

Whitefield School

2017- 2018

Faculty & Staff Handbook



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Whitefield, NH 03598

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Welcome to Whitefield School

Our responsibility as professional educators is an enormous one. Our task is to prepare the next generation of citizens to engage the complexities of the world. As a member of The Whitefield School, you are part of a community of professionals who hold high expectations for themselves, their students and their colleagues. We are life-long learners who stay abreast of instructional best practices and innovation, ever changing technology, legislation and the community in which our students live. We believe that all children can achieve, and provide them with a variety of experiences to develop the skills, habits and dispositions necessary to become responsible and productive members of society. We will work hard, and though we may not always agree on the details, we will work collaboratively and respectfully, and smile along the way. We will celebrate our successes as a community and support each other during difficult times. In the end we will provide our students with an environment and instructors that maximizes their opportunity to successfully participate in any opportunity they choose.

How to Use This Handbook

This handbook is designed as a reference manual for daily operations at The Whitefield School and district protocol. It is meant as a guide, and the first place you should consult when you have a question. Never hesitate to contact the administrators, office staff, unit leaders, colleagues and mentors for clarification. At the beginning of the year, we ask that you take some time to review the handbook for changes to past protocols.

WMRSD Mission, Vision & Goals

Mission Statement

The White Mountains Regional School District uses our collective resources to educate responsible and ethical citizens who are academically, socially, and physically prepared to meet the needs of our community in an ever-changing world.

Vision

The White Mountains Regional School District will maximize the success of our students, promote the effectiveness of teachers and leadership, and enhance our community partnerships through innovative and diverse educational opportunities and the efficient use of fiscal and physical resources.

Core Values

We value....

- Every child
- Student success
- Positive learning environments
- Financial accountability
- Professional excellence
- Family and community partners
- Respect

We recognize the value of each and every child. We believe that all children can succeed and must be engaged to learn and grow intellectually, socially, and emotionally throughout their lives. A positive learning environment requires excellent facilities, effective safety practices, and a healthy school climate. Financial accountability is managing resources responsibly by balancing the needs of students with what the community can afford. We must recruit, develop, evaluate, and retain high quality personnel. Families and community members are essential partners in guiding student growth and learning. We believe that mutual respect requires fairness, compassion, trust, and attention to the needs of students, parents, staff, and community.

Goals

- ✚ Create a district culture that encourages community involvement where the focus is on improving our education system as a whole and is not hampered by individual agendas.
- ✚ Implement standards-based instruction and reporting to include benchmark assessments, to ensure all students achieve NH State Standards.
- ✚ Institute financial policies and practices that ensure public transparency and enforce sound cost management.
- ✚ Develop a Communications Plan that promotes parental and community support and involvement through clear, open and timely communication.

Bill of Rights & Responsibilities

We, the families and community members of the White Mountains Regional School District, in order to form a more conducive environment for learning, establish mutual respect, insure fairness, build self-esteem, encourage citizenship, and promote individual responsibility, do establish these rights for all of us who enter these school grounds:

Rights

We have the right to be greeted and welcomed to our school.
We have the right to be treated with respect by everyone.
We have the right to walk in the halls and on school grounds peacefully, exhibiting and expecting good manners.
We have the right to feel safe at all times.
We have the right to speak and be heard.
We have the right to be unique individuals without pressure or ridicule.
We have the right to see everyone dressed appropriately.
We have the right to make mistakes and to learn from them.
We have the right to a lifetime of learning.

Responsibilities

We have the responsibility to take care of our school both inside and out.
We have the responsibility not to hurt anyone.
We have the responsibility to greet and welcome people to our school.
We have the responsibility to help people in need.
We have the responsibility to dress appropriately.
We have the responsibility to be honest.
We have the responsibility to treat everyone with respect.
We have the responsibility to learn for a lifetime.
We have the responsibility to set a good example for others.
We have the responsibility not to pick on, laugh, or tease people that are different.

The Whitefield Way

During the 2016-2017 school year, representatives from the teaching staff and students reviewed and revised the core values of the building. The Whitefield School has practiced the principles of Positive Behavioral Interventions and Supports since 2003, but we needed a refresher in order to sustain the energy created by using PBIS. In recent years the approach has not been as prominent as it was in the past. The success of a multi tier support system depends upon consistency among staff in the implementation of its principles. The approach operates under the premise that all staff will:

- ✚ Teach behavioral expectations and cue before an activity or transition
- ✚ Reinforce teaching through recognition of student performance of the expectations
- ✚ Support students who struggle with meeting the expectations by providing them with appropriate interventions

Respect, Responsibility, Kindness, Engagement and Safety comprise the expectations that are the focus for all that we do. Our staff will reinforce these expectations through the teaching of lessons on specific behaviors that demonstrate the universal core values. All staff and students are expected to participate in activities that reinforce our school-wide expectations.

Use of Positive Reinforcement

Students are provided positive reinforcement for appropriate behaviors. When a student is caught being good, the student receives a verbal recognition. In keeping with Responsive Classroom tenets, the emphasis should be on reinforcement of new skills through positive language. Use of “rewards” is discouraged; however, students need positive reinforcement in order to know that the choice they have made—whether academically or behaviorally—is the correct choice.

Support or Behavioral Interventions for Struggling Students

Students who have difficulty with the universal system of expectations are identified through data collection for further assistance. Using SWIS data, the assistant principal sends out monthly reports on students who receive four or more discipline referrals in a month. Teachers are provided with behavioral data each month at faculty meetings. Students who continue to display difficulty with the universal system are identified for further support; such as, the Achievement Club, or an individualized Behavior Support Plan (BSP). A team of teachers and related staff works to design BSPs that guide individuals in making wise choices through specific measures that teach positive behaviors.

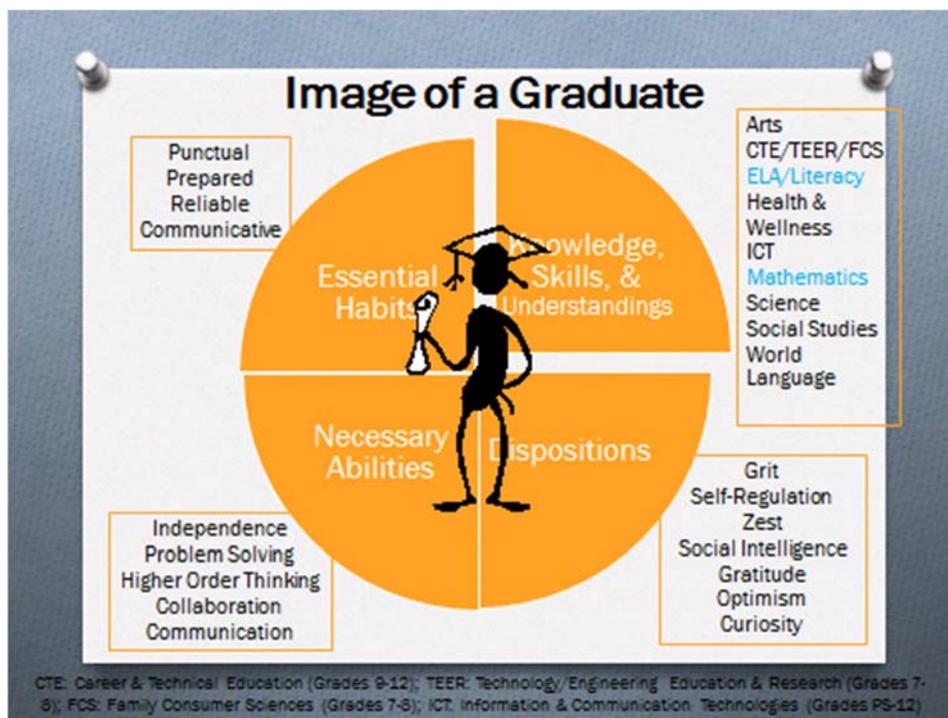
An important component of the approach is the involvement of the family and other support persons for each student. The Whitefield School strives to build partnerships between the school, home and community. Thus, the school will continue to strengthen existing and new partnerships between home and school.

Image of a Graduate

The White Mountains Regional School District strives to develop graduates who have not only mastered academic content standards but who also present the essential habits and dispositions necessary for success in college, career, and life.

The Whitefield School will prioritize the Image of a Whitefield Student throughout the 2015-2016 school year. Below you will find both the habits and dispositions we will be addressing, fostering and nurturing as we prepare Whitefield students for educational and life-long success.

Habits are defined as necessary practices for success in all areas which require working with others. Deficiencies in these practices are the most frequent cause for job dismissal, lack of advancement and recognition in higher positions, and for lack of satisfaction in personal and social pursuits.



Dispositions, also referred to as character traits and personal attributes, are important in achieving life success and as reliable predictors of such success. Though an element of an individual's disposition is genetic in nature, research suggests that these attributes are moldable through positive modeling and practice.

Nondiscrimination Policy

It is the policy of the White Mountains Regional School District not to discriminate in their educational programs, activities, or employment practices on the basis of race, color, religious creed, national origin, sex, age, marital status, or physical and mental disability. Any person having inquiries or complaints concerning the compliance of the White Mountains Regional School District with the regulations implementing the laws regarding illegal discrimination may contact the School District Non-Discrimination Coordinator, Office of the Superintendent of Schools, 14 King Square, Whitefield, NH 03598, (603) 837-9363.

Grievance Procedure*

1. Students or employees have the right to file a complaint to either the principal or guidance counselor in the complainant's school. The principal will render a recommendation expeditiously. All reasonable efforts will be made to maintain the confidentiality of all parties and to protect the complainants from harassment and retaliation.
2. The complainant has the right to appeal the principal's recommendation to the School District Non-Discrimination Coordinator, Office of the Superintendent of Schools, 14 King Square, Whitefield, NH 03598, (603) 837-9363. S/he will collect information and evidence to report to the Superintendent.
3. After receiving the School District Non-Discrimination Coordinator's report, the Superintendent may schedule an impartial hearing and will render a written decision.
4. Any decision by the Superintendent may be appealed to the School Board by the complainant.
5. Any decision by the School Board may be appealed to the New Hampshire Commission on Human Rights or the Office of Civil Rights in Boston, Massachusetts.

* The policy manual that explains the grievance procedure in greater detail may be examined at either a Principal's or Superintendent's office during regular office hours.

School Board Approved: November 20, 2000

WMRSD School Board

Jessica Ryan
Whitefield School Board Chairperson
5 Main Street
Whitefield, NH 03598
Email: jryan@sau36.org
603-837-9685
Term Ends: 2018

Dave Hollmander
Whitefield Board Member
8 Main Street
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770-3970
Term Ends: 2019

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Term Ends: 2020

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Carroll Board Member
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Lancaster Board Member - Vice Chair
1 Mt. Prospect Road
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631-0217
Term Ends: 2018

James Brady
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498 Ingerson Road
Jefferson, NH 03583
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603-586-7738
Term Ends: 2019

Scott Klienschrodt
Dalton Board Member
59 Bush Road
Dalton, NH 03598
Email: sklienschrodt@sau36.org
603-837-3114
Term Ends: 2020

SAU Office
14 King Square
Whitefield, NH 03598

Telephone: **837-9363**

Fax: **837-2326**

Dr. Marion Anastasia
Dr. Melissa Hough
Brent Holt
William Everleth
Roxanne Hartlen
Sheila Goulet
Deborah Dubois
Trina Beattie
Jeremy Noyes
Karen Miller

Superintendent of Schools
Assistant Superintendent of Curriculum
Director of Special Education
Director of Buildings & Grounds
Secretary to the Superintendent
Financial Administrative Assistant
Secretary to Director of Student Services
Payroll/Accounts Payable
District Information Technology Director
Finance/Data Assistant

WES Faculty

Office Staff

Michael Cronin	-----	Principal
Sharal Plumley	-----	Assistant Principal
Samantha Gross	-----	Guidance Counselor
Tamika Phillips	-----	Secretary
Lisa Miller	-----	Nurse

Instructional Staff

Jackie Garneau	-----	Preschool
Tina Mooney	-----	Kindergarten
Natalie Glynn	-----	Kindergarten
Rheanna Stone	-----	Grade 1
Linda Bennion	-----	Grade 1
Angela Smith	-----	Grade 2
Kelly Styles	-----	Grade 2
Kimberly Read	-----	Grade 3
Ashley Guilbeault	-----	Grade 4
Kiley Spoerer	-----	Grade 4
Jean Jacobs	-----	Grade 5
Kathy Willey	-----	Grade 5
Aaron Giragosian	-----	Grades 6-8
Nicole Ardolino	-----	Grades 6-8
Emily Robertson	-----	Grades 6-8
Caroline Carr	-----	Grades 6-8
Andrew Munroe	-----	Grades 6-8
Amanda Garneau	-----	Grades 6-8
Michelle Cote	-----	Grades 6-8
Ervin Connary	-----	Grades 6-8
Heather Stewart	-----	Library/Media
Alyssa Nieman	-----	Art
Chad Carter	-----	Physical Education
Heidi Mathieu	-----	Health and FCS
Jennie Dynan	-----	General Music
Michael Martins	-----	Band
Christine Stevens	-----	Special Education
Adrienne Caulder	-----	Special Education
Elena Nilhas	-----	Special Education
Kelsey Bernard	-----	Title I
Jessica Hallee	-----	Title I
Rosa Van Wie	-----	Title I
Sara Aldrich	-----	ELA Specialist
Jen Bulson	-----	Math Specialist

Evaluation & Support Team

Laurie Canuto	-----	Speech Pathologist
Nancy McVetty	-----	Speech Assistant
Cathy Strasser	-----	Occupational Therapist
Tamra Eastman	-----	School Psychologist
Karen Keller	-----	District Social Worker

Paraprofessionals

Robin LaLonde	-----	Library/ Office Asst.
Heather Braase	-----	SSC Coordinator
Dianna Corrigan-Smith	-----	Para
Wanda Dami	-----	Para
Gabby Stevens	-----	Para
Eileen Armstrong	-----	Para
Beverly Hines	-----	Para
Denise Leslie	-----	Para
Andrea Glidden	-----	Para

Support Staff

Roy Palmer	-----	Lead Custodian
Mark Worcester	-----	Custodian
Karen Huntoon	-----	Custodian
Judy Russell	-----	Cafeteria Manager
Tammy Aldrich	-----	Cook
Frances Call	-----	Cook

Calendars

WMRSD 2017-2018 Calendar

July 2017						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 2017						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	X	31		
						0

September 2017						
Su	M	Tu	W	Th	F	Sa
					X	2
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
						19

October 2017						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
						20

November 2017						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10*	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
						parent conferences 18

December 2017						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						16

January 2018						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	5
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26*	27
28	29	30	31			
						20

February 2018						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			
						17

March 2018						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
						20

April 2018						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6*	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
						parent conferences 16

May 2018						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
						22

June 2018						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18*	19	20	21	22	23
24	25	26	27	28	29	30
						12

Date	Event
9/5/2017	First Day of School
Staff Development Days	
08/28/17	Staff Dev. Day
08/29/17	Staff Dev. Day
08/31/17	Staff Dev. Day
10/06/17	Staff Dev. Day
01/12/18	Staff Dev. Day
Early Release Days	
12/01/17	Early Release- parent conf
04/20/18	Early Release - parent conf
06/18/18	Early Release/180th Day
Holidays Observed	
09/04/17	Labor Day
10/09/17	Columbus Day
11/10/17	Veteran's Day Observed
01/01/18	New Years Day
01/15/18	Civil Rights Day
05/28/18	Memorial Day
Vacations	
11/22-24/17	Thanksgiving Break
12/25/17-1/01/18 (return 1/2/18)	Holiday Break (Includes New Year's Day)
2/26-3/2/18	Winter Break (5 days)
4/23-4/27/18	Spring Break (5 days)
	Parent Conf (Elem & MS) to be announced
	Parent Comm Logs (HS) to be announced
	* End of Marking Per: 11/10, 1/26, 4/6, 6/18
	School Board Approved: 12/12/16
	180 School Days
	Snow Make Up Days
	Number of School Days in the Month

Whitefield School 2017-2018

September 5 -----School Opens
October 5-----Progress Reports Issued
October 6-----Staff Development Day – No School
October 9-----Columbus Day-No School
November 10-----**First Quarter Marks Close**
November 10-----Veteran’s Day-No School
November 13-----Second Quarter Begins
November 17 -----First Quarter Report Cards Issued
November 22-24----- Thanksgiving Break
December 1 -----Early Release-Conferences
December 15 -----Progress Reports Issued
December 25–January 1-----Winter Break
January 12-----Staff Development Day – No School
January 15-----Civil Rights Day – No School
January 26-----**Second Quarter Marks Close**
January 29-----Third Quarter Begins
February 2-----Second Quarter Report Cards Issued
February 26-March 2-----Winter Break
March 9 -----Progress Reports Issued
April 6 -----**Third Quarter Marks Close**
April 9 -----Fourth Quarter Begins
April 13 -----Third Quarter Report Cards Issued
April 20 ----- Early Release/Parent-Teacher Conferences
April 23–April 27 -----Spring Break
May 18 -----Progress Reports Issued
May 28 -----Memorial Day – No School
June 18 OR 180th Day ----- Last Day of School/Early Release/Fourth Quarter Closes
June 25 -----Report Cards Mailed Home

Faculty Meetings

Faculty meetings meet on the second Tuesday of each month from 3:30 to 4:30PM to address building-based matters, and engage in professional development. All Instructional Staff are expected to be present for the meetings unless prior approval from the administration has been granted.

September 12th
January 9th
May 8th

October 10th
February 13th
June 12th

November 14th
March 13th

December 12th
April 10th

Building Leadership Team

The Building Leadership Team (BLT) is comprised of representatives from each unit. The team will review building wide data to identify trends, strengths and challenges within the building. Members are nominated on a yearly basis by the administration and meet monthly. The BLT will meet on the following dates during the 2017-2018 school year:

September 19th
January 16th
May 15th

October 17th
February 20th

November 20th
March 20th

December 19th
April 17th

General Operating Procedures

Absences

Forms for requesting absences are available in the office from Mrs. Currier. This form must be filled out for personal, bereavement and preplanned medical appointments. They are pre-approved by the building principal, and sent to Central Office for final approval by the superintendent. The principal/assistant can answer questions concerning the form.

Illness: If you are ill and need a substitute, please phone **Andrea Glidden at (603) 631-1267, no later than 6:00 a.m.** *If you have duty assignments or scheduled meetings, please let her know at that time.*

Personal: In order to request a personal day, you must fill out a request form. See Cecile for the form. If you have a planned day (i.e. professional, administrative assignment), *please inform Mrs. Currier as soon as you know the date you will be gone.* She will contact the substitute. If you have duty assignments, please arrange for someone to take your place and let Mrs. Currier or Mrs. Stover know who will be doing your duty.

Professional: Submit professional development leave time through the website: <http://www.mylearningplan.com> Employees should also inform Mrs. Currier of plans to attend professional conferences. (A list does not automatically generate when teachers attend professional development.)

Animals

In general, animals are not allowed in the school. *This includes animals belonging to staff.* Students will often ask to bring a pet in for Share, but we encourage such sharing through photos and video that can be shown via the interactive projectors. Requests for classroom pets should be sent through administration.

Arrival & Departure

Teachers must be present in the building by 7:30 a.m. and must remain in the building until 3:10 or until professional responsibilities (such as duties, meetings, etc.) have been fulfilled. If you have morning duty, you will need to be in the building and at your duty by 7:20 a.m. In the event that you need to leave the building for an appointment or to run a quick errand during a plan period or lunch, please check out, sign out and back in, via the log provided on the office counter for this purpose.

Assemblies

Students should be reminded of Quality Audience expectations before attending an assembly. Please use the following procedures when accompanying your students to an assembly:

- ✚ Remain in your classroom until you are called to the gym by the office.
- ✚ Escort your class into the assembly and wait for directions for seating.
- ✚ Bring your evacuation backpack with you to the gym.
- ✚ Please follow the seating directions given when you enter the gym.
- ✚ When leaving the assembly, wait until the class in front of yours has been dismissed.

Confidentiality

Our profession brings us close to the lives of our students and members of our communities. Respect for confidentiality is required at all times, both within the building and within the community. If you have questions about what information you can release to others, see Mrs. Plumley or Mr. Cronin to review the laws under the Family Education Rights Protection Act.

E, Voice & Snail Mail

Please check your office mailbox in the morning upon arrival and again at close of school. Do not send students for mail. Please check your voice and email several times a day and return calls and messages as soon as possible. The district relies on its email system quite heavily to expedite the dissemination and collection of information.

Field Trips

Field trips should be aligned to curriculum standards and provide students with opportunities to extend their classroom learning. All field trips should be requested and approved by the principal at least one week prior to the date of intended trip. Forms are available for this purpose in the office. If you are requesting students take an overnight field trip, you must also obtain approval from the superintendent by obtaining his signature on the approval form. Additionally, you must submit an itinerary, an alternative assignment for students who do not attend the trip, and a list of participating students.

Transportation requests should be made with the Administrative Assistant who will be the sole contact with the bus company. Any changes in transportation should be communicated to the Administrative Assistant immediately to be communicated to the bus company. All other arrangements necessary for the successful undertaking of a field trip are the responsibility of the requesting teacher. This includes fundraising details, contact with the destination, approved chaperones, insurance details, etc. There needs to be at least one staff member on the trip that hold a current CPR certification.

Guidelines:

The following guidelines are to be followed by all field trip participants. Their purpose is to ensure the safety and success of each trip thereby insuring the continuation of field trips as an integral part of the learning experience.

- ✚ All students will be allowed to participate in academically related field trips.
- ✚ Students who choose not to attend a field trip should be assigned an alternative assignment aligned to the goals of the field trip. That assignment is due the following school day.
- ✚ Students in good academic and behavioral standing are eligible for co-curricular trips.
- ✚ There should be at least one adult per eight students.
- ✚ Volunteer chaperones must have been preapproved via the district's background check.
- ✚ ALL students must ride in the pre-approved transportation. For example, if a bus has been arranged for student transport, all students must ride to and from the field trip location on the bus.
- ✚ If automobiles are used, an adult may transport pupils only under the following conditions:
 - The vehicle must be enclosed (no pick-up trucks), with appropriate insurance coverage on file in the office (\$100,000/\$300,000).
 - Vehicles should not be overloaded; each child must have a seat belt.
- ✚ Attendance should be taken in each vehicle prior to departure and again before leaving for the return trip.
- ✚ Field trips should be taken in conditions that do not compromise the safety, comfort or well-being of your students and chaperones. If conditions are questionable, please defer to the building administrators for a decision.
- ✚ Completed student permission slips are due in the office at least two days prior to trip departure. No student may attend a field trip without turning in a permission form. Under no circumstances is verbal permission allowed.

Fund Raising

Fundraising is a necessary part of every school year. WES runs a number of school-wide fundraising activities over the course of the year, but individual classes and clubs may also run or sponsor events for specific reasons.

A fundraising request form is required to be reviewed and approved by the administrators prior to beginning. The form can be obtained in the office.

Any monies collected shall be turned in to the office for safekeeping. Clearly mark all funds for Mrs. Carrier noting the specific nature of the fundraiser and into which account they are to be credited. **YOU ARE RESPONSIBLE FOR FUNDS LOST OR STOLEN** if this regulation is ignored. Please see Mrs. Carrier when you are ready to expend funds.

Grading System

Students in grades K-2 are graded each quarter, based on mastery of grade level standards. Students receive grades in the form of a 1-4 rating scale system in English Language Arts and Mathematics.

- 1 – Beginning to develop the standard
- 2 – Progressing toward the standard
- 3 – Meeting the grade level standard
- 4 – Exceeding the grade level standard

All other subject areas (Science, Social Studies, Health, and Lifelong Skills) are graded with:

- N - (Needs Improvement)
- P - (Progressing)
- C - (Consistently demonstrating skills)
- / - (Does not apply)

Unifieds are not graded at this level.

Students in grades 3-8, at the end of each marking period, will be given a grade using the following marking system:

- A – 90-100
- B – 80-89
- C – 70-79
- D – 60-69
- F – Below 60 (failing)

Homework

Homework is a constructive tool in the teaching/learning process when geared to the needs and abilities of students using easily accessible resources. Purposeful assignments not only enhance student achievement, but also develop self-discipline, independence, and associated good working habits. As an extension of the classroom, homework must be planned and organized, must be viewed as purposeful to the students, and shall be evaluated and returned to students in a timely manner so students may receive prompt teacher feedback.

Teachers may give a reasonable, consistent amount of homework to students to aid in the student's educational development. Homework shall be an application or adaptation of a classroom experience, shall not count for more than 10% of the quarter's grade, and shall not be assigned for disciplinary purposes. (*District Policy IKB-R*).

Intercom

The intercom will only be used when necessary. All classroom speakers have "return call switches" allowing you to contact the office.

Make-Up Work

Teachers and parents are encouraged to remain in contact regarding make-up work for absences. ***Students are responsible for requesting make-up work immediately upon returning to school after missing a class for any reason.***

Teachers will provide make-up work for all absences. The length of time for completion of make-up work shall be equivalent to ***approximately twice the period of absence*** unless scheduled otherwise by the teacher. For example, if a student has been absent for two school days, the student will have four school days to complete missing work.

Students who have missed classes due to ***disciplinary suspension*** shall be allowed to make up work. ***All work is due upon return to class.***

Students in grades 4-8 who do not make up the work within the allotted time period may receive a "0" for all missing work.

Mandated Reporting

All school personnel are legally required to report suspected cases of abuse or neglect of children (RSA 169-C:29). If you have a concern about the physical or emotional well-being of students, please contact the administrators, guidance counselor, and/or school nurse, and they will assist in contacting social services.

Open House

During the evening of Open House in the fall, all of the unit's teachers are to be present. Rooms should be neat and clean, and students' work should be on display. Teachers should have copies of the grade level standards, the daily schedule and textbooks/learning materials prominently displayed for parent review. The curriculum alignment of field trips and requirement for chaperone approval should be discussed at this time.

Introduce yourself to as many parents as possible. Open House is not a time for individual parent conferences. Have a sign-up sheet for parents, and ask them to return for a conference at a more appropriate time if they would like. Parents can become very upset if a teacher spends a lot of time talking to one set of parents. Be diplomatic and kind by suggesting to a parent that you would be pleased to discuss a student's situation in a mutually convenient, and more confidential conference.

Children are welcome at Open House.

Parent-Teacher Conferences

Two official Parent-Teacher Conference dates are planned during the school year. Please review the District Calendar for the specific dates. WES typically begins scheduling conferences a week to ten school days prior to the official dates to accommodate the busy work schedules of families. Staff is allowed the flexibility to plan conferences before or after school, during prep times or on the afternoon/evening of the official dates. The goal is to meet with all interested parents on or before the official dates.

A conference can be set up at any time during the school year that a teacher or parent feels necessary. Please inform the administrators and Guidance Counselor if you have any meeting you are nervous about and someone can be present to help facilitate the conversation.

A few suggestions to create a comfortable and productive conference are as follows:

- ✚ Plan conferences in advance.
- ✚ Read over all material in the student's cumulative folder, including grades, test scores, etc.
- ✚ Ask the parent to phone you in advance as to what information or material he\she wants you to have available.
- ✚ Provide clarification about student data (ie: NWEA, SBAC scores, SWIS data).
- ✚ Do not argue. Keep in mind the emotional involvement that a parent feels for his\her child. Parents send their very best to us.
- ✚ Let the parent be aware of your interest in the student and your desire to work with the parent to do what is best for the child.
- ✚ Do not make promises that you or the student may not be able to keep.
- ✚ If you do not know, do not bluff! Tell the parent you will secure the information and see that he\she receives it.

Paychecks

Paychecks and direct deposit stubs will be distributed every other Friday (or Thursday afternoon if available). If you wish to wear jeans on the Friday of pay week, you may contribute \$2 to charity through Tamika.

Phones

The office telephone is to be used for office business only. Classroom phones are not to be used for personal long distance calls. It is professionally responsible for faculty and staff to refrain from making personal calls or texting while with students. Please model respectful and responsible behavior with personal mobile devices.

Teachers should not allow students to use the classroom landline phone or student personal cell phones to make calls or text. If a student must contact a parent or guardian or is ill, please send students to the office. Please make a note of this in the substitute folder. A further clarification of phone use is available in the Student and Parent Handbook or you may ask at the office.

Planbooks

All instructional staff are expected to be using Planbook.Edu. and should electronically share those planbooks with the Principal and Assistant Principal no later than the first Friday of the school year. Daily plans should at minimum:

- ✚ Identify (a reasonable number of) standard(s) you plan to teach in your lesson.
- ✚ Specify measurable learning outcome(s) (e.g., As a result of this lesson, students will be able to ...).
- ✚ Provide "checks for understanding" (i.e. informal ways to assess student learning from lesson).
- ✚ Indicate homework assignment(s) that are clearly tied to lesson(s), if relevant.
- ✚ Include a unit's worth of lesson plans or, at a minimum, a week's worth of lessons plans
- ✚ Planbooks should be electronically shared with both administrators so that they can be reviewed periodically.

Printing, Faxing, Scanning & Copying

Multipurpose machines are located in the main office and the teacher's room for staff use and for printing of student work. Should the copier/printer jam or you receive an error code we ask that you call the office for assistance and not attempt to remedy the situation yourself.

There is also a machine located in the upper common area for student documents. We ask that you share documents and assignments with students electronically when feasible by using Google Drive and email.

PowerSchool

The school district uses PowerSchool as a way for parents to monitor student grades. It is critical that you keep student grades updated in PowerSchool on a regular and frequent basis. It is **required** that PowerSchool be updated at least weekly.

Recording Student Attendance & Tardiness

Attendance: Daily attendance should be recorded onto PowerSchool at precisely 7:45 a.m. each morning. This generates an absence list on the Daily Notices, so you must take attendance on PowerSchool yourself and not entrust this responsibility to a student. We use the absence list to make telephone checks of students' homes to verify that parents are aware of an absence. This requires our list to be accurate to avoid unnecessarily upsetting parents.

An unofficial attendance should be taken in grades five through eight and all unifieds at the beginning of each class period and crosschecked with the daily absence list. Notify the office immediately if you are missing a student who is not listed on the absence list.

Tardy: If a student walks into your room after 7:45 attendance has been taken, the student should have a pink slip for admittance. If the student has not obtained a pink slip, please send the student to the office to be checked in.

Report Cards & Progress Reports

Progress Reports:

Progress reports will be issued once per marking period, typically at the midpoint of each marking period (See School Calendar for exact dates)

Students who are in danger of failing for the marking period must receive formal notification through a progress report, phone call, and/or e-mail to their parents. Don't let this be a surprise to the student or family.

Report Cards:

Report cards are issued at the end of each marking term, approximately every nine weeks. Please refer to the School Calendar for exact dates. K-2 teachers generate the report cards and deliver the originals to the office who make copies. Third through eighth grade teachers submit their grades via PowerSchool and verify the final grades electronically prior to the office generating the report card. Please adhere to the schedule of submission and verification provided each quarter by the office.

Supplies

Basic classroom supply are available from the office. Speak with Ms. Phillips about your needs.

Retention

A team comprised of building administrators, teachers, parents and any other educator deemed necessary by the school principal, shall make decisions concerning retention of students. In general, student retention is not a recommended option.

In the event that retention is being considered, the following procedure will be implemented:

Data will be used when considering retention. The following relevant student data will be considered if making a decision on retention is necessary:

chronological age; past performance (school history); academic attitude; emotional maturity; social maturity; physical development; teacher recommendations; pupil placement team evaluations (if appropriate); attendance record; placement of siblings; prediction of success; assessment on the part of the parent and pertinent school staff that the child will benefit from retention; and minimum competencies when applicable.

Upon presentation of data by the team, the building principal will make the preliminary decision as to whether a child will be promoted or retained.

RETENTION DEADLINES:

No later than the last school day in January

- ✚ The classroom teacher will notify the principal, appropriate educational specialists, and parents in writing of any student experiencing significant academic difficulty.
- ✚ A **conference** between the teacher(s), appropriate educational specialists, principal, and parents will be arranged to discuss a program to enable students to successfully complete the academic year.

No later than the last school day in March

- ✚ The classroom teacher(s) will submit a written review to the principal for each child previously referred.
- ✚ A **second conference** between the teacher(s), appropriate educational specialists, principal and parents will be arranged to discuss student progress.

Before June 1st

- ✚ An individual plan will be developed for any student being retained in grades K-8, specifically indicating the goals and objectives that should be accomplished during the year of retention.
- ✚ The principal will notify parents (in writing) of the team's decision.
- ✚ A copy of the individual plan will be included in the parent notification.
- ✚ Parents will be notified of their right of appeal to the superintendent.

School Cancellation/Delayed Opening/Early Release

Cancelling School:

Cancellation of school takes place only during circumstances such as extreme weather, equipment failure, or public crisis. The school board and administrators are aware of the hardship that can be caused by an abrupt cancellation. Therefore, school will not be cancelled unless a significant safety risk exists.

Delayed Opening:

On days when weather or other circumstances affect only the morning hours, school will open two hours later than usual. Bus pick-ups will occur two hours later than the regularly scheduled time.

Notification

Every practical means is used to notify staff of a cancellation or a delayed start. Please make sure that your contact information is current so that our automated system can notify you by phone. Cancellation or delay information is also posted/announced through the following sources:

-  WMRS D website, www.sau36.org
-  WL TN in Littleton
-  WKPK and Channel 13 Portland
-  WMTK in Littleton WPKQ in No. Conway
-  WMUR - Channel 9 in Manchester
-  WMTW- Channel 8 in Portland

Early Release

The school district calendar contains three Early Release (ER) days throughout the school year for the purpose of parent/teacher conferences and staff in-service training. On Early Release days, students at The Whitefield School will be dismissed at **12:00 noon**. Please refer to the school district calendar for the scheduled dates.

Saturday School

Students in grades 6-8 who fail any course will be referred by administration to Saturday School. Saturday School consists of sessions scheduled on Saturday mornings at the end of each quarter to make up the skills missed during the marking period. Teachers will be asked to provide work which addresses the missed standards. This can be done via Odysseyware or through other materials.

Student Records

Cumulative Record:

Student files are maintained in the office. These folders **MAY NOT BE REMOVED** from the office and access to them is logged. Use administrative office space for file reviews to assure confidentiality.

All materials added to a students' file *must*:

- ✚ Be pertinent to the child's education, academic and social situation
- ✚ Be specific and accurate
- ✚ Clearly indicate author's name and date submitted

Remember that all files are open to parents for review.

Special Education/504 Folders:

The guidance secretary also maintains student confidential files in the office. These files contain materials which may need to be interpreted by a qualified professional; i.e. test protocols.

In order to review a student's confidential file, speak with the guidance secretary for sign-out procedures. By law you must sign your name and write the reason for reviewing the folder. If a student has a confidential file there is a slip placed in his cumulative record folder stating this.

Health Files:

Student health files are kept in the nurse's office. Please see the Nurse if you have a question.

Permanent Record Cards:

Permanent record cards are legal documents and are kept in the fireproof safe in the office. Please see office staff if you have a question that requires access to these documents.

Emergency Contact Information:

Pupil emergency information is available in the office.

Sub Plans

When a teacher is out of school on sick or personal leave the teacher must have complete written plans for the substitute. Please make sure that the information in your sub folder is current and that that your folder is easily located.

The following items must be included:

- ✚ Updated roster of students
- ✚ Class seating plan
- ✚ Daily time schedule
- ✚ Procedures, such as getting ready for lunch and dismissal
- ✚ General class rules
- ✚ Location of materials
- ✚ Evacuation plan
- ✚ Lessons for the day
- ✚ Emergency lessons (for unplanned absence, heaven forbid)

Place your sub folder on top of your desk each afternoon.

Sunshine Fund

The Sunshine Fund is used to cover all appropriate gifts; such as, flowers for illness or special occasions, baby gifts, weddings, retirement, bereavement, etc. Final decisions concerning the expenditure of the Sunshine Fund will be up to the principal. Contributions to the Sunshine Fund are strictly voluntary and are generally collected at the beginning of the school year.

Teacher's Room

The teachers' room is for the convenience of our teachers. This room should be kept tidy at all times. Food trays, dishes and wrappers should be taken care of properly. The refrigerator should be kept clean and free of old food and drink. The custodian will empty wastebaskets, clean the bathroom and the floors and do other general cleaning as necessary. The refrigerator MUST be emptied and cleaned out at the close of the school year. Your cooperation in this matter will be appreciated by your colleagues.

Please respect the fact that the conference room is next door to the Teachers' Room and that sensitive meetings may be taking place at any time.

No student is to be in the teachers' room under any circumstance.

Technology

As referenced in WMRSD Board Policy IJNDB, *White Mountains Regional School District recognizes that access to technology in school gives students and staff greater opportunities to learn, engage, communicate, and develop 21st century technology and communication skills and to provide staff with the tools and training to facilitate this development.*

A laptop computer, username and password and email address is issued to every teacher. This allows for access to the district's server, internet and email.

Student email accounts are provided to students for the purpose of school related communication. The existence of student email accounts allows access to various applications, including Google Docs where students can work in a collaborative online environment without accessing each other's personal information.

Bring Your Own Device (BYOD)

BYOD refers to personally owned iPads, tablets, laptops, and e-reader devices which may be brought in from home for educational purposes only. Any student wishing to use a personal device at school must register the device with the IT Department prior to being used in the building. At this time, items such as cellphones, smartphones, iPods, mp3 players are not acceptable devices under this policy.

Guidelines for use of personal devices include:

- ✚ Academic use only – students should not use devices for gaming, social networking or unrelated web browsing.
- ✚ Guest Network access only – students will not have access to documents or printers that reside on the school network from their personal device.
- ✚ Teacher discretion of use during the school day.
- ✚ Adherence to the WMRSD Acceptable Use Policy found at www.sau36.org/aup.
- ✚ Disciplinary repercussions for violations set forth in the acceptable use policy and loss of BYOD privileges.
- ✚ Using personal devices at own risk. IT supports is not available for student or staff devices and as such the individuals are responsible for the upkeep and protection of their devices.

All use of district technology and internet access, either by students or staff, is for ***school use only***.

We encourage staff to read the Acceptable Use Policy, in its entirety. The information stated above is not comprehensive, but a snapshot of the full policy.

In addition to providing students with a standards-based instructional environment, we are responsible for providing students and staff with a safe and orderly learning environment. Whitefield School convenes a Safety Committee and works with district level staff, community and state professionals to develop security and emergency protocols. Every employee is responsible for implementing those protocols and practices so as to proactively maximize all of our safety. Our proactive safety and security measures include attention to the following:

Advisory & Classroom Community

A safe and orderly environment starts with the development of a safe classroom community. Whitefield School follows the format provided through Responsive Classroom, and Developmental Design. The Whitefield Way was developed through Positive Behavior and Intervention Supports (PBIS) and the techniques of the Critical Skills trainings. All teachers are expected to work with their homerooms during the first weeks of school to develop a social contract between the instructor and the students and review what the Whitefield Way and PBIS looks and sounds like in the building. These contracts and expectations should be visibly posted and referred to whenever necessary. Teachers are also expected to plan out advisory time or morning meeting time that uses Responsive Classroom, Developmental Design, PBIS and Critical Skills activities on a daily basis. This is an important time to strengthen the classroom and unit community, make connections with students and to start the day in a positive way. Resources are available for this time and may be obtained through the office. WES will establish a dedicated Advisory for grades K-8 every morning from 7:45 to 8:10 AM.

Visitors

All visitors, without exception, must report to the office and sign in. This includes volunteers, spouses, and family members of staff. Visitors will be provided with a badge to wear while in the building. If you expect a visitor, please remind your guest of this safety measure.

If you see a visitor without a badge, please ask the visitor to return to the office for a badge. (“Oops...I see your badge fell off”...or...”Did the office forget to give you a badge?!?”...or...”I think you may have left your badge at the office.” AND “Please help us to keep our hallways safe by obtaining a visitor’s badge to wear. Thank you.”).

Doors

Exterior:

All exterior doors should be locked at all times. Do not let anyone into your classroom through your exterior door or exterior corridor or lobby doors. Visitors will be buzzed in to the front doors by the office only. Although a sign of respect, students should be instructed not to let visitors in any door. Remember- *Wave, Walk and Let the Office Unlock*. Please be sure that you check the exterior doors to be sure that they are not ajar when going to or returning from recess duty.

Classrooms:

All classroom doors should be closed while you are in session with students. Please do not wedge doors open. Whenever your classroom is vacant please be sure that you lock the door behind you. This would include when you are escorting your class to other places in the building, leaving at the end of the day, are in the teacher's room, office etc. during a planning period. Unlocked doors in vacant classrooms allow for access to interior adjoining doors and other classrooms.

Keys:

Classroom keys are provided by the office. If you feel you have need of an exterior door key, please contact the office. All keys should be returned at the end of the school year and will be reissued in August.

Windows

Do not allow students to open or close windows in your classroom. If you need air during the spring and fall, adjust your own windows. If your classroom is too hot during the winter months, do not open windows. Instead, notify the custodian or the office. Storm windows must remain closed during cold weather. Students must never be allowed to sit on the window ledge or engage in horseplay near windows.

Building Maintenance

Classrooms:

Please take time at the end of each period to ask students to take a minute to tidy up the classroom. Please be aware of the condition of the furniture by a brief daily check to prevent carving and doodling on the desks. Please have students keep the inside of desks orderly. A weekly desk inspection by the homeroom\classroom teacher is recommended. Student outdoor clothing should be neatly stored and off the floor.

At the end of each day, please make sure that the following areas are addressed:

-  Chairs need to be safely placed on desks for cleaning.
-  Check windows to assure that they are closed completely.
-  Lock your door.

If you have a maintenance problem in your classroom, please notify the office immediately so that the issue may be resolved in a timely manner. Maintenance requests should also be made to the HelpDesk via the district's website.

Hallways, Common Areas & Rest Rooms:

Please ask students to keep hallways free of trash and school materials. Lockers should be closed when not in use and things should not be stored in common areas. Student work and bulletin boards should be hung neatly and securely and rotated regularly. All student work hung on the walls should be of a final draft quality and will be removed and returned to the owner if it is misspelled, frayed or old. Nothing should be hung from any ceiling. Report any problems with bathrooms to the office as soon as possible.

General Student Supervision

Classrooms:

TEACHERS SHOULD BE ON DUTY AT THEIR CLASSROOM DOOR WHEN STUDENTS ARRIVE AND WHEN STUDENTS CHANGE CLASSES. Students MAY NOT enter a classroom unless an adult is present in the classroom. They are to remain lined up in the hallway. Students are NOT ALLOWED in the classrooms before school, during recess or lunch unless the teacher requests their presence. NEVER leave a student in an unsupervised environment.

Students Sent Out of Classrooms:

NEVER send a student out of the classroom without a note, pass/agenda, or behavioral report. Students sent to the Student Support Center by a teacher must bring a behavioral report filled out by the sending teacher. Students going to the bathroom must have a pass. Please limit the number of students out of your room at one time.

Hallways:

A teacher should accompany classes as they move through the hallways, whether they are changing classes, going to Unifields, or attending an assembly or lunch. Teachers should always supervise the hallways during transitions by standing in the hallway to monitor students. Please remind your students of the hallway expectations listed in the behavior matrices in the Behavioral Expectations & Discipline section of this handbook.

Hall passes, grades 4-8:

Students found in the halls *must* have a pass. Agendas are often used as passes and work well to teach students responsibility. Passes should indicate: date, time and destination of the student. All students should be kept in their assigned room unless they have a good reason for leaving. Teachers may use permanent passes for the bathroom, but should also have a sign out book for bathroom trips.

Lunchroom:

Each teacher shall accompany his\her class to and from the lunchroom daily. Please pick up your students promptly. Students should be reminded of, and should practice, respectful and responsible behaviors appropriate for the lunchroom.

Emergency Response

Whitefield School has developed emergency response protocols in conjunction with district, community and state safety professionals. Over the course of the school year we are required, by law, to conduct 10 emergency response drills with staff and students. These drills are comprised of building evacuations, lock downs and campus evacuations. The traditional “fire drill” has evolved into a general building evacuation protocol as there could be a host of reasons, besides a fire, which could require the building to be evacuated. The frequency of lock down drills has increased due to tragic events in our country. Each room within the building is supplied with an Emergency Procedures document and supply bag which has detailed instructions on how to respond to various emergency situations. Staff are required to review that information prior to the school year and then with their students during the first days of school. The goal of any emergency response drill is to give staff and students and opportunity to practice expected protocols and to identify any areas of response deficiency.

Accidental Injuries

All employee and student injuries that occur on school property or while on field trips must be reported to the principal or secretary on the same day they occur. Notice of Accidental Injury or Occupational Disease forms are available in the office.

Building Evacuations

When the alarm sounds, the building is to be immediately evacuated by all staff and students. Egress routes for each space are posted in each room and should be reviewed at the beginning of the school year with students. Staff should close windows, turn off lights, take their emergency pack, and lock the door upon leaving and proceed along their designated route to the lower playground and assemble in the proper area. Staff will take attendance and report it to the office staff when requested. Students are expected to stand silently until the all-clear is given or they are instructed to make their way to the McIntyre Building either on foot or via bus.

A complete list of emergency plans is available in the office and all staff will be provided with a copy.

Upset Student

If you have a student(s) whose emotions have escalated and pose a safety risk, here are some guidelines:

1. Using a calm voice, ask the acting-out student ONCE to leave for the S.S.C. If the student refuses, call the office and request that a CPI certified staff member respond to your classroom.
2. Remain calm.
3. Speak in a low, controlled voice.
4. Make sure the students in the classroom are safe.
5. Have a student let the neighboring teacher know that the office needs to provide assistance.
6. If the student is violent (throwing things, etc.), clear the classroom. Setting up an arrangement with your buddy teacher in the next classroom ahead of time will provide you with an alternative for emergencies.
7. It is suggested that you make a red card with your name on it and laminate it. In an emergency, send a student with your card to the office to request assistance.

Student Restraint

Whitefield School provides training to a select group of staff in restraint response. District policy is in development to align our practices with state guidelines. It is recommended that if a student is “out of control”, that you contact the office and request assistance.

Duties

In order for Whitefield School to run in a safe and orderly manner, each staff member must cover additional duties during the course of the day and year. Duties are agreed upon, or in some cases assigned, so as to provide students with safety and supervision. Please arrive on time for your duty and stay until it is completed. If you plan on being absent, please make arrangements ahead of time for your duty to be covered, or let the person arranging subs know what your duty is when you call in in the morning. Failure to take care of your duty impinges on others and is unprofessional. The following is a description of the duties:

SIGN

The letters for the school sign are presently stored in the closet between the guidance and nurse's office. Remove all messages by Friday afternoon and insert new messages by Monday morning. Check with Mrs. Armstrong for information to be posted. All messages posted on the school sign must be pre-approved by the school principal.

BREAKFAST

Breakfast begins serving promptly at 7:20 a.m and students should be exiting by 7:40 a.m. As students enter the cafeteria, they should leave their belongings by the bleachers. Please keep the doorways clear of items.

Students should be instructed that talking is not allowed beyond the black line so that cafeteria servers can hear choices.

Students must raise their hand to clear, request to leave, and ask for help. Ask all students to check area for garbage or food and to pick their area up.

Give yourself enough time to dismiss students in a timely fashion. (Students should be in their classrooms no later than 7:45 a.m.)

EARLY MORNING RECESS DUTY

Teachers with early morning recess duty must be ready to take students onto the side playground from 7:20 a.m. until 7:40 a.m. Daily weather conditions will be evaluated and if inclement, students will wait in the hallways rather than go outside. At 7:40 a.m., homeroom teachers should be ready for their students at the classroom door. The following areas will be used for morning duty in case of inclement weather:

- K-2: Hallway by primary classrooms
- 3-4: Hallway by third grade classrooms
- 5-6: Upstairs hallway
- 7-8: Upstairs common area

LUNCH

Refer to the duty schedule for your duty time.

Please arrive promptly, and greet students at cafeteria door before they enter.

Students should sit by homerooms or classrooms during lunch.

Raise your hand for quiet, and line up students by quiet tables during lunch.

Students should be instructed that talking is not allowed beyond the black line so that cafeteria servers can hear choices.

Ask all students to check area for garbage or food and to pick their area up.

Students must raise their hand to clear, request to leave, ask for help.

Give yourself enough time to dismiss students in a timely fashion.

All teachers shall review cafeteria expectations from matrix with their students.

RECESS

Duty personnel need to personally escort all students as they are traveling to and from the lower fields. Please do not assume that students can safely move from one place to another. Remember, as the staff in charge, you are legally responsible for the students. A “Walkie-Talkie” should be picked up from the office by the recess duty teacher or for any activity on the lower playground area.

On both the upper and lower playgrounds it is important for duty staff to be walking around the grounds, scanning for safety and interacting with students to help them make safe choices about their free play. Please be cognizant of spots on each playground that are not directly visible. On the upper playground these include spots behind the fenced in propane tank, and the concrete walkway from the gym’s back door. Encourage students not to congregate or play in those areas.

Of course, we cannot have one eye on every child, but active supervision allows for quicker redirection and increases the safety level for all students. If an accident occurs on the playground, please bring the student to the nurse at once. If the child is unable to be moved, use the walkie talkie to request the nurse. Keep all other students away from the injured child.

The duty teacher must come to the office and make out an accident report. If the duty teacher did not see the accident, the teacher will report it and ask any witnesses to report to the office.

Classroom teachers shall review non-negotiable Playground Expectations and Whitefield Way expectations from behavior matrix on a regular basis.

AFTERNOON KINDERGARTEN DROP-OFF

Kindergarten students who are picked up by a family member are escorted from their classrooms to the lobby. One by one, make eye contact with the parent and release the student. Release students only to authorized adults. If you do not recognize the adult or are unsure if the adult is authorized, request that the adult check in at the office.

AFTERNOON BUS DUTY

Dismissal bus duty has been divided by units. Students should report to the classroom of the teacher on duty (or dismissal area for your unit) ***no earlier than 3 p.m.*** and remain until the last bus is dismissed (usually by 3:15).

Note to all teachers: Please do not send your students to the designated area before 3 pm.

Teachers should explain expectations to students before dismissal. This is a time that can be chaotic if students congregate in the lobby. Please remind students of the following:

A pass is *required* if a student leaves the dismissal area. A student found away from their assigned bus waiting area prior to their bus being called will be assigned a detention.

The number of students sent to the school store, or bathroom should be limited to two people.

When one student returns, the pass can be handed to the next in line.

OUTDOOR PM BUS DUTY

At the end of the day, all teachers should remind students of expectations for walking to the bus area and boarding the bus (see below) Pick up a list of buses and the walkie talkie from the office. Call busses as they stop on the far side of the school for the K-2 pick-up, not as they drive up the driveway. Students should not be waiting outside for buses that have not been called. Any student who has left their bus duty before their bus has been called should be assigned a detention.

If students arrive to the loading area before the buses have pulled up front, they should wait on the school side of the sidewalk and not be released until the bus has stopped. Students should be reminded to walk to their bus and to respect school landscaping by only walking on paved areas. (Discourage students from cutting across the plants and grass to approach their bus.)

Student Supports

Whitefield School provides a variety of student support services through building-based, district and federally mandated sources. The majority of supports are available to any student, but some do have specific eligibility guidelines and protocols. Please consult the Guidance Counselor or administrators if you have a concern about a student and believe he/she is in need of support services of some type.

Guidance

Guidance services are available to any student at teacher, student or parent request. The guidance counselor provides services in the areas of, but not limited to; building social skills, student scheduling issues, student conflict and mediation.

Please note that the guidance counselor is not equipped to provide ongoing therapeutic counseling or advice. The school guidance counselor will provide information regarding local therapists.

Nurse

The school health program is primarily concerned with preventive health care as well as administering first aid. Throughout the school year the nurse offers programs to the students promoting general health care. All students are weighed and have their height measured at the start of each school year. Dental, hearing and vision screenings are done on all students as well as screening for head lice.

A list of students with allergies and/or special medical conditions will be given to teachers at the beginning of each school year. The school nurse coordinates care between parent, child, school and health provider.

If medication is brought to school by a student, it can only be dispensed by the school nurse or her designee. All medication must be kept in the nurse's office.

In case of illness or injury, the school nurse or a member of the school staff will care for a student temporarily. Our Health Office exists only as a temporary resting place for ill/injured students.

Special Education

Whitefield School offers a variety of services for students with special needs. These areas may include, but are not limited to: School-based evaluations, Speech/Language/Deafness, Positive Behavior Interventions and Strategies and Behavior Plans, Diagnostic/Prescriptive Testing, Visual Impairment, Occupational Therapy/Physical Therapy, Assistive Technology evaluations and Individual Education Plans (IEPs). Additional personnel available for consultations are the school social worker or school psychologist.

The Individuals with Disabilities Education Act (IDEA) 2004 confers many rights and obligations upon students with disabilities and schools regarding educationally disabled children.

FACULTY WORKING WITH STUDENTS WITH DISABILITIES ARE REQUIRED BY LAW TO IMPLEMENT THE PROVISIONS OF AN IEP.

If you suspect a child in your class has an educational handicapping condition and is in need of special education services you should contact the building administration to discuss your concerns and the possibility of making a referral for assessment.

504 Plans

Students with 504 Plans have been found to have a qualifying handicapping condition which impacts a major life function. These students do not require a modified curriculum or specialized programming, but do require accommodations to access the general curriculum. These accommodations are implemented in the classroom by the teaching staff.

FACULTY WORKING WITH STUDENTS WITH A 504 PLAN ARE REQUIRED BY LAW TO IMPLEMENT THE ACCOMMODATIONS LISTED IN THE PLAN.

English as a Second Language

ESL services are provided through the district for students who are learning the English language and need support in that area to access the general curriculum. Determinations of who is eligible and the type of services they receive are made by the district.

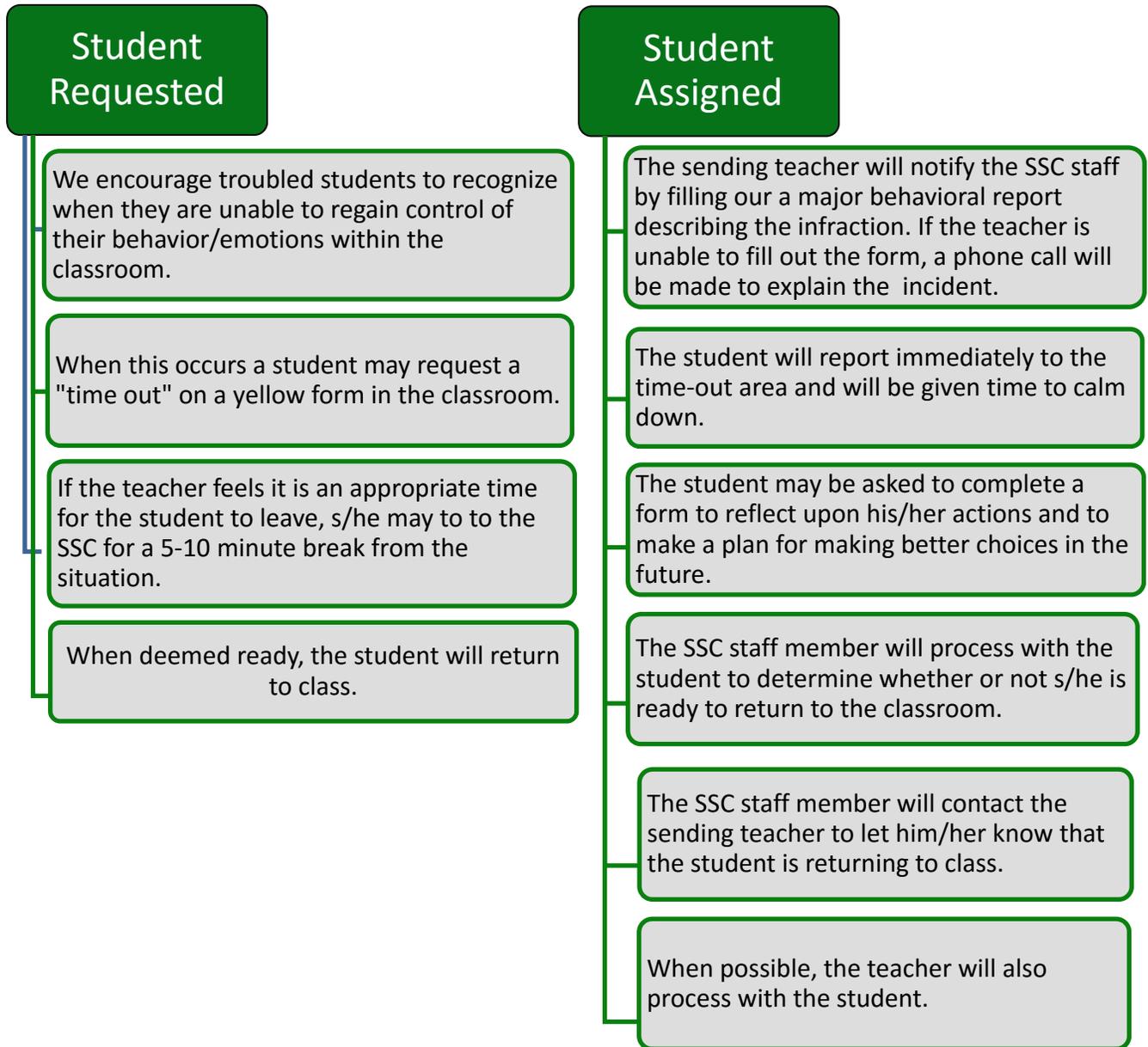
Title I Reading & Math

All students are periodically screened for Title I eligibility in reading and math. The district utilizes a process by which a number of data sources are analyzed and students are ranked to identify those in most need. Those students are then prescribed supplemental support services by one of the Title I Interventionists, a Specialist or by a “double dose” from the classroom teacher. Students cannot be referred directly to a Title One Interventionist by their classroom teacher, but if you have a question as to a particular student’s eligibility, or ineligibility, please consult with the Math or Reading Specialist who will go over the child’s data with you.

Student Support Center

The Student Support Center provides a variety of academic, behavioral, and social supports for students who are struggling to focus on their learning. Students may request to go to the SSC to cool down, to avoid an escalation, or may be directed to the SSC by a classroom teacher for disruption of the learning environment. The goal of the SSC is to quickly identify the problem/stressor, generate a solution or coping strategy, and return the student to the classroom.

Following are the procedures used for a time out:



Behavior Support Plans

Any student, regardless of disability status, can have a behavior support plan designed to encourage desired behaviors and extinguish undesirable behavior patterns. If you feel that a student may benefit from a behavior support plan, please contact the Guidance Counselor or administration to begin the process.

Once a behavior support plan has been written, it is expected that the teacher/team will implement the plan as written, reliably collect requested data and seek advice before making any changes to the protocol.

Achievement Club

The students of The Whitefield School are encouraged to participate in the Achievement Club. This is available for fourth through eighth grade students, Monday through Thursday from 3:00 until 4:00 PM. This is a structured and supervised area where students may independently seek, or be assigned, assistance in the area of homework or classwork.

1. Teacher assigns a student to Achievement Club via the Behavioral Report Form
 - a. The form is:
 - i. Communicated to the student verbally by the teacher
 - ii. Delivered to Student Support Center Coordinator by the teacher
2. SSC Coordinator
 - a. Gives AC letter to the student with the form attached and student's name is recorded into the AC log in the office
3. Letter and form needs to be signed by the parent and returned the next school day
 - a. Given to SSC personnel or AP
 - b. SSC or AP initials by student's name in the log book signifying paperwork has been returned
4. Achievement Club will be served within 24 hours of the student receiving the paperwork
5. AC personnel will pick up the log in the afternoon
6. AC personnel will take attendance at the start of the session and record it in the log book
7. SSC personnel will review the log book the following morning and identify any students who did not attend their assigned AC session
8. If the student does not return the AC letter the day after it is given to them or the student does not show up for their scheduled AC session
 - a. SSC personnel assigns a detention
 - b. A Major Behavioral Report is completed for noncompliance
 - c. A Green Detention Notice is completed for "Failure to return assigned Achievement Club form"
9. SSC personnel will verbally or electronically communicate to the teacher that a detention has been assigned
10. Teacher records a zero for the missing work.

Behavioral Expectations & Discipline

The Whitefield School follows a code of behavior called “The Whitefield Way”. This means that each member of our school community is expected to practice the four elements of respect, responsibility, tolerance, and safety.

The Whitefield School has a discipline policy based on our stated expectations, the Bill of Rights and the Bill of Responsibilities of the White Mountains Regional School District. Discipline is an essential component in every student’s total learning experience. The goal is to ensure the safety of students and staff, to create an environment conducive to learning and to help students develop wise decision-making skills in order to make responsible choices in their interactions with others.

We are committed to maintaining a climate of Respect, Responsibility, Tolerance and Safety and will abide by the rules created by our school community. Each member of The Whitefield School Community is expected to be a part of the process to make our school a safe, productive and peaceful environment to holistically grow, develop, and achieve our goals. Following are the rules that were written by our school community.

The Whitefield Way in the Classroom

Respect	Responsibility	Tolerance	Safety
Raise your hand when you have something to say or when adults raise their hands for quiet.	Ask permission to leave (all grades), and always have a pass (grades 4-8).	Ignore behavior that annoys you.	Four on the floor! (Keep all four chair legs on the floor.)
Give the teacher, guest teacher, classroom assistant or fellow student your full attention by <i>looking at the person who is talking</i> and by <i>sitting quietly</i> .	Pick up after yourself.	Be willing to work with ANYONE!	Walk, especially when holding sharp objects such as scissors.
Show respect to the property in the classroom by using materials carefully and not writing in textbooks or on furniture.	Be prepared for class by bringing your pencil, textbook and homework.	Be patient with others who do not “get it.” Some day, you may be the one who has trouble understanding something.	Wash your hands after you use the bathroom.
Do what is asked the <i>first</i> time it is asked by a teacher, guest teacher, or classroom assistant.	Do the work that is assigned to you by the teacher or the guest teacher.	Treat others the way you want to be treated.	Keep your own space clean.

The Whitefield Way in the Hallway

Respect	Responsibility	Tolerance	Safety
Walk quietly on the right.	Stay to the right!	Ask people to move by saying, "Excuse me," instead of shoving them out of the way.	Look forward when walking.
Keep the hallway clean by picking up rubbish, even if it is not yours.	Leave others' projects alone—admire artwork with your eyes, not your hands.	Wait for another class to go by when two classes are headed in the same direction.	Keep your hands and feet to yourself.
Do unto others as though you were one of the others.	Stay quiet!	Help someone if they drop their books or papers instead of laughing at them	Take the stairs one step at a time—don't skip stairs or jump off at the end.
Close your locker quietly without slamming it.	Ask a janitor to open your locker if it is stuck instead of kicking it.	Be very quiet when others are working in the hallway.	No jumping and slapping signs or door jambs.

The Whitefield Way in the Cafeteria

Respect	Responsibility	Tolerance	Safety
Enter and exit quietly.	Stop talking when you cross the black line by the kitchen.	Let someone sit near you who wants to—include everyone; exclude no one.	Four on the floor! Sit in your chair with all four chair legs on the floor.
Say "Please" and "Thank you."	When hands are raised for quiet, raise your hand and stop talking	Be patient when announcements are made.	If food or water is spilled, clean it up.
Be quiet in line.	Pick up after yourself.	Wait for your turn for the bathroom—only one student in each bathroom at a time.	Don't try to wipe or fold the tables while others are eating.
Keep your hands on your own plate and eat only your own food.	Stay in your seat or raise your hand if you need something.	Don't make fun of others' food choices.	Stay off any equipment in the cafeteria/gym.

The Whitefield Way on the Playground

Respect	Responsibility	Tolerance	Safety
Listen to the teachers or assistants on duty.	Line up when the whistle blows.	Play fair and have fun.	WALK down to the playground and back up to the school.
Play to have fun, not just to win.	Take responsibility for what you have done if you make a mistake or a wrong choice by admitting your mistake.	Focus on the positive by saying, "Good try!" when someone misses, or "Good game!" even if you lose.	Rocks, dirt, snow and sand stay on the ground—no throwing! What is on the ground stays on the ground.
Follow the rules of the game, and let others join in.	Play fair by sticking to the rules of the game and spreading out the best players among other teams.	Walk as slowly as the slowest walker to allow for those who can't walk fast.	Wait for a teacher to give you permission to cross the road.
Avoid physical contact—no play fighting or tackling.	Dress for the weather. Wear gloves, snow pants, boots, hat, and jacket.	Be patient and wait your turn to use the swings or other equipment.	Walk on wood chips and watch for swings.

The Whitefield Way at Dismissal

Respect	Responsibility	Tolerance	Safety
Be nice to the teachers on duty.	When in the gym, sit in with the kids who ride the same bus as you.	Help the younger students and let them line up first.	Stay with your group.
Listen to the teacher who calls the bus.	Be ready with your hat and coat on before the bus is called.	Be willing to sit with ANYONE—don't say "ewwww, don't sit with me!"	Ask an adult for permission if you need to go somewhere.
Use kind words—say "thank you" when you receive Pirate Loot.	Pick up after yourself—don't leave garbage!	Be nice to the big kids if you're little, and be nice to the littles if you're big.	Use elbow space while in line—give people their personal space.
Talk quietly.	Line up in a single file line.	Wait in line with patience.	When heading to the bus, stay in line—don't trip anyone or shove them in order to be first in line.

Behavior Categories

The Positive Behavioral Interventions and Support program (PBIS) divides student infractions into two categories: **Minor** and **Major**. Discipline is administered in a progressive manner, beginning with a warning and increasing in severity as the behavior continues. Depending on the grade level or developmental level of the student and the gravity of the infraction, the intensity of the discipline may be adjusted. Following is a description of those behaviors and their interventions.

Minor Behaviors

Students will receive a minor behavioral intervention for any behavior on the part of a student, which impedes teaching and learning; such as,

Behavior in PBIS terms	Definition	Consequence
Defiance Insubordination Non-Compliance	Brief or low-intensity failure to follow directions or talks back	Warning, apology, loss of privilege, minor behavior report
Disrespect	Low-intensity, socially rude or dismissive messages to adults or students	Warning, apology, loss of privilege, time out, minor behavior report
Disruption	Anything that stops the teaching and learning process; such as, noises, calling out, body language.	Warning, manage in classroom (time out, if necessary)
Dress code	Violation of Dress Code after being given a warning.	Change clothing or call parent for change of clothing.
Inappropriate verbal language	Words that have an offensive or negative undertone; such as, "shut up."	Warning, apology
Physical contact, nonserious	Contact that does not contain aggression or anger or intent to hurt; fooling around, fake punches	Warning, apology, loss of privileges
Property Misuse	Inappropriate use of supplies, furniture. Using something in a way that it was not intended to be used; such as, slamming the locker door, tipping chairs back.	Warning
Tardy to class/school	Coming to school late for an unexcused reason or being late to class.	Warning, make up class time, possible detention, loss of privilege, minor behavioral report
Technology violation	Any inappropriate use of computers, the Internet, Smartboards or other technological items used in school.	Possible loss of privileges
Unprepared for Class (Other)	Coming to class without a writing utensil, books, paper, homework, agenda.	Warning, may affect grade

Consequences for Minor Behaviors

After the staff member has reminded the student of the expectation, the staff member will make the student aware of the infraction by giving a warning. A student may lose activity privileges if a teacher determines that his/her behavior or classroom performance warrants this loss. A student may also be asked to write a letter of apology or to call home. The referring teacher will then complete a behavior report on the student.

Minor behaviors do not result in immediate referral to the Student Support Center. However, continuation of behaviors that disrupt the learning climate will result in a change from a minor level infraction to a major level infraction.

****Minor behavior infractions become major behavior infractions upon the third warning in a class period or for chronic behaviors.***

Interventions for Minor Behaviors

Students usually exhibit minor behaviors when they do not fully understand expectations. Therefore, the expectation(s) should be re-explained for students who engage in minor behaviors.

Major Behaviors

Students will receive a consequence and an intervention for behaviors that continue to disrupt the learning environment or may endanger the health or safety of others in school. Examples of major behaviors are listed below. Behaviors in red are acts which may require district administration and police involvement in accordance with the Safe Schools Act.

Behavior terms	Definition of behavior	Possible consequences
Abusive, Inappropriate language/Profanity	Language with the intent to hurt; swearing, name calling, racial slurs, profanity, or use of words in an inappropriate way.	Removal from class, parent contact, detention, community service, peer mediation, referral to administration, major behavioral report
Dress code violation	A second violation of the Dress Code as stated in the Student Parent Handbook.	Removal from class, parent contact, change clothes, detention, sent home, referral to administration, major behavioral report
Technology violation	Any inappropriate use of technology including but not limited to cellphones, pagers, music/video players, cameras, and/or computer,	Removal from class, parent contact, loss of privilege, detention, suspension, police report, major behavioral report, referral to administration
Tardy to class/school	Repeated tardiness to class or school for an unexcused reason.	Loss of privilege, parent contact, detention, referral to administration, attendance letter, major report
Inappropriate displays of affection	Engaging in inappropriate consensual verbal and/or physical gestures/contact, of an intimate nature; kissing, touching, hugging	Removal from class, parent contact, loss of privilege, detention, suspension, major behavioral report, referral to admin.
Disrespect	Student delivers socially rude or dismissive messages to adults or students. Demeaning, repetitive/chronic, aggressive or challenging message(s) and/or tone.	Removal from class, parent contact, detention, community service, peer mediation, referral to administration, suspension, major behavioral report
Defiance Insubordination Non-compliance	Student engages in refusal to follow directions or participate in class, talks back/argues, ongoing behaviors from the minor category.	Removal from class, parent contact, detention, community service, peer mediation, referral to administration, suspension, major behavioral report
Disruption	Behavior that causes an interruption in a class or activity and stops the teaching and learning process; sustained loud talk, yelling/screaming, noises, noise with materials, horseplay or roughhousing and/or sustained out-of-seat behavior.	Removal from class, parent contact, detention, community service, referral to administration, suspension major behavioral report
Lying/Cheating	Untruthfulness; copying the work of others; deliberately violating the rules.	Failure on assignment, parent contact, detention, major behavioral report, suspension
Property damage	Deface, break, scratch, dent any object belonging to another person or the school due to carelessness.	Referral to administration, parent contact, restitution, community service, detention, suspension, major behavioral report.
Skipping class/ Truancy	Unexcused absence from class or school; such as staying in bathroom during class, wandering building without permission during class time.	Parent contact, detention, referral to administration, suspension, contact police, major behavioral report

Inappropriate location/Out of Bounds Area	Student is in an area without permission or has left school property.	Parent contact, loss of privilege, detention, restitution, suspension, referral to administration, police contact, major behavioral report, possible expulsion
Fighting/ Physical Aggression	Behavior that could cause physical harm or is accompanied with an intent to hurt; such as tripping, shoving, hitting, kicking, hair pulling, hitting with an object, etc.	Removal from area, parent contact, restitution, community service, detention, suspension, referral to administration, police report, major behavioral report
Bullying	Conduct that involves verbal, physical, and/or emotional abuse of another person ; delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, sexual references or name calling.	Referral to administration, parent contact, detention, suspension, referral to guidance, major behavioral report, police report
Harassment	The delivery of disrespectful messages, in any format, related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class; or third bullying account of same person.	Referral to administration, parent contact, detention, suspension, referral to guidance, major behavioral report, police report
Forgery/Theft/Plagiarism	Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property without permission; or the student has signed a person's name without that person's permission, or claims someone else's work as their own without permission	Referral to administration, parent contact, restitution, community service, detention, suspension, police report, major behavioral report
Assault/Threat	To cause a person to fear for his or her safety through the use of verbal or physical actions.	Parent contact, restitution, referral to administration, suspension, police report, major behavioral report
Criminal mischief/ Vandalism	The intentional defacing or destruction of school property.	Parent contact, restitution, referral to administration, suspension, police report, major behavioral report, possible expulsion
Alcohol/Tobacco/ Drugs	Use, possession, or distribution of illegal substance(s) on school grounds or during school activities.	Parent contact, loss of extracurricular participation, referral to administration, suspension, police report, major behavioral report
Firearms/ Weapons	Use, possession, or distribution of one of these items on school grounds or during school activities.	Parent contact, referral to administration, restitution, suspension, police report, major behavioral report, possible expulsion

Interventions for Major Behavior Infractions

Parents will be notified in writing if their child receives four or more behavioral reports within a month. Students who continually fail to follow school expectations will be referred to an intervention team for the development of a behavior plan, academic support, and further assistance in learning how to make positive choices.

Major Behaviors that Require Administrative and Police Involvement

SAU 36 has established protocols and consequences in accordance with the Safe Schools Act for the violations listed below. Please see administration if you have questions about these.

- Tobacco and Related Products
- Drugs and Alcohol
- Assault and Threats
- Weapons
- Theft
- Criminal Mischief and Vandalism
- Technology Violations

Documentation Procedures

Staff who observe a student engaging in a minor or major behavioral infraction should document that infraction using the following protocol:

1. Inform the student of the rule/expectation that was violated.
2. Describe what the student did, cue the expectation, provide an alternative choice
3. If student does not select alternative, provide the consequence that has been previously explained when setting up classroom rules.
4. Document the behavior and action taken in the proper Minor or Major section on a Behavioral Report.
5. Deliver the Behavioral Report to the Student Support Center for logging.
6. If the behavior continues, send to SSC with report and/or call SSC.

Detention

After-school detention may be used as a behavioral consequence for students in grades 4-8. A school administrator or a teacher may detain a student after school if 24-hour notice has been given to the parents. If a parent can be reached by phone and gives permission, a student can be held on the same day. Following are the procedures for students who receive after-school detention:

1. The student will bring home a Behavioral Report for the parent to sign and return, to school, the following day. (If the report is not signed by a parent and returned on the following day, the student will receive an additional detention.)
2. Students should take care of personal needs *before* going to detention.
3. Students will be called down to the office at dismissal time and informed of the classroom in which the detention will take place.
4. Serving detention on the assigned day takes precedence over any athletic practice, game, or other activity.

If a student cannot serve a detention on the assigned date, the student must serve on the next closest date. *In cases where a student or parent requests a change from the original date to serve a detention, the student will be unable to participate in after-school activities **from the date the detention was to occur until the detention has been served.***

If a student receives **two detentions** within 30 days, that student will not be able to participate in social activities (ie: dances, skating, etc.) for one month from the date of serving the second detention. Students may appeal, in writing, to building administration in order to attend a dance/social activity in which they may not be eligible.

If a student receives **three or more detentions** within 30 days, a meeting will be scheduled with the parents, classroom teacher(s), assistant principal, and any other necessary staff.

In-School Suspension (ISS)

Mission

The mission of the in-school suspension program is to provide a safe, structured, supervised and socially isolated environment for students who make personal choices in violation of school policy and who disrupt the learning environment for themselves and others.

Goals

1. To keep students in school
2. To provide reflective opportunities to review and assess choices
3. To provide a consequence of social isolation
4. To connect individual student with appropriate resources

Daily Requirements

The positive completion of:

1. Academic work provided by classroom teachers
2. Reflective processing activity or interaction
3. Clean-up and maintenance of assigned area
4. Respectful compliance with all rules and staff requests

Out-of-School Suspension (OSS)

In cases of extreme disciplinary infractions, students will be assigned out-of-school suspension. Following are the expectations for students who serve their suspension out of school:

1. Students will be expected to complete all work that was assigned before the suspension date. Credit will be given for all satisfactorily completed work.
2. Upon their return to school, students will be expected to obtain all missed work. Students will have the same number of days to complete work as their classmates. **Students *do not* receive the double grace period for completing assignments when returning from suspension.**
3. Students may not participate in any extra-curricular activities on the day(s) of suspension.
4. Attendance at school dances will be prohibited for a 30-day period from the date of suspension.
5. Out-of-school suspension counts as an absence on a student's attendance record.

Appeal Process for Social Activities

Students who have received two detentions within 30 days or have received an in-school suspension are eligible to appeal the participation in a social activity for which they may otherwise be ineligible. Students are required to write a formal letter explaining why they feel they should be able to attend the specified activity. The letter should be typed, using a formal greeting, argumentative structure and closing with student signature. Students will submit their letter at least 24 hours in advance of the event. Appeal letters will be reviewed by the building principal, and assistant principal, and ruled upon based on the behavioral incident, the level of severity, and the potential for this behavior to take place at the social event. Decision of the building administration on appeals is final.

Incidents requiring out-of-school suspension and/or violations of the Safe Schools Act will not be entertained through an appeal process.

Bullying

It is the policy of the White Mountain Regional School District that its students have an educational setting that is safe, secure, peaceful, and free from student harassment, also known as bullying. The School District will not tolerate unlawful harassment of any type and conduct that constitutes bullying as defined herein. Any person violating this Policy may be subject to disciplinary action up to and including expulsion. (District Policy, JICK).

Bullying is a form of harassment and is defined by WMRSD board policy JHFC as:

“... a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:

- (a) Physically harms a pupil or damages a pupil's property;
- (b) Could be reasonably calculated to cause emotional distress to a pupil;
- (c) Interferes with a pupil's educational opportunities;
- (d) Creates a hostile educational environment; or
- (e) Substantially disrupts the orderly operation of the school.

prohibited by this Policy, in accordance with RSA 193-F.

Harassment

The White Mountain Regional School District is committed to providing a learning and working environment free from harassment and discrimination, where all school community members treat each other with respect and appreciate the rich diversity in our schools. This Policy is an integral part of the School District's comprehensive efforts to promote learning, eliminate all forms of violent, harmful, and disruptive behavior, and enable students to achieve their personal and academic potential and become successful citizens in our increasingly diverse society. (District Policy, JBAB)

Harassment is defined by WMRSD board policy JBAB as:

"...oral, written, graphic, electronic or physical conduct on school property or at a school-related activity relating to an individual's:

- **actual or perceived race**
- **color,**
- **national origin,**
- **ethnicity,**
- **religion**
- **sex**
- **sexual preference**
- **age**
- **disability**

*For purposes of this Policy, harassment shall also mean **conduct, if it persists, that will likely create such a hostile, humiliating, intimidating, or offensive educational or work environment.** A single incident, depending on its severity, may cause a hostile environment."*

Examples of Bullying and Harassment

The following chart outlines behaviors that may be described as acts of bullying and harassment. The distinction between the two is subject to the protected groups listed above in compliance with NH Law Against Discrimination, Title IX, and RSA 193-F:3. Persistent accounts of bullying also constitute the act of harassment.

Verbal	Non-Verbal	Physical
Insults and name-calling	Social alienation (not including someone; sitting in someone else's seat in the cafeteria so that the person has to move to another table)	Horseplay
Continually joking about a person	Intimidation (refusing to leave when asked; "accidentally" bumping into someone in the hallway)	Unwanted physical contact
Spreading rumors about a person	Staring or glaring	Blocking the way of a person so that he or she cannot get by you
Extortion (pressuring someone to give you money or a possession)	Hiding a person's belongings	Pushing or shoving
Threats of any nature	Continually playing a joke on someone	
	Writing unkind or threatening notes about a person or to a person	

Reporting Bullying/Harassment

The staff at the Whitefield School is dedicated to doing all we can to stop this type of behavior. Since bullying usually happens when adults are not present, it is important for students to inform their parents, teachers or school personnel if they experience or witness bullying or harassment. The administration will handle all complaints very sternly and quickly and with the utmost confidentiality in order to protect students who are being bullied or harassed.

- Any student who feels harassed or bullied should **notify an adult** in the building. Students may speak directly with an adult or may fill out an **Incident Report/Complaint Form** and **return it to the guidance counselor**.
- **Incident Report/Complaint Forms** are available in the **office**, the **Student Support Center**, and the **nurse's office**.
- Incidents requiring an investigation will be communicated to a building administrator who will **call parents** and immediately **notify the superintendent**.
- The district will **promptly investigate** any complaints of bullying or harassment and will **take immediate action** to resolve such complaints.
- **No individual will suffer reprisal** for reporting any incident of harassment or bullying.

Appeal Process

“Any victim or accused who is not satisfied with the outcome of the investigation, may file a written request for the School Board to review the findings. The request for review must be submitted to the School Board within ten (10) days following receipt of findings.” (District Policy JBAB)