including your cell phone (see below.)
- Respond to emails! The sender does not know if you read their email unless you acknowledge it in some way.

STATEMENT OF CONFIDENTIALITY
This e-mail, and any attachments, is intended only for use by the addressee and may contain legally privileged or confidential information. If you are not the intended recipient of this e-mail, any dissemination, distribution or copying of this e-mail, and any attachments, is prohibited. If you have received this e-mail in error, please immediately notify me by telephone, permanently delete the original and any copy of the e-mail.

Email Groups

Staff (all staff) - staff@monroeschool77.com

Teachers (all teaching staff and nurse) - teachers@monroeschool77.com

paraprofessional (all paraprofessional) - paras@monroeschool77.com

Any school employee - first initial/lastname@monroeschool77.com (exceptions in some cases)

Behavior Plan

Responsive Classroom
The primary behavioral interventions at MCS are centered around positive classroom culture and close and supportive relationships between adults and students, based on the principles of Responsive Classroom.

The guiding principles of Responsive Classroom, which MCS has adapted, are:
- The social curriculum is as important as the academic curriculum
- How children learn is as important as what they learn: Process and content go hand-in-hand
- The greatest cognitive growth occurs through social interaction
- To be successful academically and socially, children need to learn and practice specific social skills. Five particularly important skills are:
  - Cooperation
  - Assertion
  - Responsibility
  - Empathy
  - Self-Control
- Knowing the children we teach - individually, culturally, and developmentally - is as important as knowing the content we teach
- How we, the adults in the school, work together is as important as our individual competence (2007, Northeast Foundation for Children, Inc.)

In order to align our plan with these principles and traits, important components are incorporated throughout the school, including:

- Daily Morning Meeting (gathering as a whole class each morning to greet one another, share news and warm up for the day ahead)
- Rule/Classroom Contract Creation (helping students create classroom rules to ensure an environment that allows all class members to meet their learning goals)
- Interactive Modeling (teaching children to notice and internalize expected behaviors through modeling)
- Positive Teacher Language (using words and tone as a tool to promote children's active learning, sense of community and self-discipline)
- Logical Consequences (responding to misbehavior in a way that allows children to fix and learn from their mistakes while preserving their dignity)
- Guided Discovery (introducing classroom materials using a format that encourages students' independence, cooperation and productivity
- Academic Choice (increasing student learning by allowing teacher-structured choices in their work)
- Classroom Organization (setting up a physical room in ways that encourage students' independence, cooperation and productivity)
- Working with Families (creating avenues for hearing parents' insights and helping them understand the school's teaching approaches)
- Collaborative Problem Solving (using conferencing, role playing and other strategies to resolve problems)

Classroom Implementation (Tier 1):

These important components are put into place in each classroom to encourage positive behavior:

- Schedule: Every classroom begins the day with a morning meeting. The schedule is clearly posted.
- Responsive Classroom: Aligning the approach of Responsive Classroom with classroom structure and activities.
- Classroom Rule/Contract Creation: First six weeks of school are devoted to building classroom community including rule creation. Rules are clearly posted.
- Positive Family Contacts: All staff are encouraged to make positive contact with families.
- Cue/Prompt/Remind/Redirect: Provide a pre-arranged/previously taught cue to remind specific students to engage in appropriate behavior.
- Reminders: Verbally remind children of expected behavior. Verbally redirect children when behavior goes off track. Especially explain how the behavior did not meet the expectation.
- Provide a Warning: Explain what consequences may occur. Respond to rule breaking with logical/previously arranged consequences.
- Evaluate: Determine whether the student has the skill repertoire necessary to meet the behavioral expectations.
- Provide a Choice: Clearly offer a choice between two alternatives and state the consequence for each.
- Use "Take a Break": This can teach students to refocus and return to successful participation in classroom activities after breaking a rule or making a mistake.
- Conference: Problem-solving conference with students.
- Conflict Resolution: Student-to-student conflict resolution. Take care of the problem at hand fairly and with minimal disruption to classroom functioning and for other children to independently resolve conflicts in a fair and acceptable manner to both parties.

School-Wide Implementation (Tier 1): These important components are put into place throughout the school to encourage positive behavior.

Beginning School Year Expectations
In addition to following ideals of The First Six Weeks of School, all classrooms will explicitly teach and model the following common areas:

- Morning routines (entering the school, getting breakfast, entering the classroom)
- Hallways and Stairways
- Bathrooms and Water Fountains
- Dining Room
- Playground (structures, blacktop, tennis court, swings)
- Safety Procedures (fire drill, lockdown)
- Integrated Arts
- Dismissal Procedures

The following are examples of expectations to outline for students:

Hallway Expectations

- Bodies to Self
- Walk
- Quiet Voices at All Times
- Walk in a non-disruptive manner
- Hands Off Walls and Artwork

Playground Expectations

- Have Fun
- Use Playground Equipment Correctly
- Know and Follow Rules of What You Are Playing
- Adult Permission Before Leaving Playground
- Include Everyone Who Wants to Play
- Work Problems Out Fairly, Safely and Respectfully
- Line Up When Whistle Blows
- Keep the Playground Clean
- Put Playground Materials Away
- The tennis court is to be used for tennis only.

Bus Expectations

- Stay in Seat
- Head Facing Front
- Feet in Front and on Floor
- Kind Words
- Quiet Voices
- Hands/Feet to Self

Dining Room Expectations

- Remain Seated
- Eat Appropriately
- Keep Hands and Feet to Self
- Use Quiet Voices
- Speak and Act Respectfully

Bathroom Expectations

- Wash Hands with Soap and Warm Water
- One Person at a Time
- Close the Door
- Ask Permission to go
- Flush Toilets
- If You Make a Mess, Clean it up or Ask for Help
- Use Materials Properly and Put Them Where They Need to be - Paper Towels, Toilet Paper, Soap, Water
- Try Your Best to Aim for the Toilet
- Appropriate Use of Toilet

Mustang RESPECT Awards
Students receive RESPECT awards for exemplifying a RESPECT trait (Responsible, Engaged, Spirit, Passion, Excellence, Compassion, Trust.) These awards are given each week at Community Crew.

School-Wide Signal
Silent, raised open hand is used instead of verbal reminders such as "Shhhh."

Communication
Behavioral expectations are published in the community handbook and staff handbook.

School-Wide RTI
School-wide interventions for educational and behavioral issues.

Responding to Student Misbehavior: Tier 2, Behavioral Intervention:

Student Discipline and Due Process
This policy establishes the substantive parameters, procedures, and due process that shall apply before a student may be subject to temporary (same day) removal from classrooms or activities, restriction from activities, suspensions, and/or expulsion.

The full policy can be found at JICD.doc

Pupil Safety and Violence Prevention - Bullying
The Board is committed to providing all pupils a safe and secure school environment. This policy is intended to comply with RSA 193-F. Conduct constituting bullying and/or cyberbullying will not be tolerated and is hereby prohibited.

The full policy can be found at JICK - Pupil Safety and Violence Prevention (Bullying).doc

Dress Code
When a student is in violation of the school dress code teachers must direct the student to remedy the situation in a manner that is private. If the student is unable to fix the violation without parental assistance, the student must report to the main office in order to call home.

Student dress code policy JICA can be found at JICA- Student Dress Code

All staff members are expected to follow dress code unless instructed otherwise by Administration. Please be respectful of the staff dress code, including covered midriffs. Special outfit days will be at the discretion of Administration.

Staff dress code policy GBEBA can be found at GBEBA -.doc

Technology
Students may not have any electronic devices from home in the classroom unless requested by a teacher. If students bring devices from home they must be stored in lockers or backpacks. If a student is found using a device from home in the classroom it must be confiscated by the teacher and brought to the office for parental pick-up. It is the responsibility of the classroom teachers to monitor possession of devices! Please be diligent. This is in regards to the new RSA and House Bill RSA 189:1-a.

Website
Teachers with pages on the website are expected to maintain their pages on a regular basis, even if it only contains very basic information. Information on the website should never be outdated. Staff bios should also remain up to date.

Acceptable Use Policy for Staff, Policy EHAA-R can be found here
EHAA-R - Computer Security and Internet Communications Acceptable Use Policy (Staff) Regulations.p...
All staff must sign and abide by the current Acceptable Use Agreement.

Use of MCS Computers/iPads
All staff members are issued a laptop and/or chromebook. It is each staff member's responsibility to care for the computer and to keep it clean, both on the inside and outside. Please do not eat over your computer, place magnets near your computer, or carry your computer in an unsafe manner. Use the sleeve provided to transport your computer when outside of the building.

It is the responsibility of each classroom teacher and paraprofessional to teach students to take care of their

computers. *Students should NEVER eat or drink near their Chromebooks or iPads.* Students should carry their computers safely and closed. Computers should be kept clean and dirt-free. Magnets should never be placed near any student computers. **The monitoring of student computers is the responsibility of the classroom teacher. Teachers MUST be able to see student screens at all times!**

Employee Use of Technology Devices

All staff members should use common sense and courtesy regarding use of their technology devices. Refrain from using technology during meetings as this shows lack of interest and attention. Use of personal cell phones while with students is discouraging unless there is an emergency. Cell phone use during instructional times is discouraged.

All staff members need to sign policy EHAA-R acknowledging an understanding of the acceptable use policy. Policy EHAA-R can be found at EHAA-R - Computer Security and Internet Communications Acceptable ...

Phone System

If you are having any issues with your phone system including the mailbox, contact the Executive Secretary. She will contact the appropriate person.

NH Department of Education Single Sign-On

All teachers are expected to sign on to the State Information System for certification, renewal and access to some State Reports. If you have questions on this procedure, please contact Karen Remick, the i4see Coordinator for the district.

All paraprofessionals are expected to sign on to the State Information System for certification and renewal purposes. If you have questions on this procedure, please contact Karen Remick, the i4see Coordinator for the district.

Other Procedures

Purchase Orders

Purchase orders (po's) are to be generated by all staff/employees that wish to purchase or be reimbursed for goods and/or services PRIOR to the purchase/expense/travel. PO forms are available in the copy room by the staff mailboxes, and as a document in a shared drive called forms (you'll have to make a copy, and save to your drive, in order for the po form to be editable). PO numbers are in the copy room on the shelf next to the staff mailboxes and on the shared google drive called forms. If you are going on a field trip there is a Bus Transportation Request and PO form along with a field trip checklist, that contains all information you need to fill out to request/arrange for transportation for a field trip.

To complete a PO

- Enter vendor name & address, phone number - this information is required to process the purchasing of items and is also required so that proof of insurance, tax information, etc. can be requested if needed. Each PO can only be made out to one vendor (vendor is where check will be sent)
- Enter PO number and date at top of form
- Write a description of what is being purchased or reimbursed - Be sure to put dates in the

description if the request is for travel/meals/lodging expenses. Include name of conference and conference information (please attach the registration form)
- Write in the account number to be charged – if you do not know the account number write in the name or ask the business Administrator (i.e. if it's a conference write down professional development and we will know the account number to use, if it's a grant write down the grant name if you can't remember the number, Title 9 supplies, etc.)
- Sign PO and give to Business Administrator for budget verification

After signing the completed PO, the PO goes to the Business Administrator who verifies the budgeted funds and then gives it to the District Administrator for final approval. Once PO has final approval the purchase can be made. The Business Administrator will either process the PO for purchase of items or return the PO to the requestor for processing. If you want to place the order yourself once the po has been approved you must let the Business Administrator know so the order doesn't get duplicated.

Reimbursement for Expenses/Travel

After the purchase order has been approved and you have incurred the expense or traveled, you will need to fill out an Expense Reimbursement form or a Mileage Travel Log form. These forms are done after the purchase order to verify that you actually incurred such expense or travel. Proof of purchase (itemized receipts) are attached to the Expense Reimbursement form in order for the form to be approved. The Mileage Travel Log should be filled out complete with dates and location that was traveled to/from and reason why. Forms are found in the mail/copy room and on the shared Google drive labeled forms. Any questions about receipts or these forms should be addressed to the Business Administrator.

Crowdfunding

Crowdfunding refers to any request of materials from the general public (i.e. Donors Choose.) Per new policy DFGA, any requests for crowdfunding must go through the District and will need approval ahead of time.

Crowd Funding Request- Approval Form can be found in the staff room or in the shared drive labeled forms. Policy DFGA can be found at DFGA- Crowd Funding

Off Site Learning Opportunities (Field Trips)

The Bus Transportation and PO Form along with a Field Trip checklist can be found in the staff room or in the shared drive labeled forms. Follow the directions in the field trip checklist. Once the off site learning opportunities (field trip) is approved staff members must be notified about schedule changes. Please refer to

Student Transportation

For use of Private Vehicles to Transport Students, see policy EEAG which can be found at
EEAG - Transporting Students.doc

All staff members must complete a Statement of Insurance on private vehicles form and have the district administrator sign off prior to transporting students.

Staff Meetings
All teachers are expected to attend staff meetings biweekly, unless approved with prior communication with the District Administrator. School-wide attention to staff meetings is critical for a sustainable professional culture. The agenda will be generated with requests from staff and sent out prior to the meeting. Teachers are expected to share the note taking role so that we will have a record for those who cannot attend, including support staff. On off Wednesdays the time may be used for team meetings.

Professional Development
All staff members at MCS are engaged in continual professional growth. Staff members are provided with opportunities to attend off site workshops and conferences. Attendance at these events is coordinated through school administration. Priority is given for off site professional development that aligns with goals and can be attended without great harm to concurrent school programs. For all off site opportunities, teachers are expected to document their learning within their Professional Development Plan.

Professional Development opportunities for all school staff are an investment of time and money. All staff members are responsible for providing dissemination of relevant training to other staff.

First Responder Procedure for Monroe School District Employees
If a call comes from within town limits during school hours the school will find coverage, if possible, so the employee can assist on the call.

If an employee goes to a call before the start of their shift they will need to call the Executive Secretary, then a substitute can be on standby. The employee will return to work once the call is finished.

The first responder will not be permitted to go to a call outside of town limits during school hours.

Staff Development Opportunities
It is the policy of the Monroe School Board that a program of in-service training be established to provide an opportunity for the continuous professional and technical growth of the staff.

Further information on Staff Development Opportunities can be found at GCI - Professional Staff Development Opportunity

Teacher Support and Evaluation
Teaching staff will be observed informally throughout the year and will have a summative evaluation. Support Staff will have one overall evaluation each year. Walk-through observations for all staff will take place throughout the year.

Title IX Sexual Harassment and Grievance Process
The school district does not discriminate on the basis of sex or other protected categories in its education programs and activities, as required by federal and state laws/regulations.

Discrimination against and harassment of school employees because of age, sex, gender identity, sexual orientation, race, creed, color, ancestry or national origin, marital status, familial status, physical or mental

disability, religion, or genetic information are prohibited.

The full version of Policy AC: **Nondiscrimination/Equal Opportunity** can be found at the following link, AC-Nondiscrimination, Equal Opportunity Employment, and Anti-Discrimination Plan

Any individual who is unsure about whether discrimination or harassment has occurred and/or or which complaint procedure applies is encouraged to contact the Human Rights Officer (or HRO)/Title IX Coordinator. (contact info can be found in policy AC-E or below)

Jackie Gaouette, Title IX Coordinator
77 Woodsville Rd Monroe NH 03771
603-638-2800 ext. 107
jgaouette@monroeschool77.com

This procedure should be used for any complaint of unlawful harassment or discrimination based on a protected category which does not involve Title IX sexual harassment.

A. How to Make A Complaint

1. An employee who believes they have been unlawfully harassed or discriminated against (as such terms are defined in Section 1.A.1-3) is encouraged to try to resolve the problem by informing the individual(s) that the behavior is unwelcome or offensive, and requesting that the behavior stop. This shall not prevent the employee from making an immediate complaint to the HRO/Title IX Coordinator.

2. Any employee who believes they have been harassed or discriminated against should report their concern promptly to the HRO/Title IX Coordinator. A written complaint must include basic information concerning the allegation of harassment or discrimination (i.e., date, time, location, individual(s) who alleged engaged in harassment or discrimination, description of allegation).

3. Employees who are unsure as to whether unlawful discrimination or harassment has occurred, or who need assistance in preparing a written complaint, are encouraged to discuss the matter with the HRO/Title IX Coordinator.

4. Employees will not be retaliated against for reporting suspected discrimination or harassment, or for participating in an investigation. Retaliation is illegal under federal and state nondiscrimination laws, and any retaliation will result in disciplinary measures, up to and including discharge.

5. Any employee who believes they have been discriminated against or harassed is encouraged to utilize the school district's complaint procedure. However, employees are hereby notified that they also have the right to report incidents of discrimination or harassment to the New Hampshire Commission for Human Rights 2 Industrial Park Drive, Concord, NH 03301 and/or to the Federal Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8th Floor, Boston, MA 02109-3921 (telephone: 617-289-0111).

B. Complaint Handling and Investigation

1. The HRO/Title IX Coordinator will promptly inform the Superintendent and the person who is the subject of the complaint (respondent) that a complaint has been received.

2. The HRO/Title IX Coordinator may pursue an informal resolution of the complaint with the agreement of the parties involved. Any party to the complaint may decide to end the informal resolution process and pursue the formal process at any point. Any informal resolution is subject to the approval of the parties and the Superintendent, who shall consider whether the resolution is in the best interest of the school district and the parties in light of the particular circumstances and applicable policies and laws.

3. The HRO/Title IX Coordinator may implement supportive measures (consistent with any applicable collective bargaining agreement provisions) to reduce the risk of further discrimination or harassment while an investigation is pending. Examples of supportive measures include, but are not limited to, ordering no contact between the individuals involved, changing a work location, or changing a work schedule.

4. The complaint will be investigated by a trained internal or external individual designated by the Superintendent and the HRO/Title IX Coordinator. Any complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any complaint about the Superintendent should be submitted to the Chair of the Board, who should consult with legal counsel concerning the handling and investigation of the complaint.

5. The investigator shall consult with the HRO/Title IX Coordinator as agreed during the investigation process.

6. The respondent will be provided with an opportunity to be heard as part of the investigation. The complainant shall not be required to attend meetings with the respondent, but may choose to do so as part of an informal resolution process.

7. The complainant and the respondent may suggest witnesses and/or submit materials they believe are relevant to the complaint.

8. If the complaint is against an employee of the school district, any rights conferred under an applicable collective bargaining agreement shall be applied.

9. Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.

10. The investigation shall be completed within 40 business days of receiving the complaint, if practicable. Reasonable extensions of time for good reason shall be allowed.

11. The investigator shall provide a written report and findings to the HRO/Title IX Coordinator.

The sexual harassment and sexual violence report form can be found at ACA-R General Statement of Policy Prohibiting Sexual Harassment

Title IX Prohibition of Sex Discrimination and Sex-Based Harassmnt: Policy and Grievane Procedure can be found at policy ACAC

Drug Free School Zone
Pursuant to New Hampshire's "Drug-Free School Zone" law (RSA Chapter 193-B), it is unlawful for any person to manufacture, sell, prescribe, administer, dispense, possess with intent to sell, or compound any controlled drug or its analog, within a "drug-free school zone". The District Administrator is directed to assure that the District is and remains in compliance with the requirements of RSA 193-B, I, and N.H. Ed. Part 316 with respect to establishment, mapping and signage of the drug-free zone around each school of the District.

The full policy can be found at GBEC -Drug-Free workplace .doc

Prohibitions Regarding Use and Possession of Tobacco Products
State law prohibits the use of any tobacco product, E-cigarette, or liquid nicotine in any facility or upon any grounds maintained by the District. Students and minors are further prohibited from possessing such items in or upon any facility, school vehicle, or grounds owned or maintained by the District.

The full policy can be found at ADC-GBED-JICG -.doc

District Policies
Board policies establish the goals, direction and structure of the district under the authority of applicable statutes and regulations. In addition to policies required by state and federal laws and regulations, the Board adopts policies to provide direction to the Superintendent and other administrators in the management of the district, to guide the education program, and to provide clear expectations for school staff, students and parents.

The full policy can be found at BGAA- policy development, adoption and review.doc

All District policies can be found on the Monroe School District website under policies www.monroeschool77.com/schoolboard/policies or in the District Office.

Monroe Consolidated School
Monroe School District
School Administrative Unit 77

July 1, 2025

ASBESTOS MANAGEMENT PLAN
ANNUAL NOTICE OF AVAILABILITY

To Staff, Parents/Guardians, and Students:

This notice serves to fulfill annual notification requirements in accordance with Section 763.93 of the *Asbestos Hazard Emergency Response Act* (AHERA). AHERA requires that all school buildings be visually inspected by accredited inspectors to identify all asbestos-containing building materials (ACBM) that may be present in the school, and to maintain records of all activities related to inspections, removal and maintenance of ACBM. As required under AHERA, Monroe Consolidated School must maintain an Asbestos Management Plan (AMP) and keep the AMP on file at the school, and the School Administrative Unit Office. The AMP is available for review during school hours, Monday through Friday.

Periodic surveillance of known asbestos in Monroe Consolidated School is performed every six months by a designated person to assess the condition of the ACBM. Six-month Assessment Results are maintained and are also available for review in the AMP.

For additional information, please contact our Local Educational Agency Designee, Rose Bogie at 603-638-2800 ext 114, or RBogie@monroeschool77.com.

Sincerely,
Rose M Bogie
Rose M Bogie
Business Manager
Monroe School District – SAU 77

Cc: Faculty Staff
Parents/Guardians
School Website
Community/Staff Handbooks

THE MONROE SCHOOL DISTRICT IS AN EQUAL OPPORTUNITY EMPLOYER.

▪ Leah Holz- District Administrator ▪ Rose Harris - Business Manager ▪ Jackie Gaouette - Coordinator of Discipline

▪Jennifer Graham - Nurse Kailie Boothby - Coordinator of Student Services

Karen Remick –Executive Secretary Molley Gilley – District Administrative Assistant

Telephone: 603-638-2800 Fax: 603-638-2031 Website: www.monroeschool77.com
P.O. Box 130, 77 Woodsville Rd. Monroe, NH 03771

Receipt for Employee Handbook

I acknowledge that I have received a copy of Monroe Consolidated School's Employee Handbook. I understand that this edition of the handbook supersedes all previous editions of the MCS Employee Handbook.

I agree to read it thoroughly, and agree to abide by all the policies and procedures contained in this handbook.

I understand that the Employee Handbook contains information about some of the policies, rules, and procedures of the Monroe School District that I must adhere to. I understand that the Employee Handbook is not intended to include or set forth all of the policies, rules, procedures, benefits, or standards that govern my conduct as an employee of the Monroe School District. I understand that I can obtain copies of all current School District policies and Union Master Agreements on the website.

I understand that the Monroe School District may revise the Employee Handbook, policies, rules, and procedures at any time and for any reason.

I agree that if there is any policy or provision in the handbook that I do not understand or other issues regarding my employment, I will seek clarification from the District Administrator.

I understand and agree that MCS does not intend by the handbook and its provisions to create any contractual obligations, express or implied, on the part of the employees or MCS. Further, I understand that a copy of this receipt will be placed in my personnel file at the SAU office.

Please sign and date this receipt and return it to the District Administrative Assistant within 10 working days.

Date:_____ _____

Employee Signature

_____

Employee Name: Please Print Clearly