

The Whitefield School
Student and Family Handbook

2026/2027 School Year

Dear Families and Students,

Welcome to the 2026–2027 school year. I hope your summer provided opportunities for rest, time with family and friends, and memories that will last a lifetime. As we begin another exciting year together, we look forward to welcoming our students back to school refreshed, ready to learn, and eager to reconnect with their classmates and teachers.

The start of a new school year is an exciting time filled with opportunities to build strong classroom communities, establish meaningful relationships, and create a positive learning environment where every student can thrive. Our dedicated staff is committed to supporting each child academically, socially, and emotionally as we work together to help them achieve success throughout the year.

This handbook has been developed to serve as a helpful guide for students and families. It contains important information about our policies, procedures, expectations, and resources that will help ensure a safe, respectful, and productive learning environment for everyone. We encourage you to review the handbook together with your child and refer to it throughout the school year as questions arise.

A strong partnership between home and school is essential to student success. If you have any questions about the information contained in this handbook or need additional assistance, please do not hesitate to contact your school's main office. Our staff is always happy to help and look forward to working with you throughout the school year.

Thank you for your continued support and partnership. We are excited for the opportunities that lie ahead and look forward to a wonderful 2026–2027 school year together.

Sincerely,



Robert Scott
Superintendent of Schools

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SAU #36 White Mountains Regional School District Overview

SAU #36 School Board Members			
Member	Contact	Town	Term
Ben Jellison	bjellison@sau36.org	Carroll	2029
Cathleen Fountain	cfountain@sau36.org	Dalton	2029
James Akerman	jakerman@sau36.org	Jefferson	2028
Adam Adair	aadair@sau36.org	Lancaster	2029
Kristen vanBergen-Buteau	kvanbergen@sau36.org	Lancaster	2027
Robert "Bob" Loiacono	rloiacono@sau36.org	Whitefield	2027
Tara Giles	tgiles@sau36.org	Whitefield	2028

SAU #36 Mission Statement

The WMRSD Community fosters a culture of learning which emphasizes wellness, academic growth, and creativity.

SAU #36 Vision Statement

Student Centered, Future Focused

SAU #36 Core Values

SAU #36 Core Values		
Wellness	Academic Growth	Creativity
● We value the health and wellness of the members of our school community ● We value the acceptance of all and their personal growth	● We value individualized learning through rigorous, authentic experiences ● We value equipping students and teachers with the tools necessary to learn how to learn	● We value creating environments where all are willing to take risks and learn from their mistakes ● We value data-driven decision making ● We value innovative approaches to education

We recognize the value of every child. We believe all children can succeed and must be engaged to learn and grow intellectually, socially, and emotionally. 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.

SAU #36 Strategic Plan "At-A-Glance"

A. District Culture Goal:
Foster a culture that promotes engagement, inclusion, safety, and success for all students, staff, parents, and community members.

B. Teaching and Learning Goal:
Implement a balanced, innovative curriculum that emphasizes a culture of engaged learning and prepares all students for lifelong success. Foster a culture of learning for all staff that enforces and models lifelong learning through professional development opportunities.

C. Structure and Finance Goal:
Making the best use of current and future resources, WMRSD will optimize the District's structures and resources so that it supports the provisions of a quality and equitable education and improved facilities.

For the complete plan, please refer to our website

SAU Office			
135 Regional Road	Whitefield, NH 03598	Telephone: 837-9363	Fax: 837-2326
Superintendent of Schools		Robert Scott	
Director of Student Services		Michael Cronin	
Director of Curriculum, Instruction, & Assessment		Angela Smith	
Admin Asst. to the Superintendent & Director of Student Services		Stephanie Glidden	
Director of Finance		Melisa Wadsworth	
Accounts Payable / Purchasing		Vicki Herzog	
Finance/Grants Assistant		Jennifer Tetreault	
Director of Information Technology		Jeremy Noyes	
Director of Food Services		Christine Bresnahan	
Athletic Director		Kerry Brady	
Transportation Coordinator		Charelle Lucas	

SAU #36 District-Wide Staff		
Chelsea Arsenault	School Psychologist	carsenault@sau36.org
Haley Hodgdon	School Psychologist	hhodgdon@sau36.org
Karen Keller	Social Worker & McKinney-Vento Liais	kkeller@sau36.org
Aleda Stith	Social Worker	astith@sau36.org
Megan Littlehale	Social Worker	mlittlehale@sau36.org
Alex Kittridge	Information Technology	akittridge@sau36.org
Aric Moody	Information Technology	amoody@sau36.org
Gary Brown	Facilities Director	gbrown@sau36.org
Gerry Lepine	Buildings and Grounds	glepine@sau36.org
Nathan Kenison	Building and Grounds	nkenison@sau36.org
Stela Pleischi	English as Second Language Teacher	spleischi@sau36.org
Karen Thompson	Special Services Secretary	kthompson@sau36.org

SAU #36 School Calendar

For the most current and up-to-date school calendar, please visit the SAU #36 Website.

SAU #36 School Designations by Communities

Lancaster School

Families of elementary school-age children who reside in the towns of Lancaster or Jefferson and whose children attend public school shall send their students to Lancaster Elementary School.

Whitefield School

Families of elementary school-age children who reside in Whitefield, Dalton, or Carroll and whose children attend public school shall send their students to Whitefield Elementary School.

Whitefield School General Overview

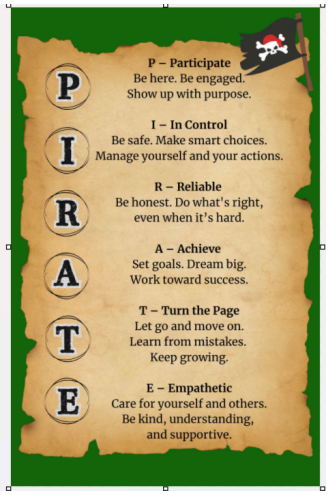
THE WHITEFIELD SCHOOL

School Mascot: Pirate **School Colors: Green and White**

Whitefield School is a PreK-6th grade school serving approximately 190 students from Whitefield, Dalton, and Carroll, New Hampshire. Nestled at the foot of the Presidential Range in the White Mountains, our school is supported by a dedicated team of 55 staff members, including educators, support staff, and district-wide service providers.

We offer a rigorous, standards-based academic curriculum designed to meet the diverse needs of all learners, with a strong emphasis on Social-Emotional Learning. Technology is well-supported, and the Arts are highly valued.

Extracurricular activities are diverse and well attended, offering students opportunities to participate in programs such as the Outdoor Club, Drama Club, Chorus, and Student Council. Our commitment to community engagement is reflected in events such as our Back-to-School Barbecue, Annual Pumpkin Walk, Holiday Sprinkle, and other family-centered activities that foster strong partnerships between the school and the community while creating meaningful opportunities for families to connect with one another.



At Whitefield Elementary School, we believe that a safe, respectful, and engaging learning environment is built on clear expectations, shared values, and a commitment to personal growth. Our Full Value School behavioral norms (Be Here, Be Safe, Be Honest, Set Goals, Let Go and Move On, and Take Care of Self and Others) guide daily interactions and help us maintain a positive school culture. These norms are woven into our PIRATE expectations, which shape the way we learn, work, and treat one another.

By consistently practicing our Full Value norms and living out the PIRATE expectations, students develop the skills and character needed to meet the WES Core Outcomes: Students who are **Ready** to engage with the world, **Think** critically, stay **Connected** to their communities, and **Contribute** to the greater good.

Our Mission:

Whitefield School strives to empower resilient, lifelong learners who lead with courage, act with kindness, and make a positive impact on the world.

Our Vision:

Anchored in Kindness, Sailing Toward Success

WES Staff Directory

Main Office			
Principal		Sharal Plumley	
Assistant Principal		Kelly Fuller	
Administrative Assistant		Vicki Myles	
Secretary		Lori Shearer	
School Resource Officer		Emmit Hancock	
Instructional Staff			
Preschool	Jackie Garneau	Self-Contained Classroom(PK-2)	Adrienne Dragon
Kindergarten	Mackenzie Kingsbury Nicole Young	Special Education	Adrienne Dragon Ann Malone Gina Mangiafico
Grade 1	Maachah Krull Elisabeth Muzzey		
Grade 2	Kaylie LaPointe Amanda Vetanze	Title I	Cheryl Edney Linda Hicks Sharen Robertson
Grade 3	Kimberly Read Kelly Hunt		
Grade 4	Katie Kenison Gabrielle Wetherbee	Art	Brandi Markgren
Grade 5	Robyn Sweet Abby Vaudo	General Music Band	Brian Oberti Michael Martins
Grade 6	Nicole Ardolino Jon Gray	Library/Medial (.5)	Heather Stewart
		Physical Education	Avery Hazelton
Related Service Professionals			
School Counselor	Samantha Gross	Speech Pathologist	Laurie Canuto
Nurse	Lisa Miller	Speech Assistant	Nancy McVetty
Student Wellness Center	Brooke Dubreuil	Occupational Therapist	Rylie Binette
Clinical Counselors	Aleda Stith	School Psychologist	Chelsea Arsenault
District Social Worker & Homeless Liaison	Karen Keller	School Psychologist	Haley Hodgdon
Paraprofessionals			
Jennifer Hicks	Brittany Baxter	Vanessa Brown-Savage	Jessica Grenier
Leslie Moore	Marisol Gil	Michelle Glidden	Jon Austin
Brooke Dubreuil	Boguslawa Smith	Lauren Harris	Jimmy Blanco
Emma Stephenson	Samantha Ingerson	Celina Heyliger	
Building Maintenance & Food Service			
Custodian	Arnold Gooden	Cafeteria Manager	Tammy Brown
Custodian	Shawn Hicks	Cook	Nancy Knutson
Custodian	Wes Arita	Cook	TBD

Whitefield School's Academic Program

Academic Expectations

A primary focus of the Whitefield School is to equip our children with the cognitive, academic, and social skills necessary to be effective decision-makers. Students are expected to make the most of every school day. To maximize learning, we expect students to be at school and in class each day on time, with the necessary materials and have completed homework/projects. The role of the student is one to be taken seriously. This is the personification of Ready in an academic sense.

Different grade levels and/or subject areas may require different supplies. If specific supplies are needed, teachers will provide parents with a list of supplies necessary for his/her classroom.

Academic Integrity

Academic integrity is an important part of learning and demonstrating personal responsibility. Students are expected to complete and submit their own work honestly. If a student is found to have engaged in cheating, the work will be confiscated. In addition, the student may be required to participate in restorative and/or disciplinary measures designed to reinforce the importance of honesty, accountability, and making positive choices in the future.

Academic Performance

Effective communication between teachers, students, and caregivers is important for each child's academic success. As students progress through the grades, teachers encourage and help students communicate with their teachers so that they grow in responsibility. Teachers also provide formal reports to parents regarding student performance at regular intervals throughout the year.

Report Cards

- Competency-based report cards are given at the end of each trimester (see dates below) to all students PK-6th grade
- Record a student's mastery of competencies in each academic area.
- PK-6 hard copies are sent home with students on the dates listed below.

Trimester Reporting Dates

PreK-Grade 6 Grading Periods and Report Cards			
Trimester	**Begin Date**	**End Date**	**Report Card Date**
Trimester One	Aug. 31, 2026	Dec. 1, 2026	Friday, December 11, 2026
Trimester Two	Dec. 2, 2026	March 15, 2027	Friday, March 19, 2027
Trimester Three	March 16, 2027	June 16, 2027	Wednesday, June 23, 2027

Grading

K-6 Competency-Based Grading Explanation

Students in grades K-6 are graded each trimester based on mastery of grade-level standards. Grades are given on a 1-4 rating scale..

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

The Behaviors that Support Learning section of the report card is assessed using the following scale:

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

Make-Up Work Policy

Teachers and parents should maintain communication about make-up work when students are absent. Parents of elementary students need to work directly with teachers to arrange for missed assignments.

Teachers will provide make-up work for all absences. Students typically have twice the days they were absent to complete the work. Those who miss class due to disciplinary suspension must submit all work upon returning.

Supports for Parents and Students

Parent/Teacher Conferences

Formal parent-teacher conferences are scheduled in the fall and spring. These conferences serve the important function of creating home-to-school partnerships and developing shared goals based on beginning-of-the-year data to promote student improvement. Fall conferences will be scheduled from November 2 - November 25. Spring conferences will be scheduled from April 1 -April 23 to review student progress and establish goals for the following school year. Your child's teacher will provide more information regarding conference scheduling and logistics.

ALMA

ALMA is the district's student information system which provides parent access to a number of topics. Through the ALMA Parents Link on the district website (www.sau36.org) parents may view their child(ren)'s assignments, academic progress, and monitor lunch accounts. Please contact the school office at vmyles@sau36.org or 603-837-3088 to obtain a password to access your child's information.

Homework Guidelines and Policy

Homework

Homework is an effective learning tool when it is tailored to a student's needs and abilities. As an extension of classroom learning, homework should be planned, purposeful, and returned to students promptly with feedback.

The WMRSD policy states that homework enhances student achievement and fosters self-discipline and good study habits. Teachers assign homework reinforcing classroom learning, considering reasonable time expectations and the child's ability to complete the work.

SAU #36 School Board Policy IKB.

Assessments

A vital part of the educational program is understanding how well students are learning. Thus, support may be given to students who are having difficulties, and extended learning may be given to students who are learning at high levels. The following assessments are administered in grades K-8 in a typical school year.

Curriculum-based teacher-created assessments - these are given to determine how well students are learning and are given both formally and informally. These assessments can provide the most authentic information about student learning since they are closely tied to what is taught. These assessments occur frequently and often informally as teachers use quick checks for understanding exercises before moving on to other topics. Teacher-created assessments may also be more formal and be given periodically to determine how well a student has learned and mastered a significant amount of material.

NWEA - the Northwest Evaluation Association or MAP tests are given to students K-6 in math and reading, and language use to students in grades 2-6, at the beginning of the school year, midway through the school year, and at the end of the school year. This assessment is also given in schools across the US and worldwide in international schools. Student results from NWEA tests address two fundamental questions: (1) How well did the student score vs. the national average? and, (2). How well did the student grow or progress since his or her last test? Each student has an expected growth based on his or her last assessment, and the NWEA report includes whether the student met the growth expectation. NWEA results provide a long-term view of student growth and provide teachers with data on which to inform their instructional practices.

DIBELS - (Dynamic Indicators of Basic Early Literacy Skills) is a set of procedures and measures for assessing the acquisition of literacy skills. They are designed to be short (one-minute) fluency measures that can regularly detect risk and monitor the development of early literacy and reading skills. This assessment is given two times a year to all Kindergarten through third-grade students and meets the New Hampshire Department of Education requirement that all students receive a screening assessment for dyslexia. Students who show signs of early literacy difficulties are given follow-up assessments to target instructional needs.

DRA (Developmental Reading Assessment) is a reading assessment that will be given three times a year in grades K-6. The DRA is a teacher-administered assessment that is used to determine students' independent and instructional reading levels, assess the outcomes of teaching, and assess a new student's reading level for independent reading and instruction. In addition the DRA is used to identify students who need intervention, document student progress across a school year and across grade levels and inform parents of a student's progress in reading fluency and comprehension.

Writing Assessment Practices - Throughout the school year, students in Grades K–6 will participate in regular writing assessments using teacher-developed writing prompts and the New Hampshire Statewide Assessment System (NHSAS) Writing Modular and Interim assessments. These assessments are designed to monitor and support student progress in writing proficiency across key genres: Narrative, Informative/Explanatory, and Opinion (Grades K–5) or Argumentative (Grades 6).

Each writing task is evaluated in three key areas:

- Purpose, Focus, and Organization
- Development and Elaboration
- Conventions of Standard English

These assessments provide valuable information to guide instruction and ensure students are developing the skills needed for effective written communication.

NHSAS (New Hampshire State Assessment System) - with the passage of No Child Left Behind and the Every Child Succeeds Act, schools receiving Federal Funding are required to administer yearly assessments in reading and math in grades 3-6. In addition, students are assessed in science in grades 5. Unlike the NWEA and other assessments we administer, the NHSAS only reports the level of student achievement ranging from basic to advanced. Growth is not explicitly reported with the NHSAS results although we do track a student's progress from year to year. This assessment is given annually each May and is used in conjunction with the results of other assessments to give another perspective on how well our students are learning.

Promotion and Retention

Retaining a student is one of the most critical decisions we make in public education. While there are opinions on both sides, the relevant research shows that retention, in the vast majority of instances, has no lasting positive effect on student achievement and is frequently associated with a negative emotional impact on the student. Given these findings, we must develop and maintain a consistent policy and practices that guide our efforts in working with students from the earliest signs of academic difficulty in consideration of retention.
SAU #36 School Board Policy IKE and SAU #36 School Board Policy IKE-R.

Special Programs

Special Education

The White Mountains Regional School District shall take steps to ensure that children with disabilities have equal access to the variety of educational programs and services available to non-disabled children. The District ensures that, to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with students who do not have disabilities. Special classes, separate classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes using supplementary aids and services cannot be achieved satisfactorily. Placement decisions for children with disabilities shall be made on an individual basis by the IEP team and in accordance with the procedures described in Section 8 – Pupil Evaluation to Placement.

The District shall provide a full range of opportunities, programs, and services to meet the unique needs of children with disabilities in the least restrictive educational setting. The District shall ensure that every child with a disability shall have full access to the general curriculum with accommodations and modifications as delineated in the IEP. This includes the provision of non-academic and extra-curricular services. These opportunities shall be provided through public school programs within and outside of the boundaries of the District.

The District shall provide access to vocational training and transition services as appropriate. Vocational and transition services are provided primarily within the District and at the high school level. Other student-specific circumstances may be addressed as determined by the IEP team.

Special Education Referrals

If you believe your child should be referred for special education testing, please contact your child's principal or Mike Cronin, Director of Student Services. Information regarding the referral process can be found in the White Mountains Regional School District Special Education Policies and Procedures Manual.

Section 504

Section 504 is part of the federal Rehabilitation Act of 1973, enacted by Congress to prohibit discrimination against individuals with disabilities in programs and activities administered by any entity that receives federal financial assistance, including public schools. Section 504 states in pertinent part:

No otherwise qualified individual with a disability in the United States…shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance… (29 U.S.C § 794).

The White Mountains Regional School District is responsible for ensuring that students are free from discrimination based on disability and that qualified students with disabilities receive a free appropriate public education (FAPE) regardless of the nature or severity of the disability.
SAU #36 Section 504 Handbook

Section 504 Referrals

Please contact Sam Gross, School Counselor, if you believe your child qualifies for a 504 Plan or would like to discuss Section 504 in more detail.

English Language Learners

According to the New Hampshire Department of Education, "the mission of the English for Speakers of Other Languages (ESOL) Program is to ensure that all English Learners in New Hampshire are given an equitable, appropriate, and academically challenging education." If English is not a student's first language and/or not the primary language spoken at home, he or she may be eligible for ELL (English Language Learners) support once enrolled in the White Mountain Regional School District. The ELL teacher/coordinator will use the WIDA screener assessment to evaluate the student's English proficiency and offer English language support accordingly. The parents of English language learners may accept or decline ELL support.
SAU #36 English Language Learners Handbook

Field Trips

Field trips are educational experiences that supplement the classroom curriculum and introduce students to community resources. They are considered regular school days, and students are expected to attend. Those who do not participate in a field trip must still attend school and complete an alternative assignment/activity.

Parents will receive advance notice of field trips and must sign and return permission forms at least **one week** before the trip to make necessary health and meal planning considerations. Students without completed forms will stay at school with an alternative assignment. Parents may be asked to chaperone, though typically, staff can meet the 8:1 supervision ratio. Chaperones should not bring other children, and they must be pre-approved through the volunteer process. Chaperones are prohibited from smoking, drinking alcohol, or using drugs during the trip.

All students and chaperones must use district-provided transportation to and from the field trip site. If district transportation is unavailable, drivers must provide a Certificate of Insurance with minimum coverage limits of $100,000/$300,000. This certificate must be on file in the school office before driving students, including their own child. If a chaperone drives their own vehicle while school transportation is available, students may ride only with their own parents, with pre-approval from the building administrator at least 24 hours before the trip.
SAU #36 School Board Policy IJOA

School Culture

Multi-Tiered Systems of Support

The Whitefield School practices the principles of Multi-Tiered Systems of Support (MTSS). The program operates under the premise that all staff will:

- Directly teach behavioral expectations and routines, and cue before an activity or transition
- Reinforce teaching through natural daily recognition of student performance of the expectations coupled with periodic celebrations of excellence.
- Support students who struggle with meeting expectations and following routines by providing them with additional interventions

The analogy to academic learning is helpful. For a child to become a reader, they must be directly taught phonics and vocabulary and develop fluency in reading. Those who struggle are provided more intense or personalized instruction to increase their performance. MTSS follows the same premise for supporting social and personal behavior.

Tier 1 / Universal Approaches

The universal approach ensures that every student receives direct instruction on common routines and expectations during the first few weeks of school. Students are taught about our key norms and values: Be Here, Be Safe, Be Honest, Set Goals, Let Go and Move on, and Care for Self and others. The acronym PIRATE (Participate, In Control, Reliable, Achieve, Turn the Page and Empathetic) is emphasized to boost our Tier 1 Universal Approach. Using the PIRATE acronym, students are taught expectations that align with each letter.

Participate: Be here. Be engaged, Show up with purpose.
In Control: Be safe. Make smart choices. Manage yourself and your actions.
Reliable: Be honest. Do what's right, even when it's hard.
Achieve: Set goals. Dream big. Work toward success.
Turn the Page: Let go and move on. Learn from mistakes. Keep growing.
Empathetic: Care for yourself and others. Be kind, understanding, and supportive.

Students are provided with verbal feedback about how they are doing with those routines and expectations. Staff provides reminders and booster activities when needed. Typically, 80% of our student body will pick up the routines and expectations at this level. Examples of common routines include how we conduct ourselves in the cafeteria during lunch, how we get ready to return to the classroom from recess, or how we walk through the hallways.

Tier 2 / Targeted Interventions

After being presented with the universal approach, students who have difficulty with common routines and expectations are identified through teacher observation and data collection for further assistance.

- Parents will receive a phone call from their child's teacher to report what is being observed and partner for assistance.
- Students may be recommended to participate in a small group for additional help with common routines and behavior expectations. These groups may focus on self-regulation strategies, mindfulness, or social skills.
- After-school support/learning opportunities

Tier 3 / Intensive Supports

Students who struggle with common routines and expectations after participating in targeted assistance are identified for further, more individualized support. This may include:

- A functional behavior assessment and individual behavior support plan.
- Individualized counseling time.

- Modified and more structured/guided recesses.
- Wrap-around support with the assistance of family and community partners.

Social-Emotional Learning

Social and emotional learning (SEL) is crucial for student success and fostering a community culture of mental health and wellness. SEL helps students develop the skills to manage emotions, achieve goals, show empathy, build healthy relationships, and make good decisions. These skills, grounded in research, are essential for personal and interpersonal development from childhood to adulthood.

SAU 36 is dedicated to supporting students' and staff's social and emotional growth through various initiatives. Universal (Tier 1) efforts focus on creating warm, welcoming, and supportive school climates. Leadership that prioritizes positive relationships among students and staff is key to this success. SEL themes such as self-awareness, self-management, and responsible decision-making are integrated into daily routines like morning meetings and advisory blocks. Additionally, SAU 36 emphasizes the direct teaching of SEL skills across content areas and is part of a regional effort with access to comprehensive SEL guidance and strategies.

Student Supports

Student Wellness Center and Learning Commons

The Student Wellness Center and Learning Commons provides a variety of academic, behavioral, and social supports for struggling students to focus on their learning. Students may request to go to the Student Wellness Center to cool down or avoid an escalation, or they may be directed through behavior responses to the SWC by a classroom teacher for disruption of the learning environment. The SWC aims to provide students with better tools and skills to manage stressors. Students may request to go to the Learning Commons to work in a quieter environment to complete an assignment or they may be directed to go complete the work for disruption of the learning environment.

School Counselors

Our school counselors are available to assist you with questions or concerns about your child's emotional development. The counselors provide services in the areas of building social skills, student scheduling issues, student conflict, and mediation.

District Social Workers

Our district-level social workers can provide students and families with various supports, including helping to make connections with community agencies and professionals. Please contact the School Counselor, Nurse, or Administrator to facilitate a connection with the District Social Worker.

School Nurse

The school nurse is responsible for maintaining health records, contacting parents regarding health problems, caring for minor injuries, assisting in health teaching, and screening vision and hearing. Please contact the nurse if your child has any unusual health problems.

School Resource Officer

The Whitefield School has one School Resource Officer (SRO) on campus. This program fosters positive relationships between students and local law enforcement. The SRO is a member of the school staff and, as such, shall be afforded the same treatment as all other staff members by students.

Student Assistance Program

The district's Student Assistance Counselor is based in the high school and is available to WES students for confidential discussions about any problems or concerns.

Student Involvement

Athletic Participation and Eligibility

Participation in intramural and interscholastic athletics is promoted as an extension of the school's physical education program. The intention is to teach and develop physical skills, mental discipline, sportsmanship, and the striving spirit necessary for successful living. All students are encouraged to participate and try out regardless of their skill level or experience.

Fifth and sixth-grade students may be offered various opportunities to participate in middle school athletics. Some sports require students from both Lancaster and Whitefield schools to form a team. For more information regarding athletics, please reference the WMRSD Athletic Policy

The WMRSD offers the following sports at the middle school level:

Fall	Winter	Spring
Field Hockey (Gr. 5&6)	Wrestling (Gr. 5&6)	Track & Field (Gr.6)
Cross-Country (Gr. 6)	Nordic Skiing (Gr. 5&6)	
Golf (practice) (Gr. 6)	Alpine Skiing (Gr. 5&6)	

Co-Curricular Activities and Clubs

Connected. Being part of one's community is a core outcome for Whitefield School. We offer a number of opportunities for students to connect with peers, teachers, coaches, and other community members and share common interests. Below is a list of clubs and organizations and the grade levels at which they are available for students to participate.

Co-curricular

Wilderness Explorers (4-6)	Beginner Band (4-6)	Drama (4-6)
Elem. Chorus (3-6)	Girls on the Run (3-5)	Student Council (4-6)
	Yearbook (Gr. 6)	

In addition, the following clubs may be offered:

Book Club	Art Club	Chess Club

Co-Curricular Eligibility

Students must be in good academic standing to be eligible for co-curricular programs. Students failing one or more classes may be placed on academic probation. Students placed on academic probation must create a plan with the co-curricular advisor for returning to active membership. Failure to do so will prohibit students from participating in a co-curricular activity until determined by the advisor and/or school administration.

Winter Recreation Programs

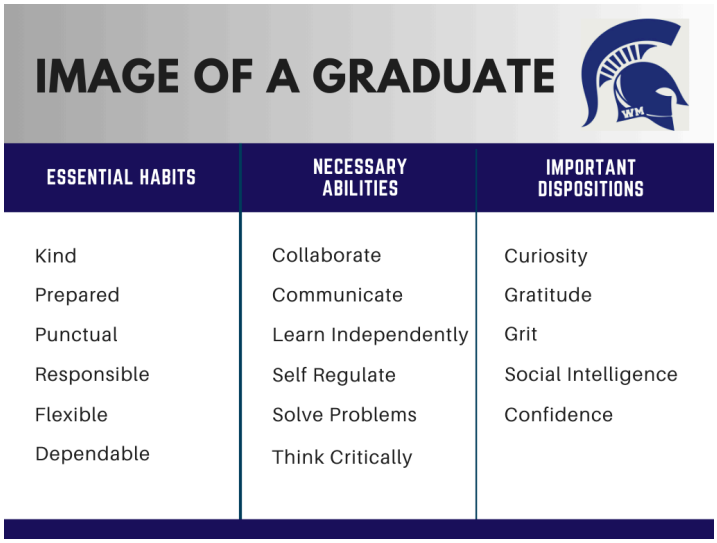
Through our partnerships with area ski facilities, the Appalachian Mountain Club, Evergreen sports complex, and other local organizations, we can offer a host of activities in which students may participate on Wednesday afternoons from the beginning of January to February break. Students may select from Alpine and Nordic ski lessons, snowshoeing, indoor rock climbing, swimming, gymnastics, and elderly connections at off-site facilities, as well as several on-site options. Some of these programs do involve fees. Additional information will be sent home with details about offerings, dates, registrations, and fees.

Should students struggle with misbehavior during their on or off-campus activity, their continued participation will be reviewed with the student's family and the partnering organization.

Image of Graduate

The White Mountains Regional School District strives to develop graduates who have mastered academic content standards and who also possess the essential habits and dispositions necessary for success in college, career, and life.

Below are the habits and dispositions addressed, fostered, and nurtured as we prepare all students for educational and life-long success. Habits are defined as necessary practices for success in all areas that require working with others. Deficiencies in these practices are the most frequent cause of job dismissal, lack of advancement and recognition in higher positions, and lack of satisfaction in personal and social pursuits.



Parent and Guardian Communication

Informal Conferences

In addition to the Fall and Spring Conference dates, we encourage parents to set up meeting times with their student's teachers as needed during the school year. Please schedule a meeting with your child's teacher by phone or email.

Weekly Folders and Teacher Communication

Weekly Folders will be sent home to students in grades K-2. These folders are to be returned to school as requested by the teacher.

Parent Communication Protocol

For most questions and concerns, your child's classroom teacher is the best and most efficient point of contact. Teachers can provide the necessary information and resolve issues related to classroom activities, academic progress, and student behavior.

If further assistance is needed, the following chain of command should be followed to ensure concerns are addressed appropriately.

On Matters Involving Instruction/Curriculum 1. Classroom Teacher 2. Principal 3. Superintendent 4. School Board	On Matters Involving Student Discipline 1. Classroom Teacher 2. Assistant Principal 3. Principal 4. Superintendent 5. School Board
On Matters Involving Special Education 1. Special Education Teacher / Case Manager 2. Principal 3. Director of Student Services, Michael Cronin	On Matters Involving Athletics 1. Coach 2. Athletic Director 3. Principal 4. Superintendent 5. School Board
On Matters Involving Personnel 1. The individual with whom you have the complaint 2. Principal 3. Superintendent 4. School Board	

District Website

SAU #36 information, notifications, and upcoming events can be found at the district's website www.sau36.org. Messages from the district website are paired with the social media apps listed below. There is also a District App that can be downloaded from the bottom of the district website.

Social Media

Parents are encouraged to subscribe to Whitefield School's Facebook and Twitter feeds to receive push notifications for district and school-specific messaging.

https://www.facebook.com/The-Whitefield-School-103573937694641

Performances and Public Events

Event Parking

Parking availability for large events such as concerts, student performances, graduation, etc. is very limited. We offer handicap parking at the school and a shuttle service from the municipal parking lot located behind the Bank of New Hampshire/Dunkin' Donuts. Shuttle service will begin approximately one hour prior to performance time and immediately following the event as needed to ensure everyone's return to their vehicle. We encourage the use of the shuttle as well as carpooling as much as possible to maintain emergency response access should it be necessary.

Quality Audience

During the year, we will have a number of events that enrich the regular school day. These events include but are not limited to, assemblies, evening performances, curriculum nights, open houses, and athletic events. Parents are welcome to attend assemblies during the school day.

Out of respect for our student and/or guest performers, students and their families are expected to be part of a respectful and quality audience. A quality audience member:

- is seated before the event begins
- has turned their cell phone off or to vibrate
- minimizes social conversation
- refrains from allowing children to play at the back of the gym, on the bleachers, and/ or with any PE equipment stored in the gym.
- remains seated with their family throughout the performance
- applauds all student efforts
- takes photos and videos discreetly
- stays until the end of the evening's event

Video and Audio Recording on School Property

The Board authorizes the use of video and/or audio devices on District property to ensure the health, welfare, and safety of all staff, students, and visitors to District property and to safeguard District buildings, grounds, and equipment. The Superintendent will approve appropriate locations for surveillance devices. The placement of the video cameras will be based on the presumption and belief that students, staff, and visitors have no reasonable expectation of privacy in areas or at events that occur in plain view.
SAU #36 School Board Policy EEAA

Whitefield School General Information and Daily Operations

School Day		
	Regular School Day	**Early Release School Day**
Preschool	(Mon.-Thurs.) 7:45 am - 2:20 pm	7:45 am - 11:20 am
Grades K-8	7:45 am - 2:25 pm	7:45 am - 11:25 am
Parent Drop Off	7:20 am - 7:40 am	7:20 am - 7:40 am
Breakfast	7:20 am - 7:40 am	7:20 am - 7:40 am
Parent Pick Up	2:25 pm	11:25 am
First Bus Leaves	2:25 pm	11:25 am

Early Release Day

The school district calendar contains six Early Release (ER) days throughout the school year for parent/teacher conferences and staff in-service training. On these days, students at The Whitefield School will be dismissed at **11:25 a.m.**

Parent Contact Information

Parents are responsible for notifying the main office (837-3088) of any changes in their address, telephone number, and/or email address so that we can update our records accordingly and maintain up-to-date contact information.

Attendance

School attendance is required by law for every child from 6 to 18 years of age. A parent or guardian of a school-age child shall cause such child to attend the public school to which the child is assigned in his district. Exceptions: Student is privately schooled; student is homeschooled; student is attending a public school outside the district; student is excused by the Superintendent. All students, regardless of age, must abide by the attendance policy. (Reference: SB 18, RSA 193:1)
SAU #36 School Board Policy JH - Attendance, Absenteeism, and Truancy

Absenteeism

All students enrolled in the White Mountains Regional School District must attend school during the days and hours that school is in session. The White Mountains Regional School Board considers the following excused absences, with proper documentation.

Excused Absences

- Illness
- Recovery from an accident
- Required court attendance
- Medical and dental appointments
- Death in the immediate family
- Observation or celebration of a bona fide religious holiday
- Such other good cause as may be acceptable to the Principal, or his/her designee, or permitted by law.

In the event of an absence, parents must call the school or email wesattendance@sau36.org to inform the office of the student's illness and absence. One of our school secretaries will make a daily telephone check of absent students to ensure that a child who is absent is safely home and the parent is aware of his/her absence.

We consider students who return to school after an illness well enough to resume participation in all school activities, including outdoor recess. We will also comply with a doctor's written request that a student be restricted from an activity.

Students who are absent on any given day may not participate in any after-school or evening events, including athletic/co-curricular, social events, or school performances unless a building administrator has approved permission for the absence prior to the absence.

If parents/guardians wish for their child(ren) to be absent for a reason not listed as an excused absence, the parent/guardian must provide a written explanation for such absence. This must include why the student will be absent and for how long the student will be absent. The Principal, or his/her designee, will decide as to whether the stated reason for the student's absence constitutes good cause and will notify the parents/guardians via telephone and/or writing of his/her decision. If the Principal or his/her designee determines that good cause does not exist, the parents/guardians may request a conference with the Principal to explain the reasons for non-attendance again. The Principal may then reconsider the initial determination. The Principal's decision shall be final.

Family Vacations/Educational Opportunities

Absences from school for reasons other than illness are generally discouraged. In limited circumstances, the Principal or designee may approve an absence for a family vacation as excused if the request is submitted in writing in advance. Parents/guardians should submit a written request to the Principal or designee **at least two weeks before the planned absence**. This advance notice allows the school to collaborate with the family and student to develop a plan for completing missed assignments and maintaining academic progress.

Families are strongly encouraged to schedule vacations during the school's scheduled breaks. **Requests for absences during state and local assessment windows,** including NWEA and the New Hampshire Statewide Assessment System (NH SAS), **may be denied, particularly during the NH SAS testing window in May.**

Procedure for Absences

Attendance Protocol for Whitefield School

1. **Daily Monitoring of Absences**
    - Teachers and staff will track daily attendance for all students.
    - **Parent Notification**: In the event of an absence, **parents must call the school or email** wesattendance@sau36.org to inform the office of the student's illness or reason for the absence. Please leave a phone message if you call and do not reach an office staff member.
    - **School Follow-Up**: School secretaries will make a **daily telephone check** of unreported absent students. This is done to:
        - Ensure that the parent is aware of the student's absence.
        - Confirm that the child is safely at home.
    - **For any student absent for more than three consecutive days**, a **doctor's note** will be required to excuse the absences.
    - Any student with **three or more absences** within a given month (regardless of reason) will trigger the following steps.

2. **Monthly Communication to Parents**
    - A **monthly letter** will be sent to parents/guardians of students who miss three or more school days within the month. Letters may be sent sooner, depending on the rate of absence. The letter will:
        - Inform parents of the total number of absences.
        - Request that parents/guardians contact the school via phone or email to discuss the reason for the absences if they have not already done so
        - Emphasize the school's role in supporting the family to ensure the student's regular attendance.

3. **Parent Communication & Follow-up** ***(if previous communication has not been made)***
    - Upon receiving the letter, parents are expected to contact the school to:
        - Discuss the reasons for the absences, if previous communication has not been made
        - Identify potential support the school can provide (e.g., academic, social-emotional, transportation, etc.).
    - The school will initiate contact if the parents do not respond within **five school days**.

4. **Parent Meeting with Support Staff**
    - If absences continue or if parents do not engage after initial communication, a meeting will be scheduled involving:
        - The **parent/guardian**.
        - A **school counselor**
        - The **school nurse**

        - A **district social worker**.
        - Other school staff (as necessary).
    - During the meeting, the team will:
        - Develop a plan to address the root causes of absenteeism.
        - Offer resources such as community services, counseling, or academic support.

5. **School Resource Officer (SRO) Involvement**
    - If absences persist despite initial intervention efforts, or if there are concerns about student safety or parental engagement, the **SRO** may be involved to assess the situation further and determine if additional community or legal supports are needed.

6. **Referral to DCYF for Educational Neglect**
    - If preliminary interventions are unsuccessful, and there is evidence of continued absenteeism or lack of parental engagement, the school may:
        - Initiate a referral to the **Department of Children, Youth, and Families (DCYF)** for educational neglect.
    - This step will be taken only after other interventions have been attempted and documented and if there is no progress or willingness to collaborate with the school.

Tardiness

Students arriving at school after start time must report to the office before going to class. A note explaining the reason for the late arrival is required from a parent. Students must be **in their classroom by 7:45** to avoid being marked tardy.

Persistent tardiness will be reported to the building principal or assistant principal, who will take appropriate measures, which may include detention or making up time/work. After frequent tardiness, a letter from the principal or assistant principal will be sent home.

The third unexcused tardy in one quarter (and every tardy thereafter for that quarter) will result in communication with the parent, potential disciplinary action for repeated offenses in grades 5-8, and loss of privileges for grades 1-4. The office secretary keeps a detailed log of all tardies, excused and unexcused. All students will be given a clean slate at the beginning of each quarter.

Parents or legal guardians of students who suffer from persistent tardiness will be required to attend a meeting with the principal or assistant principal to discuss their child's personal situation and develop a plan for improvement.

Late Arrival Procedures

Students should arrive at school by 7:40 a.m. to allow time to get to their classrooms for attendance. Students arriving **in their classroom after 7:45 a.m.** are recorded as tardy and must report to the office to receive a tardy slip before entering the classroom. A note explaining the reason for the late arrival is required from a parent but does not assume an excused absence. Examples of unexcused tardies include but are not limited to, sleeping in, missing the bus, the alarm did not go off, and mom or dad oversleeping. If the reason is a medical appointment, a note from the doctor is necessary. Please refer to the Absenteeism section above for information on excused vs. unexcused tardies and the Truancy section below for disciplinary action for a pattern of unexcused tardies.

Early Dismissal

Students needing to leave school early must bring a note from their parents. Parents must come to the office and sign out their child upon dismissal. Students will not be allowed to leave their classrooms until their parents arrive. No student is allowed to leave the building in the company of anyone other than a parent or legal guardian unless prior arrangements have been made with the principal. Students who are dismissed early must sign out in the office.

Truancy

Truancy is defined as the following per RSA 189:35(a) and HB 154 (effective July 6, 2010):

- For the purposes of this subdivision, "truancy" means an unexcused absence from class or school. Any absence that has not been excused for any of the reasons listed on page 24 of this handbook will be considered an unexcused absence.
- Ten half days of unexcused absence during a school year shall constitute habitual truancy.
- A half day for White Mountains Regional School District is three (3) hours. A full day absence shall be defined as a student being absent from school for more than three (3) hours.
- The Principal or the designee is hereby responsible for overseeing truancy issues.

Truancy Intervention Process

When the Administration identifies a student who is habitually truant or who is in danger of becoming truant, he/she shall commence an intervention with the student, the student's parents, and other staff members as may be deemed necessary to:

- Investigate the cause(s) of the student's truant behavior;
- Consider, when appropriate, modification of his/her educational program to meet particular needs that may be causing the truancy;
- Involve the parents or legal guardians in the development of a plan designed to reduce the truancy;
- Seek alternative disciplinary measures but still retain the right to impose discipline in accordance with the School District's policies and administrative guidelines on student discipline.

When a student reaches habitual truancy status or is in danger of reaching habitual truancy status, the administration will send the student's parent(s) a letter which includes:

- A statement that the student has become or is in danger of becoming habitually truant;
- A statement of the parent's responsibility to ensure that the student attends school;
- A request for a meeting between the parents and the Administration to discuss the student's truancy and develop a plan for reducing it.

Release of Student from School

Students who need to leave school early must bring a note from their parents. If your child must be dismissed from school prior to the end of the day, please check in at the front office. Office personnel will call for your child and record their early departure in our attendance records. An excused absence can be recorded if the reason is one of the district's defined excused absences. If they are to return after an appointment, please bring a note from the professional's office.

Students are not allowed to leave the building in the company of anyone other than a parent or legal guardian unless prior arrangements have been made with the office.

Morning Recess and Bus Duty

Students in grades K-6 go outside for a morning recess each day from 7:20 to 7:40 a.m. On rainy days or when the 'feels like' temperature is below zero on our on-site weather station, students will have a shortened or indoor recess.

It is the responsibility of parents to see that their child comes to school dressed appropriately to go outside for recess.

Only students with doctor's notes will be allowed to remain in the building during scheduled outside recess. Generally, if a child is not well enough to play outside, the child should remain home until recovered.

Students should not arrive at school before 7:20 a.m. as we cannot guarantee supervision prior to that time.

Students wanting/needing breakfast should eat before going out to morning recess.

Student Discipline

Policy JICD establishes the substantive parameters, procedures and due process that shall apply before a student may be subject to temporary (same day) removal from classrooms or activities, restriction from activities, detentions, suspensions and/or expulsion. Pursuant to Board policy JIC, response to misconduct, including disciplinary measures and consequences should be designed to maximize student academic, emotional and social success, while at the same time assuring safety of all students, staff and school visitors. Administration of any of the consequences described in this policy shall be consistent with the system of supports and graduated sanctions established pursuant to Policy JIC and the applicable Code of Conduct.

- Student Conduct JIC
- Student Conduct on School Buses JICC
- Student Code of Conduct JIC-R
- Student Conduct, Discipline, and Due Process JICD
- Student Rights and Responsibilities JI
- MOU for Safe Schools JICD-R (Available at Central Office)

General Guidelines for Behavioral Infractions

It is inevitable that children will misbehave at times. Some more than others. The overall goal of supports and consequences is to create and maintain a safe and orderly learning and social environment. At Whitefield School we are guided by two premises when it comes to responding to misbehavior:

- Most undesired and unsafe behaviors result from stress that is not well-managed. Stress management challenges are usually due to: a) lacking knowledge or skills (e.g., self-awareness; emotional regulation; impulse control; mental flexibility; effective regulation strategies;...), and/or b) an overwhelming volume or intensity of current stressors.
- Discipline, derives from the Latin term, disciplina, which means "teaching, learning."

At Whitefield School, staff are committed to teaching, guiding, and supporting students in learning better skills to regulate their bodies, minds (thoughts), and moods (emotions) so that undesired or unsafe behaviors are reduced and better academic, social, and core or life outcomes can be achieved. This can be accomplished through the Multi-Tiered System of Supports discussed earlier and by partnering with families and community supports.

More punitive consequences can be used when they will be an effective teaching tool, a deterrent to future occurrences, or when required by district policy or law. These more punitive responses will rarely be used as the sole response to misbehavior.

The charts on the following pages provide a list and definitions of unexpected behaviors that we will help students curtail. Following the chart is a series of leveled responses and supports designed to teach and guide students toward appropriate behavior. Behavior responses are categorized on a leveled system and assigned through a graduated sanctions approach that teaches and develops the missing skills in a safe and supportive environment.

Students are given the opportunity to learn from mistakes rather than be chastised through punitive measures. These guidelines will be used at the discretion of staff and school administration, taking into consideration the grade level and/or developmental level of the student and the severity of the infraction. In all cases of behavioral infractions, a behavioral report will be written to document and track student behavior.

Behavior Infractions and Definitions

Behavior	Definition
Non-compliance	Failure to act in accordance with a reasonable request
Defiance	Blatant refusal to comply with a reasonable request
Disruption	A disturbance or problem that interrupts an event, activity, or process
Disrespect	Disregard for the feelings, wishes, rights, or traditions of others *(and does not meet criteria for other listed behaviors)*
Inappropriate Language	Language that is not appropriate or suitable for the situation
Abusive Language	Language used with the intent to hurt
Physical Contact	Physical behavior without the intent to harm
Physical Aggression	Behavior aimed at physically harming others
Property Misuse	Inappropriate use of supplies: using something in a way that it was not intended to be used
Property Damage	Injury to personal property through another's negligence or willful destruction
Teasing	Behavior intended to provoke or make fun of someone in a playful way
Taunting	Actions intended to provoke someone in an insulting or contemptuous manner.
Inappropriate Location / Out of Bounds	Being in a location without a staff member's permission
Personal Technology Violation	Unauthorized or inappropriate use of a personal technology device, including cell phones, smartwatches, etc.
District Technology Violation	Violation of the Acceptable Use Policy including inappropriate use of district equipment, software, and/or the network.
Dress Code	The wearing of apparel that does not comply with the district dress code policy
Academic Integrity	The honest and fair completion and submission of academic assignments
Personal Integrity	Doing the right thing even when no one is watching; being honest
Public Display of Affection (PDA)	A physical act of intimacy between a romantic couple done in the view of others.

Response to Behavior

Level 1 Behaviors: Classroom Managed behaviors that can be categorized as brief or of low-intensity and are managed in the classroom by the classroom teacher. Possible responses to Level 1 behaviors include:

- Ready Station/POP (Pause Own Practice) Chart
- Reteach
- Redirect
- Wellness break
- Movement break
- Ready break
- Conference with student
- Parent contact
- Buddy Teacher

Level 2 Behaviors: Classroom Assisted behaviors are behaviors that have not been resolved through Level 1 classroom interventions OR are of greater intensity and require additional assistance from outside the classroom to help students learn a particular skill. Level 2 responses include, but are not limited to:

- Wellness push-in
- Wellness breaks
- Modified lunch
- Modified recess
- Loss of privilege
- Conference with school counselor
- Contact with parent

Level 3 Behaviors: Administrative Involvement becomes necessary when a student has not responded positively to Level 1 and 2 supports and continues to disrupt the learning environment and/or may endanger the health and safety of others in the school. Level 3 incidents are determined at the discretion of building administration based on the age and/or developmental level of the student, the frequency of the behavior, state and federal guidelines, and/or the severity of the infraction. Level 3 responses may include:

- Referral to Educational Support Team (EST)
- Functional Behavior Assessment (FBA)
- Assessment of Lagging Skills
- EST Support Plan
- Meeting with family
- Intervention group (skill development)
- Detention
- Restorative practices
- Restitution
- Temporary Reassignment
- Loss of Extracurricular Activity Involvement
- In-school suspension

Level 4 Behaviors: Short-term Suspension (Out of School) is administered to address behavior that is:

- Detrimental to the health, safety, or welfare of pupils or school personnel, including:
- Fighting/Physical Aggression
- Bullying/harassment
- Forgery/Theft/Plagiarism
- Assault
- Threatening
- Criminal mischief/Vandalism
- Alcohol/Tobacco/Drugs
- Firearms/Weapons
- Repeated and willful disregard of the reasonable rules of the school that is not remediated through imposition of the district's graduated sanctions

Educational assignments must be made available during ALL suspensions

Level 5 Behaviors: Long-term Suspension (Out of School)

Imposed for:

- An act that constitutes an act of theft, destruction, or violence as defined in RSA 193-D
- Bullying pursuant to school district policy when the pupil has not responded to targeted interventions and poses an ongoing threat to the safety or welfare of another student

- Possession of a firearm, BB gun, or paintball gun
- For up to 10 **additional** school days

Educational assignments must be made available during ALL suspensions

Please refer to Policy JIC-R (linked above) for additional procedures pertaining to long-term suspension.

Level 6: Expulsion

May be imposed for an act that poses an ongoing threat to the safety of students or school personnel AND that constitutes:

- A repeated act which would permit a long term suspension
- Any act of physical or sexual assault that would be a felony if committed by an adult
- Any act of violence pursuant to RSA 651:5, XIII; or
- Criminal threatening pursuant to RSA 631:4, II(a)

Imposed only by the school board in consideration of:

- The pupil's age
- The pupil's disciplinary history
- The seriousness of the violation or behavior committed by the pupil

Please refer to Policy JIC-R (linked above) for additional procedures pertaining to expulsion.

Safe Schools Act and ED 317

The following behaviors are considered to be violations of the Safe Schools Act:

- Physical Aggression/Fighting
- Bullying
- Harassment
- Forgery/Theft
- Assault/Threat
- Criminal Mischief/Vandalism
- Alcohol/Tobacco/Drugs
- Firearms/Weapons

By law, incidents meeting the criteria for violating the Safe Schools Act must be reported to the local police department through Form ED 317. Incidents deemed not in violation of the Safe Schools Act will be addressed through graduated sanctions at the appropriate level based on the student's age, the severity of the infraction, and the student's behavioral history.

Daily Announcements

Announcements are typically provided over the intercom just after the Pledge of Allegiance.. Information is also provided to students via monitors in the lobby and upstairs common area. Parents' personal messages for students should be routed through the office. Changes in departure plans should be communicated directly to the office by a parent or guardian as early in the day as possible.

Parents are discouraged from texting or contacting students by cellphone during the school day. Students are not allowed to check and respond to messages on their phones. Any correspondence from home to school should be directed through the main office and messages will be delivered to students.

Personal Property

Trading cards and toys should be left at home. Exceptions to this policy will be considered for educational purposes at the discretion of the administration on a non- precedent-setting basis. Toys and trading cards have historically prompted temptation, conflict, and disruption to the learning environment and as a result may be confiscated and held in the office until a parent comes to school to pick up the item(s).

Cell Phone Use

Pursuant to the recent passing of NH RSA law implementing a "bell to bell" ban on cellphone use in schools, students are not allowed to use personal communication devices, including cell phones, smartwatches, tablets, and non-district laptops, during the school day. This includes all instructional time, lunch, recess, and passing periods.

Any personal devices brought to school must remain off and stored in a locker, backpack, or handbag. The school is not responsible for lost, stolen, or damaged devices.

Exceptions may be made for medical needs, disability supports (IEP/504), or language access services, with proper documentation.

Violations of this policy will result in the following:

- **1st Offense:** Warning and device held until the end of the day
- **2nd and further offenses:** Device confiscated, disciplinary referral written, and parent/guardian must retrieve the device

Recording or photographing others without permission is strictly prohibited and may result in further disciplinary action.

Backpacks

Students may carry materials to and from school in a book bag or backpack. Parents are asked to assist their children in cleaning backpacks each morning before school. Book bags/backpacks, outer jackets, sunglasses, hats, and athletic equipment must be kept in classroom cubbies or assigned lockers. Students will not be allowed to carry a backpack during the school day.

Lockers

Lockers with locks are assigned through the office to students in grades 4-6. Lockers are not to be shared or used without assignment. Students should not share locker combinations with others and should make sure they are secured at all times. It should be clearly understood that lockers are the school district's property and may be searched at any time if required for safety.

Lunches may be stored in lockers, but no other food or drink should be placed in a locker. Students are responsible for keeping their lockers clean at all times.

Students may adhere decorative items inside lockers with scotch tape and/or magnets. Administrative approval must be acquired for all other adhesive types.

No locking devices other than the installed combination will be permitted. Any such locks discovered will be immediately cut off. Students are not to manipulate the locking mechanisms so the locker can be opened quickly. Doing so eliminates the security provided by the locker and can damage the locking device.

Student Dress Code

The Board recognizes that students and their parents are primarily responsible for acceptable student appearance. All students are expected to pay attention to personal grooming and hygiene to foster an environment that is sanitary, safe, and conducive to teaching and student learning. When an individual student's attire constitutes a health problem, is unsuitable for school wear, is a danger to any person, or causes a substantial and material disruption or substantial disturbance, the principal shall take appropriate action to correct the situation.

Students must follow the personal appearance policy while on school property during school hours. The goals of the WMRSD Personal Appearance Policy are as follows:

- Encourage and promote good student hygiene and grooming.
- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as culinary arts (professional uniform), welding (head, face, and body protection), chemistry/biology (eye or body protection), or PE (athletic attire/shoes) as per the course syllabus.
- Allow students to wear comfortable clothing of their choice.
- Ensure that all students are treated equitably regardless of gender/gender identification, sexual orientation, race, ethnicity, body type/size, religion, and/or personal style.
- Create an environment that reflects societal norms and prepares students for college and the workplace.

Students Must Wear:

Clothing that adheres to the coverage requirements above.

- Top: short, long & sleeveless t-shirt/button-up shirt/ sweatshirt/ tank top/ etc.
- Bottom: pants/ sweatpants/ shorts/ skirt/ dress/ leggings, etc.
- Combination: Romper/dress/coveralls/jumper/overalls
- Footwear

Students May Wear:

- Clothing that expresses their self-identified gender
- Religious attire without fear of discipline or discrimination
- Hats (including religious headwear)
- Hooded sweatshirts/shirts (hoods should not be worn in the building)
- Ripped jeans (as long as underwear is not exposed)
- Athletic attire
- Clothing with commercial or athletic logos, provided they do not violate the "cannot wear"section below.

Students Cannot Wear:

- Clothing or accessories with images or language depicting or advocating violence or the use of tobacco, alcohol, drugs, and any other controlled substances.
- Clothing or accessories with images, symbols, or language that are derogatory or create a hostile or intimidating environment towards any group of people or any protected class.
- Clothing or accessories with vulgar or inappropriate images, symbols, or language associated with said language.
- Visible underwear (waistbands or straps of undergarments worn under clothing are not a violation)
- Bathing suits
- Pajamas and bedding (except for designated dress days or events)
- Costumes (except for designated dress days or events)
- Helmets or headgear that obscures the face (except as a religious observance)

SAU #36 School Board Policy JICA - Personal Appearance Policy

Water Bottles and Other Personal Drink Containers

The classroom teacher has discretion over water bottle use throughout the day. If your child brings a water bottle to school, please use a Nalgene or plastic bottle. Glass bottles pose a safety hazard and should not be brought to school.

Lost and Found

The Lost and Found is located in Whitefield School's main lobby. Unclaimed articles are donated to charity at the end of each marking term. Please clearly label lunch boxes, reusable food containers, jackets, sweaters, and backpacks with your child's name.

Student Meals

Nutrition Policy

Our school district is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk that are moderate in sodium, low in saturated fat, and have zero grams of trans fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.
SAU #36 School Board Policy JLCF-R

Free and Reduced Meal Applications

Families are asked to complete a Free and Reduced Meal application at the beginning of the academic year. Only one application per family is needed. The application is available online at https://family.titank12.com/ or will be sent home with students on the first day of school. You can also find a link at www.sau36.org/page/food-service to print a paper copy to fill out and send back to your school cafeteria.

For the most current Free and Reduced Meal Application, please click here. If you do not have a printer available, please contact your school's front office and they will send the application home with your child or through the mail.

Fees

Meal prices for students in grades PK-6 for the 2026-2027 school year are as follows:

Breakfast	$2.35/day
Hot Lunch	$3.35/day
Reduced Breakfast	FREE
Reduced Hot Lunch	$0.40/day
Snack Milk or Juice	$0.60

Meal Payment Options

Pre-loaded payments for additional food and drink items can be made by parents/guardians at www.linqconnect.com.

If a student has a food service debt at certain times of the year, each school's administrative team will send out a bill that must be paid before additional charges can be made. Please contact your school's administrative team if you have any questions.

USDA Nondiscrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal

or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.) should contact the State or local Agency that administers the program or contact USDA through the Telecommunications Relay Service at 711 (voice and TTY). Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at How to File a Program Discrimination Complaint and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Mail Stop 9410, Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: program.intake@usda.gov.

USDA is an equal opportunity provider, employer, and lender. U.S. Department of Agriculture

SAU 36 School Board Policy EFAA
USDA Nondiscrimination Statement

Traffic Pattern and Parking

Our grounds are very tight, and safety is a priority during morning arrival and afternoon pick-up. A specific traffic pattern has been designated to maximize student safety when being dropped off and picked up from school. This is especially of concern during the busy morning drop-off and afternoon dismissal times.

A parent drop-off and pick-up lane has been established to alleviate the congestion in the parking lot during morning arrival and afternoon dismissal. Traffic should enter the parking lot on the right at the crest of the school drive and continue to the end of the lot. Turn to the right and follow the road running directly in front of the building. Cars should form two lanes to pull up to the main entrance of the building, where students are greeted by staff and directed into the building in the morning and assisted in their vehicles in the afternoon.



Please note and follow the traffic pattern above for family arrival and departure. To maintain emergency vehicle access to the building at all times, we request morning drop-off traffic arrive no earlier than 7:20 and afternoon pick-up traffic arrive no earlier than 2:15.

Drop-Off / Pick-Up Lane Considerations	
Use the Right Lane for:	Use the Left Lane for:
• Our youngest students to access the sidewalk and prevent crossing traffic • Students who need adult assistance getting in/out of carseats/ vehicle • Older students who need adult assistance with athletic gear, large instruments, etc.	• For older students who can independently get in and out of the vehicle promptly • Fluid movement of traffic
For the safety of all students, please:	
• Utilize the drop-off and pick-up lanes in the morning and afternoon. Dropping students off in the parking lot is discouraged as it causes traffic congestion and increases the risk of accidents. • Stay in your selected lane unless directed by a staff member • Be patient and kind with staff and other caregivers • Make sure staff acknowledges you/your student before students get out of the vehicle, especially if needing to cross traffic • Be attentive to your immediate surroundings and pedestrians crossing the cross-walks at either end of the building.	

Bicycles and Other Non-Motorized Transportation

To ensure student safety when riding bicycles or other non-motorized vehicles to school, we ask that students wear a helmet and utilize the access road, off Greenwood Street to arrive at the building. Please **DO NOT utilize Route 3** and the school driveway. Students who usually take a bus, but will be riding their bike or scooter instead, must have a note from a parent or guardian giving them permission to ride instead of taking the bus.

Bikes and scooters should be properly parked and locked in the school bike rack. The school assumes no responsibility for bicycles or other non-motorized transportation..

Bus Transportation

Contact Information

Bus routes will be published in the local papers, social media outlets, and available at your child's school. **Please contact Notchview Transportation directly with any questions regarding routes, stops, times, etc. at 603-823-3377 or 603-616-5555. Email is also available at kim@notchviewtransport.com or dan@notchviewtransport.com.**

Safety Expectations

Bus drivers, students, parents, and the school all share the responsibility for bus safety, following all bus rules, and behaving in a responsible manner while riding the bus. Riding the school bus is a privilege. If you behave appropriately, you will be allowed to ride the bus. This agreement is designed to ensure that all students riding the bus are picked up and dropped off in a safe and orderly manner.

- Students coming to school will not leave school property after being dropped off by the bus.
- Students taking a bus home will remain at school until their bus arrives.
- Students not going home on their bus must have a note signed by a parent or guardian to this effect and turned in to the office.
- If a student is to use a different bus or get off at a different location he/she must bring a permission slip from home and obtain a bus pass from the office. Permission by telephone is discouraged.

- Parents are not allowed on the school bus on any regular bus routes.
- Parents should call the bus company **(Notchview Transportation at 603-823-3377 or 603-616-5555)** with any problems regarding transportation.

➢ Student expectations:
The following is a list of responsibilities that students are expected to follow while on or waiting for the bus. Students are expected to:

- Follow the directions of the bus driver and any school staff or chaperones supervising transportation.
- Arrive at the bus stop at least five (5) minutes before the bus is scheduled to pick them up.
- Wait in a safe place, clear of traffic, and at least 10 feet away from the bus stop.
- Cross the road in **front** of the bus only after the bus comes to a complete stop and the driver directs them to cross.
- Enter and exit the bus in an orderly line and avoid horseplay.
- Remain seated as directed and keep the aisle and emergency exits clear.
- Keep hands, feet, and objects to themselves.
- Use appropriate language and behavior.
- Treat the driver, staff, other students, and property with respect.
- Use an appropriate voice volume. Students should speak quietly enough that they do not disrupt the driver or interfere with other students.
- Refrain from throwing objects inside or outside the vehicle.
- Keep personal belongings secured and out of the aisle.
- Keep the vehicle clean and dispose of trash appropriately.
- Refrain from behavior that distracts the driver or creates a safety concern.
- Follow all WMRSD rules and expectations while waiting for, boarding, riding, and exiting transportation.
- When personal technology is permitted, use earbuds or headphones when listening to music, playing games, watching videos, or using other activities that produce sound. Audio should not be played aloud unless specifically permitted by the driver or supervising staff.
- Use personal technology in a manner that does not distract the driver, interfere with safety, disturb other passengers, or violate WMRSD technology expectations.
- Follow any additional safety expectations established for a particular trip or vehicle.

➢ Students who choose to not follow the rules of the bus will be subject to possible consequences. School administrators will work closely with the bus company and the drivers to determine the extent of student misconduct. The following procedures will occur in all cases:

- Drivers will report incidents of student misconduct to the appropriate building administrator(s).
- School administration will review the reported concern, gather information as appropriate, an determine the appropriate response in accordance with district expectations and applicable school disciplinary procedures.
- The building administrator(s) will notify the student's parents and warn about the consequences of not following the school bus rules. Other disciplinary measures may be

taken if there is a violation of school bus rules, the school code of conduct, or the Safe Schools Act.
- A copy of the incident report will go home for a parent/guardian signature and a copy will be kept on file at school, as well as at the bus company.
- Repeated minor behaviors may result in a major behavioral report and consequences will result in the student(s) being removed from the bus.

If bus privileges are suspended, parents must arrange for the transportation of their child. Students must continue to attend school. Continual misbehavior may result in suspension from the bus for the remainder of the year.

If a student is reported for a major behavioral infraction, the building administrator(s) may take the following disciplinary action:

- **First Major** – Suspension of riding all Notchview Transportation buses for up to 5 school days. This includes field trips, athletics, co/extra-curricular events, in addition to riding to and from school with a major behavioral report to the parents.
- **Second Major** – Suspension of riding all Notchview Transportation buses for up to 10 school days. This includes field trips, athletics, co/extra-curricular events, in addition to riding to and from school.
- **Third Major** – Suspension of riding all Notchview Transportation buses for up to 20 school days. This includes field trips, athletics, co/extra-curricular events, in addition to riding to and from school.
- **Fourth Major** – Suspension of riding all Notchview Transportation buses for the remainder of the school year will be recommended to the School Board. This includes field trips, athletics, co/extra-curricular events, in addition to riding to and from school. *Removal for the remainder of the year must be approved by the School Board.*

Rights of Parents

A parent or guardian who has any questions regarding a bus suspension should call the Principal/Assistant Principal. If the parent wishes to appeal the decision, he or she may do so within ten (10) days of the bus suspension to the Principal. If the parent is not satisfied with the action taken by the building Principal, he/she may appeal in writing within five (5) days to the School Board, through the Superintendent of schools. Normally, the hearing before the School Board will be conducted at the next regular meeting, unless called sooner at the discretion of the board. Until an appeal is heard, or if the suspension of the student's right to ride the school bus is upheld, it shall be the parents' or guardians' responsibility to provide transportation to and from school for the period of the suspension.

WMRSD Student Transportation Behavior Contract

Classroom Telephones

Students are not allowed to use classroom phones. The office telephones are available in the event of an emergency. Missing homework and last minute social life changes do not constitute an emergency. It is necessary to keep the telephones free for incoming and outgoing business calls. Students will not be called to the telephone except in cases in which the parent has an emergency.

Chromebook Use Policy

SAU #36 provides Chromebooks for each student on a daily basis. Please see the Student Responsibility Form for the Chromebook 1:1 Initiative for specific information on student use expectations.

Acceptable Use Policy

White Mountains Regional School District recognizes that access to technology in school gives students and staff greater opportunities to learn, engage, communicate, and develop skills that will prepare them for work, life, and

citizenship. We are committed to helping students develop 21st -century technology and communication skills and to provide staff with the tools and training to facilitate this development.
To that end, we provide access to technologies for student and staff use.
This Acceptable Use Policy outlines the guidelines and behaviors that users are expected to follow when using school technologies or when using personally-owned devices on the school campus.

- The White Mountains Regional School District network is intended for educational purposes.
- All activity over the network or using district technologies may be monitored and retained.
- Access to online content via the network may be restricted in accordance with our policies and federal regulations, such as the Children's Internet Protection Act (CIPA).
- Students and staff are expected to follow the same rules for good behavior and respectful conduct online as offline.
- White Mountains Regional School District makes a reasonable effort to ensure students' safety and security online, but will not be held accountable for any harm or damages that result from use of school technologies.
- Users of the district network or other technologies are expected to alert IT staff immediately of any concerns for safety or security.

SAU #36 School Board Policy IJNDB

Visitor Parking

Parents/Guardians are welcome and are encouraged to visit the school. School safety is of utmost importance to everyone. Visitor parking spaces have been designated in the parking lot at the playground end of the building. Please use the crosswalks at either end of the building to approach the building and please refrain from climbing the bank.

Visitor Policy

All visitors are required to sign in at the school office upon entering the building. The following is required of all visitors:

All visitors to our building are required to follow the same guidelines:

- Visitors must access the school from the front doors only.
- Visitors (to include guardians, friends and relatives of students) will not be allowed beyond the school's front lobby without gaining permission, signing in, and obtaining a "Visitors Badge" from the office.
- Visitor badges must be worn at all times while in the building.
- Visitors are asked to return to the office and sign out prior to leaving the building.

*The interior of the school and adjoining school campus is considered a non-public area during normal hours of operation. School buses are also considered non-public when transporting students.
SAU #36 School Board Policy KI

Volunteers Policy

The White Mountains Regional School District recognizes the valuable contribution made by volunteer assistance of parents and other citizens. Respective volunteers will be required to undergo a background investigation and a criminal records check. All volunteers will sign a confidentiality agreement.

Persons wishing to volunteer in the District should complete a Volunteer Application form describing their skills, interests and availability. Such forms will be made available at the respective schools. Volunteer selection shall be made based on the qualifications and availability of the volunteer. Volunteers shall be assigned only to those teachers who have requested volunteer assistance. Staff should request volunteers through administrative channels

for selected activities and as resource persons. Assignment shall be made by the school administrator or designee.

A volunteer may be asked to terminate his/her services when circumstances in the judgment of the administrator necessitate termination.

Volunteers must sign in at the office and wear a "Visitor Pass" while in the building.
SAU #36 School Board Policy IJOC

Substitute/Guest Teachers

The most common reasons for using a substitute teacher are when a teacher is ill, has a family emergency, or is in attendance at a professional development workshop. Students are expected to be courteous to our guest teachers. Disrespect to any guest teacher or disruption in the learning environment is considered a major infraction and will result in the appropriate consequences.

Emergency Closings

School will be canceled or delayed when a significant safety/weather risk exists. Parents and Staff will be notified via our **telephone/text/email alert system;** information can also be found on our **Website, Facebook, and X.** Please ensure that your contact information is correct. **When there is a 2 hour delay, breakfast will not be served.**

Emergency Drills

The purpose of an emergency response drill is to permit a safe, quiet, sensible and orderly evacuation of the building. There will be 10 emergency response drills per year. Other types of drills are lockdown, partial/full evacuation, or weather-related procedure drills. Drills will take place at different times of the day so as to expose students to evacuation procedures in every room. Students are expected to leave the building promptly and without talking during the evacuation. Attendance is always verified during drills. Evacuation procedures are posted in every room of the school building.

Celebration Policy

Celebrations are an important part of a child's life, and children want very much to be included in them. If you would like to pass out invitations to personal events during school hours, all children in your child's class should be included in order to avoid hurt feelings. If you do not wish to include all children in your child's class, invitations should be distributed outside of school.

Pets and Animals

We discourage bringing animals into school due to the many allergies of our students and staff and for safety concerns. We encourage students to share pets and other animals through photos or other media sources.
SAU #36 School Board Policy IMG and SAU #36 School Board Policy IMGA.

Lunch and Recess

Lunch and recess are important times at WES. Recharging the system and having some social and physical time helps our students be more focused and engaged learners.

Lunch

Information on the food service programs, including eligibility for Free & Reduced meals, menus and pricing can be found on the district's website. Parents of students with food allergies should contact the school nurse or building administrator at the beginning of the year.

Students have 30-minute lunch blocks and we encourage them to find the right balance between eating and talking; emphasizing eating. The lunchroom does not have microwaves for heating lunches so we ask that you please

consider the following when sending lunches from home:

- Please send hot items in a thermos.
- Refrain from sending items that require a can opener and/or additional dishware

Recess

Weather permitting, students in grades K through six will have recess after lunch each day. Decisions to have outside recess during cold weather will depend upon the temperature and the wind chill factor. Shorter outside recess times are scheduled on very cold days when the 'feels like' temperature is below zero degrees. It is the responsibility of parents to see that their child comes to school dressed appropriately to go outside for recess. Only students with doctor's notes will be allowed to remain in the building during scheduled outside recess. Generally, if a child is not well enough to play outside, the child should remain home until recovered. We encourage parents to stay in touch with teachers about specific recess needs.

After School Activities Program (ASAP)

The Town of Whitefield hosts an After-School Activities Program for grades K-6 at the Whitefield Town Office on a sliding fee scale. Bus transportation from school to ASAP is provided. Applications for ASAP may be requested from the Whitefield School main office or by reaching out to Melissa Farrow, ASAP Director, at 603-616-6012.

Weekend Food Bag Program

The St. Paul's Episcopal Church in Lancaster, NH, supports local families by providing weekend food bags. If your family is interested in this opportunity, please contact Lisa Miller, Whitefield School Nurse for more information.

SAU #36 Notices and Procedures

Statement of Non-Discrimination

The White Mountains Regional School District does not discriminate on the basis of race, religious creed, color, national origin, disability, sex marital status, age, gender identity, and/or sexual orientation in its programs and activities. In keeping with the requirements of federal and state law, the district strives to remove any vestige of discrimination in educational opportunities and services offered students, in their assignment to schools and classes, in their discipline and in educational offerings and materials.

Title IX of the Educational Amendments of 1972, 20 U.S.C.§§ 1691 et seq., prohibits discrimination on the basis of sex in educational programs or activities receiving federal funds, including discrimination in employment and student admissions. All SAU 36 Public Schools students, applicants and employees are covered by this law.

Restatement of policy prohibiting discrimination on the bais of sex: Per Board policy AC, Title IX of the Education Amendments Act of 1972 ("Title IX"), as well as RSA 193:38, among others, the District does not discriminate on the basis of sex in its educational programs and activities, including employment and admissions. All forms of sex-based discrimination, including sexual harassment are prohibited in the District.

SAU #36 School Board Policy AC and SAU #36 School Board Policy AC-E.

Title IX Sexual Harassment Policy

Application of This Policy

While all forms of sex-based discrimination are prohibited in the district, the purpose of this policy is to address, and only to address, sexual harassment as defined in Title IX that occurs within the educational programs and activities

of the district, and to provide a grievance process for investigating and reaching a final determination of responsibility for a formal complaint of sexual harassment.

The "Title IX Grievance Process" is set out in the policy in its entirety. While the District must respond to all "reports" it receives of sexual harassment, the Title IX Grievance Process is initiated only with the filing of a formal complaint. The purpose of this Policy, however, is to address, and only to address, sexual harassment as defined in Title IX that occurs within the educational programs and activities of the district.

For harassing conduct which does not meet the definition of sexual harassment under Title IX and this Policy, the District's response will be governed under other applicable laws and policies per Board policy AC, and policies referenced therein. This Policy shall apply to all students, employees, and any third party who contracts with the District to provide services to District students or employees, upon District property or during any school program or activity. Nothing in this policy will be construed to confer on any third party a right to due process or other proceedings to which student and employee respondents are entitled under this policy unless such right exists under law.

Volunteers and visitors who engage in sexual harassment will be directed to leave school property and/or be reported to law enforcement, the NH Division of Children, Youth and Families (DCYF), as appropriate. A third party under the supervision and control of the school system will be subject to termination of contracts/agreements, restricted from access to school property, and/or subject to other consequences, as appropriate.

The Superintendent shall have overall responsibility for implementing this Policy, and shall annually appoint a District Title IX Coordinator.
SAU #36 School Board Policy ACAC

Annual Notice of Contact Information

The following individuals have been designated by the School District to coordinate the District's efforts to comply with the District's above-stated Non-Discrimination policy and state and federal law. Any person having inquiries or complaints concerning the School District's compliance with the District's Non-Discrimination policy or state or federal law concerning discrimination is directed to contact the following:

Students who have questions or concerns regarding compliance with the school division's nondiscrimination policy (including protection under IDEA, ADA, Section 504, and Title IX) should contact:

- WMRHS: Ms. Stephanie Cameron, Principal
- Lancaster Elementary School: Mr. Scott Holmes, Principal
- Whitefield Elementary School: Mrs. Sharal Plumley, Principal

Employees who have questions or concerns regarding compliance with the school division's nondiscrimination policy (including protection under the Equal Opportunity Employment Act, ADA, Section 504, and Title IX) should contact:

- Rob Scott, Human Rights [or Non-Discrimination] Officer
- Mr. Mike Cronin, Title IX Coordinator & 504 Coordinator

Admission and Enrollment Information

School enrollment for students new to the district can be completed online or in-person at each school. For students residing outside of SAU #36's school district towns, please refer to SAU #36 School Board Policy JFAB, and SAU #36 School Board Policies JFAB-R and JFAB-RA.

McKinney-Vento Homeless Education Assistance

The state of New Hampshire fully complies with the McKinney-Vento Homeless Assistance Act of 1987. It is a United States federal law that guarantees children and youth in homeless situations the following educational rights:

- To enroll in school immediately, even if missing records and documents normally required for enrollment, such as birth certificates, proof of residence, previous school records or immunization/medical records
- Enroll, attend classes, and participate fully in all school activities while the school gathers records
- Attend either the local school or the "school of origin", if this is in their best interest; the "school of origin" is the school attended when he/she was permanently housed or the school in which the child was last enrolled
- Receive transportation support to and from the "school of origin" if in the best interest of the child(ren)
- Free breakfast and lunch for the school year
- Receive the same special programs and services, if needed, as provided to all other children in these programs

For more information on the McKinney-Vento Homeless Assistance Act, please contact Karen Keller, Homeless Liaison, or visit the SAU #36 website.

Registration Information

SAU #36 and The Whitefield School have two methods of registering a student for attending school. The first method is by visiting the SAU #36 website and filling out the Pre-Registration Enrollment Form. The second option is to contact The Whitefield School front office staff and register in-person.

Withdrawal Procedures

If you are withdrawing your child from The Whitefield School, please contact The Whitefield School front office staff at 837-3088. The front office staff will be able to assist you with this process.

Child Find Notice

The White Mountains Regional School District offers free Child Find for children ages three through five on an ongoing basis. Parents/guardians who suspect that their child is not developing skills at age-appropriate milestones may wish to have the child screened. Specialists are available to screen children's overall development, including the areas of cognitive ability, speech/language, motor and vision/hearing. Results will be shared with parents.

Please contact Michael Cronin, Director of Student Services at 837-9363 or mcronin@sau36.org for more information.
Child Find Notification

Non-Educational Questionnaires, Surveys, and Research

Separate federal and state laws require that written consent be obtained from a parent or guardian before a student participates in a non-educational survey or questionnaire that asks about information not directly related to a student's academics. Federal law, the Protection of Pupil Rights Amendment, imposes the prior written consent requirement only if the survey, analysis, or evaluation or its administration is paid for or in any way uses federal funds from the Federal Department of Education and reveals information concerning the following:

1. Political affiliations;
2. Mental and psychological problems potentially embarrassing to the student or the family;
3. Sexual behavior and attitudes;
4. Illegal, anti-social, self-incriminating, and demeaning behavior;
5. Critical appraisals of other individuals with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers;
7. Religious practices, affiliations or beliefs of the student or student's parent; or
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

State law, RSA 186:11, IX-d, imposes the prior written consent requirement on questionnaires, or other documents designed to elicit information about:

1. A student's social behavior;
2. family life;
3. religion;
4. politics;
5. sexual orientation;
6. sexual activity;
7. drug use;
8. or any other information not related to a student's academics

For the purpose of this policy, "non-academic survey" shall include a survey, analysis, or evaluation which seeks any information in the categories listed above. All non-academic surveys must have the prior approval of the Superintendent or his/her designee. Surveys conducted for other agencies, organizations or individuals must have the recommendation of the Superintendent and the approval of the School Board as to content and purpose.

The results of such approved surveys must be shared with the School Board. No questionnaire or survey requesting sexual information will be administered to any student in kindergarten through grade six unless required by federal or state law or regulation. School personnel administering any such questionnaire or survey will not disclose personally identifiable information.

Parental Notification Prior written consent from a parent or legal guardian is required to administer a non-academic survey to a student, unless the student is an adult or an emancipated minor who consents. Parents/Guardians will be notified at least ten (10) days prior to administration when a school intends to administer a non-academic survey. Included in the notice will be information regarding the purpose of the non-academic survey, how the survey will be administered; how it will be utilized; and the persons or entities that will have access to the results of the completed survey. Parents or guardians wishing to inspect a non-academic survey will be able to do so in the administrative office. Parents may refuse to give consent for their student to participate, with or without first reviewing the non-academic survey. The school will not penalize students whose parents/guardians decline to provide written consent. The school will take reasonable precautions to protect student privacy during their participation in any nonacademic survey.

State law does not require prior written consent form a parent or guardian for administration of the Youth Risk Behavior Survey developed by the Centers for Disease Control and Prevention. Guidance issued by the Centers for Disease Control, United States Department of Health and Human Services, concludes that federal law, including the Protection of Pupil Rights Amendment, also does not require prior written consent from parents or guardians because students are not required to participate and the survey is not paid for by the United States Department of Education.

As required by both New Hampshire and federal law, the District shall provide parents and guardians with notice at least ten (10) days before the Youth Risk Behavior Survey is administered. Parents may inspect the Youth Risk Behavior Survey at the school's administrative office. Parents or guardians may opt their student out of participating in the Youth Risk Behavior Survey by providing the Principal with written notice. District staff administering the Youth Risk Behavior Survey shall insure students understand that participation is voluntary and that students who opt-out will not be penalized.
SAU #36 School Board Policy ILD

Fundraising

The White Mountains Regional School Board recognizes that students may wish to engage in fundraising activities.

All such fundraising activities require prior approval of the Superintendent or designee.
Student fundraising activities must be for the support of the school mission. Fundraising will not be school sponsored unless it is approved by the Superintendent or designee.

All fundraising money must be deposited in the school student activity accounts which shall be maintained according to standards and procedures established by the Superintendent or his/her designee, and these accounts shall be audited annually.
SAU #36 School Board Policy JJE

Suicide and Prevention

The School Board is committed to protecting the health, safety and welfare of its students and school community. This policy support federal , state and local efforts to provide education on youth suicide awareness and prevention; to establish methods of prevention, intervention, and response to suicide or suicide attempt; and to promote access to suicide awareness, prevention and postvention resources.
SAU #36 Suicide Protocol (SAU #36 School Board Policy JLDBB-R)
SAU #36 School Board Policy JLDBB

Student Searches and Their Property

The superintendent, principal, security personnel of the school or other authorized personnel may detain and search any student or students on the premises of the public schools, or while attending, or while in transit to, any event or function sponsored or authorized by the school under the following conditions:

1. When any authorized person has reasonable suspicion that the student may have on the students' person or property alcohol; dangerous weapons; prohibited electronic devices; controlled dangerous substances as defined by law or stolen property if the property in question is reasonably suspected to have been taken from a student, a school employee, or the school during school activities; or any other items which have been or may reasonably be disruptive of school operations or in violation of student discipline rules and applicable provisions of the student handbook.

2. School lockers and school desks are the property of the school, not the student. Students who use school district lockers, desks, and other storage areas or compartments have no reasonable expectation of privacy from school employees as to the contents of those areas. Lockers, desks, and other storage areas or compartments may be subjected to searches at any time with or without reasonable suspicion. Students are not to use any school area or property to store any thing that should not be at school. Students shall not exchange lockers or desks. Students shall not use any lockers or desks other than those assigned to them by the principal or designee. A shared locker or storage area implies shared responsibility.

3. Authorized personnel may conduct a search of the student's person or the student's belongings, as noted above, whenever a student freely and voluntarily consents to such a search. Consent obtained through threats or coercion is not considered to be freely and voluntarily given.

4. Strip searches are forbidden. No clothing except cold weather/outdoor garments and footwear will be requested to be removed before or during a search.

5. Authorized personnel conducting a search shall have authority to detain the student or students and to preserve any contraband seized. Contraband seized during the course of a search will be preserved and held in accordance with applicable administrative rules and procedures.

6. Any searches of students as outlined herein will be conducted by authorized personnel of the same sex as the student being searched. Whenever possible, two authorized persons shall be present during any search of a student or student property.

7. The Superintendent is authorized to arrange for the use of trained canines to aid in the search process.

8. Items that may be seized during an unauthorized search, in addition to those mentioned in Paragraph 1 above, shall include but not be limited to, any item, object, instrument, or material commonly recognized as unlawful or prohibited by law or by district policy. For example: prescription or non-prescription medicines, switchblade knives, brass knuckles, billy clubs, and pornographic literature are commonly recognizable as unlawful or prohibited items. Such items, or any other items which may pose a threat to a student, the student body, or school personnel shall be seized, identified as to ownership if possible, and held for release to proper authority.
SAU #36 School Board Policy JIH

Drug-Free Schools

The White Mountains Regional School District will provide a drug-free workplace in accordance with the Drug-free workplace requirements for Federal contractors, 41 U.S.C. Section 8102, and federal grant recipients, 41 U.S.C. Section 8103. The School District will provide a drug-free school zone in accordance with New Hampshire's Drug-Free School Zones law, RSA Chapter 193-B.
SAU #36 School Board Policies ADB & GBEC

Tobacco Products Ban

No person shall use any tobacco product in any facility maintained by the White Mountains Regional School District, nor on any of the grounds of the District. "Tobacco products" means cigarettes, cigars, snuff, smokeless tobacco, smokeless cigarettes, products containing tobacco, and tobacco in any other form.
SAU #36 School Board Policy ADC & GBED

Weapons on School Property

Guns and Firearms – Students:

Any pupil who brings or possesses a firearm as defined in section 921 of Title 18 of the United States Code in a safe school zone as defined in RSA 193-D:1 without written authorization from the Superintendent or designee shall be expelled from school by the local school board for a period of not less than 12 months. This expulsion may be modified by the Superintendent upon review of the specific case in accordance with other applicable law.

Pursuant to the provisions of 20 U.S.C. §7151, Gun-Free Schools Act, the board requires the Superintendent to contact local law enforcement authorities and/or the Division of Children and Youth Services and notify them of any student who brings a firearm or weapon on school property.

Weapons under control of law enforcement personnel are permitted.

All students will receive written notice of this policy at least once each year.

Other Weapons:

For the purposes of this policy, "weapon" includes but is not limited to: slingshot, metallic knuckles, billies, knives, electric defense weapons (as defined in RSA 159:20), aerosol self defense spray weapons (as defined in RSA 159:20), and martial arts weapons (as defined in RSA 159:24).
Weapons are further defined as any device, instrument, material or substance, which is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury.

Weapons are not permitted in school buildings, on school property, in school vehicles or at school-sponsored activities. This policy applies to students and members of the public alike.

Student violations of this policy will result in both school disciplinary action and notification of local law enforcement authorities.

Members of the public who violate this policy may be reported to local law enforcement authorities, if possession of the weapon is used in a threatening, harassing or intimidating manner.

The Superintendent or other building administrator may exercise his/her best judgment in determining the scope of this policy as it relates to inadvertent or unintentional violations of this policy by adults, provided such inadvertent or unintentional violation of this policy does not affect the safety of students, school staff or the public.
SAU #36 School Board Policy JICI

Asbestos Management Plan

To review each school's annual Asbestos Management Plan, please contact Robert Scott through the information listed above in the district staff contact information.

Communicable Diseases

For the SAU #36 School Board Policy on Communicable Diseases, please visit the SAU #36 website.

Immunization Requirements

Any child being admitted to the District must present written documentation of meeting the then current New Hampshire immunization requirements, unless exempted for medical reasons under RSA 141-C:20-c, or for religious reasons as provided in paragraph D of this policy. All immunizations must meet minimum age and interval requirements for each vaccine. A 4-day grace period is allowed; however, live attenuated vaccines (e.g., MMR, Varicella, nasal influenza vaccine, etc.) that are not administered on the same day must be administered at least 28 days apart. The District will notify parents/guardians of immunization requirements at the earliest possible date, so that the necessary plans can be made with the healthcare provider or other medical resources to accomplish this standard prior to a child being admitted to school.
SAU #36 School Board Policy JLCB

Emergency Care and First Aid

All school personnel have responsibilities in connection with injuries and emergencies occurring in school and at school-sponsored events, which may be classified as follows: (1) administering first aid; (2) summoning medical assistance; (3) notifying administration; (4) notifying parents, and (5) filing accident/injury reports. School personnel must use reasonable judgment in handling injuries and emergencies. Caution should be exercised not to minimize or maximize any injury or illness. All personnel will understand the proper steps to be taken in the event of an injury or emergency.
SAU #36 School Board Policy JLCE

Administration of Medication

Any pupil who is required to take prescribed medication during the school day will do so consistent with the provisions of Department of Education Rule 311.02.
SAU #36 School Board Policy JLC

Student or Parent Complaint Process

While the White Mountains Regional School Board recognizes its obligation to be available to the public at all times, it also believes that individual complaints can usually be resolved most effectively by parties directly concerned.

All complaints will be referred through the proper administrative channels for solution before investigation or action by the Board. Exceptions are complaints that concern Board actions or Board operations only. The Board, therefore, will not hear complaints from individual parents until such complaints have been raised, first with the child's teacher, and, if not resolved, successively with the department head (where applicable), Principal, and Superintendent.
SAU #36 School Board Policy KE

Annual Notice of Parent and Student Rights: FERPA

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
    - School officials with legitimate educational interest;
    - Other schools to which a student is transferring;
    - Specified officials for audit or evaluation purposes; o Appropriate parties in connection with financial aid to a student;
    - Organizations conducting certain studies for or on behalf of the school;
    - Accrediting organizations;
    - Comply with a judicial order or lawfully issued subpoena;
    - Appropriate officials in cases of health and safety emergencies; and
    - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the Federal Relay Service. Or you may contact us at the following address: Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202-8520
SAU #36 Annual Notice

Directory Information/Release of Records/Access to Student Records: FERPA

It is the policy of the School Board that all school district personnel will follow the procedures outlined herein as they pertain to the maintenance of student records. Furthermore, it is the policy of the School Board that all school district personnel will follow the provisions of the Family Educational Rights Privacy Act (FERPA) and its corresponding regulations.

For the purposes of this policy and in accordance with FERPA, the term "educational record" is defined as all records, files, documents and other material containing information directly related to a student; and maintained by the school district; or by such other agents as may be acting for the school district. Such records include, but are not limited to, completed forms, printed documents, handwriting, videotape, audiotape, electronic or computer files, film, print, microfilm and/or microfiche. Educational records do not include records of instructional, supervisory, and administrative personnel and educational personnel ancillary thereto which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a substitute.

For the purposes of this policy, and in accordance with the provisions of FERPA and New Hampshire RSA 189:1-e, the term "directory information" means:

1. Students' name(s), address(es), telephone number(s), and date(s) of enrollment;
2. Parents'/guardians' name(s) and address(es);
3. Students' grade levels, enrollment status and dates of attendance;
4. Student photographs;
5. Students' participation in recognized school activities and sports;
6. Weight and height of members of athletic teams;
7. Post-high school plans; and
8. Students' diplomas, certificates, awards and honors received.

Except for elements of a student's directory information which the student's parents or an eligible student has notified the District not to disclose, the District may release or disclose student directory information without prior consent of the student's parents/eligible students. Within the first three weeks of each school year, the District will provide notice to parents/eligible students of their rights under FERPA and that the District may publish directory information without their prior consent. Parents/eligible students will be given until September 30th of each year to notify the District in writing of any or all directory information items that they refuse to permit the District to release or disclose. Notice from a parent/eligible student that any or all directory information shall not be released will only be valid for that school year and must be re-issued each school year.

"Personally identifiable information" is defined as data or information which makes the individual who is the subject of a record known, including a student's name; the student's or student's family's address; the name of the student's parent or other family members; a personal identifier such as a student's Social Security number; the student's date of birth, place of birth, or mother's maiden name. "Personally identifiable information" also includes other information that, alone or in combination, is linked or linkable to a specific student, that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with a reasonable certainty or other information requested by a person who the District reasonably believes knows the identity of the student to whom the education record relates

Within the first four weeks of each school year, the District will publish notice to parents and eligible students of their rights under State law, Federal law, and this policy. The District will send a notice listing these rights home with each student. The notice will include:

1. The rights of parents or eligible students to inspect and review the student's education records;
2. The intent of the District to limit the disclosure of information in a student's record, except: (a) by the prior written consent of the parent or eligible student; (b) as directory information; or (c) under certain, limited

circumstance, as permitted by law;

3. The right of a student's parents or an eligible student to seek to correct parts of the student's educational records which he/she believes to be inaccurate, misleading, or in violation of student rights; this includes a hearing to present evidence that the records should be changed if the District decides not to alter them according to the parent's or eligible student's request;
4. The right of any person to file a complaint with the United States Department of Education if the District violates FERPA; and
5. The procedure that a student's parents or an eligible student should follow to obtain copies of this policy.

Parents or eligible students may inspect and review that student's education records. In some circumstances, it may be more convenient for the record custodian to provide copies of records.

Parents of students or eligible students have a right to seek to change any part of the student's records which they believe is inaccurate, misleading or in violation of student rights.
Please refer to the policy in its entirety for complete procedures.

School officials with a legitimate educational interest.

1. School officials with a legitimate educational interest may access student records. "Legitimate educational interest" refers to school officials or employees who need to know information in a student's education record in order to perform the employee's employment responsibilities and duties. School Resource Officers (SROs) qualify as a “school official” and have legitimate educational interest to promote school safety and physical security of students and staff, as well as enhancing the understanding of police practices and improving community relations. The SRO remains subject to the same limitations upon re-disclosure as apply to all other school officials unless there is parent consent. The SRO may only use the information for educational purposes and not for law enforcement purposes In addition, the SRO must remain under the direction of the LEA with respect to the use and maintenance of education records.
2. Other schools into which a student is transferring or enrolling, upon condition that the student's parents be notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record. This exception continues after the date that a student has transferred
3. Officials for audit or evaluation purposes.
4. Appropriate parties in connection with financial aid.
5. Organizations conducting certain studies for, or on behalf of the School District. Student records or student information will only be provided pursuant to this paragraph if the study is for the purpose of: developing, validating or administering predictive tests; administering student aid programs; or improving instruction. The recipient organization must agree to limit access to the information and to destroy the information when no longer needed for the purpose for which it is released.
6. Accrediting organizations.
7. Judicial orders or lawfully issued subpoenas, upon condition that parents and the student are notified of all such orders or subpoenas in advance of compliance therewith by the District, except when a parent is a party to a court proceeding involving child abuse or neglect or dependency. The Principal shall consult with the Superintendent and legal counsel as needed to ensure compliance with the judicial order and applicable law.
8. Health and safety emergencies.

The Principal of each building is responsible for record maintenance, access and destruction of all student records. All school district personnel having access to records shall place great emphasis upon privacy rights of students and parents. All entries into student records must be dated and signed by the person accessing such records. The principal will ensure that all records are maintained in accordance with applicable retention schedules as may be established by law.

The District will maintain an accurate record of all requests for it to disclose information from, or to permit access to, a student's education records and of the information it discloses and persons to whom it permits access, with some

exceptions listed below. This record is kept with, but is not a part of, each student's cumulative school records. It is available only to the record custodian, the eligible student, the parent(s) of the student or to federal, state or local officials for the purpose of auditing or enforcing federally supported educational programs. The record includes:

1. The name of the person who or agency which made the request;
2. The interest which the person or agency has in the information;
3. The date on which the person or agency made the request;
4. Whether the request was granted and, if it was, the date access was permitted or the disclosure was made; and
5. In the event of a health and safety emergency, the articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure; and the parties to whom the agency or institution disclosed the information.

SAU #36 School Board Policy JRA

Reporting Child Abuse or Neglect

Under New Hampshire law (RSA 169-C:29), every person who has "reason to suspect" that a child has been abused or neglected is required to report that suspicion to DCYF (Division of Children, Youth and Families of the New Hampshire Department of Health and Human Services) or directly to the police.

Under RSA 169-C:30, the initial report "shall be made immediately via telephone or otherwise." The requirement to report is not dependent on whether there is proof of the abuse or neglect, nor is it dependent upon whether the information suggests the abuse or neglect is continuing or happened in the past.

Any doubt regarding whether to report should be resolved in favor of reporting. Failure to report may be subject to criminal prosecution, while a report made in good faith is entitled to both civil and criminal immunity. Additionally, a "credential holder", as defined in New Hampshire Department of Education Rule 501.02(h), who fails to report suspected abuse or neglect risk having action taken by the New Hampshire Department of Education against his/her credential.

Each school employee, designated volunteer or contracted service provider having reason to suspect that a child is being or has been abused or neglected must also immediately report his/her suspicions to the building Principal or other building supervisor. This initial report may be made orally, but must be supplemented with a written report as soon as practicable after the initial report, but in no event longer than one calendar day.

SAU #36 School Board Policy JLF

Use of School Facilities

The School Board believes that the resources, personnel, and facilities of the schools should be available for the education of all in the community who desire to use them. The community's investment in physical facilities has, as its highest priority, the education of children and adults in the district. However, local citizens may use the facilities to a reasonable capacity for other educational, recreational and social interests.

The facilities may not be used for personal and/or business profit-making activities. Lotteries or other money-raising activities that do not have approval of state and School Board policy are forbidden on school property. The School Board will make available facilities to organizations and individuals that cooperate by complying with the following regulations. Please refer to the policy in its entirety to request the use of school facilities.

SAU #36 School Board Policy KF

Policy Development

The development and adoption of policies that govern the School District is one of the School Board's most important functions. Board policies establish the goals, direction and structure of the district under the authority of applicable

statutes and regulations. In addition to policies required by state and federal laws and regulations, the Board adopts policies to provide direction to the Superintendent and other administrators in the management of the district, to guide the education program, and to provide clear expectations for school staff, students and parents.
Board policies are intended to provide the framework for district operations and the educational system. In general, the operational details as to how policies will be implemented are contained in administrative procedures developed by the administration. However, the Board may adopt administrative procedures concerning its own operations, or when an issue is of sufficient legal importance to warrant a Board-level procedure.
SAU #36 School Board Policy BGAA

Acknowledgement of Approval of Family Handbook Policy

In order that pertinent Board policies, regulations, and school rules and procedures may be known by all staff members and students affected by them, district administrators and principals are granted authority to issue staff and student handbooks. It is essential that the contents of all handbooks conform with district-wide policies and regulations. The superintendent or his/her designee must approve all handbooks prior to publication. Draft copies of all handbooks shall be issued to district board members.
SAU #36 School Board Policy CHCA

Parents/Guardians Right to be Informed: Title I, Part A: Programs Parent's Right to Know

The Every Students Succeeds Act (ESSA) was signed into law December 10, 2015, and reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA). As part of ESSA, districts and schools must provide parents with the following information:

- The professional qualifications of teachers and instructional paraprofessionals.
- Individual report card that lets you know how your child is progressing. The Title I Part A program allows schools and districts to offer services and interventions that support struggling learners. WMRSD has currently applied for the Title I School-Wide Program model. This model means that all students, based on academic need, are eligible to receive the additional instruction this federal program will fund.

Parents may request information about the professional qualifications of their child's teacher(s) by contacting Rob Scott, Superintendent of Schools, at 603-837-9363 or email at rscott@sau36.org.

School Board Policies for Reference:

AC	Non-Discrimination, Equal Opportunity, & District Anti-Discrimination Plan
AC-R	Annual Notice of Contact Information
ACAC	Title IX Sexual Harassment and Grievance Process
ADC/GBED/ JICG	Prohibitions Regarding Use and Possession of Tobacco Products, E-Cigarettes and E-Liquids in and on School Facilities and Grounds
BGAA	Policy Development, Adoption and Review
ECAF	Audio and Video Surveillance on School Buses
EEAA	Video and Audio Recording on School Property
EEAEC/JICC	Student Conduct on School Buses
EFAA/EFD	Meal Charging
IHAMA	Teaching About Alcohol, Drugs, and Tobacco
IHBH	Extended Learning Opportunities
IKA	Grading System
IKE/IKE-R	Promotion and Retention of Students
JH	Attendance, Absenteeism and Truancy
JI	Student Rights and Responsibilities
JIC	Student Conduct

JICD	Student Discipline and Due Process
JICFA	Hazing
JICI	Weapons on School Property
JICK	Pupil Safety and Violence Prevention - Bullying
JIJC	Unauthorized Communication Devices - SB 206
JLCD	Administering Medication to Students
JLCF	Wellness
JLDBB	Suicide Prevention and Response
JLF	Reporting Child Abuse or Neglect
JRA	Student Records and Access - FERPA