

August 2017

Dear Parents and Guardians,

All of us here at Westmoreland School, Home of the Bulldogs, would like to welcome you to our school. Whether you are the parent of a returning student or are experiencing Westmoreland School for the first time, we would like to invite you to be a part of our school family. We pride ourselves on having a dedicated staff, outstanding students, supportive parents, and a positive community atmosphere.

We hope this handbook helps to understand the operation and daily procedures in our school. Our aim is to make this handbook as useful and efficient as possible. Please note that there have been some changes made in the handbook over this past summer.

Within these pages you will find the answers to many of the details of our school operations. *Please take the time to read through it – as it serves as a guide for parents, students, teachers, and administration.* You will find clear expectations and guidelines to the way our school runs. We hope that by parents becoming familiar with procedures, we will all be able to provide continuity and clear expectations for students.

Thank you for your time and ongoing commitment to providing a strong education for your child.

Sincerely,

Westmoreland School Staff
(603) 399-4421

Westmoreland School Staff

Mark P. Hayward, JrPrincipal
Debbie Nelson.....Secretary
Kendra DiLegge.....School Counselor
Zakery Blake.....Special Education
Jennifer Wilcox.....Special Education
Danielle Barney Reading Specialist
David Sontag..... Athletic Director

Stacy Riendeau..... Kindergarten
Rachael Fowler Grade 1
Karen Durling Grade 2
Leslie Carlson Grade 3
Henry Bailly..... Grade 4
Caragh Wilder..... Grade 5/Middle School Math
Cheryl Patty Grade 6/Middle School Science
Melissa Crotto-Young.....Grade 7/Middle School Language Arts
Paul Deschenes Grade 8/Middle School Social Studies

Leigh NilandArt
Robert Stack..... Media Specialist
Kristen Hertzler.....Music/Band/Chorus
David Sontag.....Physical Education/Middle School Health
Greenough Nowakoski..... World Language/Spanish

Pam Prentiss.....Occupational Therapist
Marcia Zurick-ThompsonSpeech/Language Pathologist

Bridget Walz.....School Nurse
Marcia Winchester Kitchen Manager
Benjamin Hobbs/Michael Finnell Custodian/Maintenance

Mission Statement of the Westmoreland School

At Westmoreland School, we believe that quality education is a fundamental right of all children. The education and social development of each child is the shared responsibility of the community, school, parents, and the child. We strive to provide each child with the skills they will need to face the challenges of a changing world. As a community of lifelong learners, we will treat each other as worthwhile individuals.

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**WESTMORELAND SCHOOL DISTRICT
SCHOOL BOARD**

Stuart Adams	399-7778
Michael Acerno, Jr.	399-7240
Kurt Martin (Chair)	399-8442
Dean Priebe	762-8303
Madelynn Cassin	399-9059

Regular school board meetings are scheduled for the second Monday of each month at 6:30 PM at the Westmoreland School.

New Hampshire School Administrative Unit # 29

Robb Malay, Superintendent357-9005
Dotty Frazier, Assistant Superintendent357-9005
Janel Swanson, Business Manager for Towns357-9007
Elizabeth Dunn, Special Education Coordinator for Towns357-9006

SAU 29 Vision

Success for Every Student

SAU 29 Belief Statements

As a community of learners, we believe that...

- ...education is a fundamental right of all.
- ...the entire community should work to strengthen ownership, involvement, and partnerships in our schools.
- ...schools should teach skills that will prepare learners for a changing world.
- ...schools should address the needs of a diverse population of learners utilizing appropriate instructional strategies.
- ...educational effectiveness is achieved through continual assessment and improvement of student performance, instructional practices and educational programs.
- ...progress and a changing environment require that technology and innovation be integrated throughout the school.
- ...effective management and common policies

SAU 29 Mission Statement

- To provide leadership for continuous school improvement within NHSAU 29 that results in success for every student.
- To build and maintain a focus on a common vision and direction that meets the educational needs of member communities and assures the highest quality public education for our students.
- To provide services and coordinate resources to support the safe, effective and efficient operation of NHSAU 29 and its member schools.

New Hampshire Residency Law

SAU #29 is committed to providing an excellent education to all students residing within the various school districts. New Hampshire Law states that no student who lives outside a district may attend school without the consent of the school board.

When you seek to enroll your child, you will be asked to complete an enrollment form and provide information establishing your legal residence. In most cases, a child's residence is established by where their parent(s) or guardian legally resides.

If you are a divorced parent, then your court documents will identify your child's legal residence. Please provide us with a current copy of your documents. If you and the other parent of your child are living apart and not divorced, then your child's legal residence is with the parent with whom your child resides.

If you are a guardian of a child, the district will also require proof of your guardianship. This would include a copy of the court documents. New Hampshire Law prohibits seeking guardianship solely so that a child can attend a school outside of their district of residence.

If at any time during the year there is a change in family status, such as divorce, marriage, guardianship or address, parents are required to notify the school district immediately.

At times, matters regarding legal residence requirements can be confusing. If you have any questions, please contact our office at (603) 357-9008 extension 200.

If a student registers in an SAU #29 school and is found to reside outside of the district, the parent or guardian will be held responsible for payment of tuition for the number of days in attendance. From time-to-time the district may review the status of your legal residence. You may be asked to provide current proof of residency. This is simply part of the district's effort to comply with residency laws.

If both parents are listed on the birth certificate and you do not have court documents establishing legal residence of your child, both parents' signatures are required.

Westmoreland School Board Broad Goals

1. Community

The school fosters positive school community relations based on meaningful and enriching interaction between the school and the community.

1. Intellectual Growth

All students will learn and demonstrate knowledge of content, basic skills, the ability to think independently, communicate effectively and solve problems.

2. Social Development and Responsibility

All students will learn and demonstrate social responsiveness through responsibility for their own actions, respect and appreciation for diversity and contributions to the well being of others.

3. School Environment

The school ensures a safe and nurturing environment where each student's individuality is valued and all students are respected.

Definition of Quality Education

Quality education means individual success for every child achieved by children, parents, and teachers supporting each other and working together. Quality education means: promoting a positive atmosphere where, children can feel safe to learn, voice their opinions, and seek opportunities, for exploration and discovery.

Quality education means promoting a love of learning by emphasizing academics, appreciation for the arts, personal wellness, and study/research skills. Quality education means caring staff and parents modeling and nurturing the importance of education. Adults should demonstrate responsibility and respect for themselves and the community, instilling these values in the children. Quality education should also strengthen accountability, cooperation, sensitivity of positive influence thereby fostering lifelong learning.

Home/School Communication Compact

- We are equal educational partners, and our goal is the best possible education and school experience for our students, and we pledge not to disrupt this goal for ourselves or for others.
- We are human beings with different needs.
- We expect to be treated with kindness and respect, to be listened to, and be involved in decisions that concern our students' education. To this end we pledge to communicate directly, frequently and honestly.
- We recognize that we have responsibilities which include keeping current on education practices and assignments, reviewing all student work and discussing school daily, communicating our needs, questions, and concerns about our responsibilities promptly and directly.
- We agree that to maximize everyone's potential we need to be in an environment that is safe and healthy, and we pledge to do our part to insure that our school environment is safe and healthy for ourselves and for others.
- We may have disagreements from time to time, and pledge to work directly with one another to resolve our concerns in a respectful manner through dialogue and compromise.

Parent Concerns

We welcome input from parents and community members. Open and productive communication between school and home will help to ensure a quality education for all children. If you have any questions or concerns about your child's progress, program, or school, **please speak directly with your child's teacher first.** If you are not satisfied, for any reason, go next to the principal. If the matter is still not resolved, we ask that you contact the Superintendent of Schools, and the School Board, in that order, until the matter is resolved. The decision of the School Board is considered final.

Adult Behavior

Parents, guardians, adults, and visitors are expected to *meet or exceed* student behavioral expectations. Law enforcement may be contacted if an adult is verbally or physically abusive, threatening, is under the influence of or is in possession of drugs or alcohol on school grounds. In such cases, future visitation to the school grounds may be limited or suspended.

General Information and Rules

School Hours

School hours are from 7:55 a.m. to 2:30 p.m. School starts promptly at 7:55. Children should not be left at school before 7:45 in the morning, nor after 2:45 in the afternoon. There is no staff supervision for children during these times and parents assume liability before 7:45 a.m. and after 2:45 p.m. Morning gathering begins at 7:45 in the side parking lot. In case of inclement weather, children should come into the school building upon arrival.

Pick Up & Drop Off of Students

Parents must **not** use the road as a drop off point as this creates a safety problem with children walking across the road and/or across the school driveway. Parents dropping off children **must drop off CURBSIDE** in designated areas. Please note that **it is unlawful to pass a school bus with flashing caution lights**. Private automobiles should use the first exit before and after school.

Parents are strongly discouraged from bringing their child(ren) directly to their respective classroom, unless prior arrangements have been made with the teacher or administration. This ensures that teachers have adequate time to set up their classrooms before school and minimizes unnecessary distractions after school has begun.

Walkers and bikers are dismissed ***immediately after school*** and are not normally allowed back onto school grounds *until after 3:00 p.m.* The school assumes no responsibility for students who return to the school grounds after school hours.

Parents coming to school to pick up their children **must** arrive by 2:30 p.m., and should park in a parking space to the front and side of the building. Parents that are consistently late to pick up their child lose that privilege and will work with administration to determine the appropriate bus for their child to take. For safety reasons, please **do not park in front of the main entrance during the school day**, please use designated parking spots. Automobiles should not be left running if unattended.

Attendance

A major factor in academic success is regular school attendance. If a child is not in school, they cannot benefit from the learning experience and are disadvantaged. It is important that parents make every effort possible to ensure that child(ren)'s activities coincide with school vacations.

All students should arrive at school on time. If a child arrives *later than 8:00 a.m.* for any reason, s/he will be marked tardy, and a parent must accompany their child to the office to sign them in upon arrival. Parents are **expected to call the school between 7:45 and 8:30 a.m. if their child is going to be absent or tardy** on any school day. After comparing daily attendance with calls from parents the school secretary will make a call to the parents' home, work, or emergency number to locate any unaccounted children.

If a child is present at the beginning of the school day and has to leave, this is recorded as a dismissal on our state register. Early dismissal from school requires written permission from the parent or guardian and must be brought to the child's teacher. The permission slip will then be sent to the office. Parents/guardians are required to sign their children out in the student/visitor log-book located in the secretary's office.

Parents of students absent more than ten days will receive a letter from the school requesting information about the child's absences. Students must never leave school or the grounds without permission from the principal or his designee during the school day.

Pupils may be dismissed from school when illness arises during the day. **Students found to be running a fever of one degree above normal (99.6) may be sent home.** Parents or persons to be contacted in case of emergency are responsible for pick-up of the sick child.

Emergency School Closing

School shall remain open unless, in the opinion of the Superintendent, conditions are such as to result in danger to the safety and health of the pupils. Consideration will be given to the problems of transportation in the districts whose pupils attend the schools of Keene. In cases of individual hardship, school attendance, in inclement weather, may be left to the discretion of the parents of pupils involved.

School closing announcements will be on the radio, WMUR News 9, and an SAU call will also be sent out to all.

Visitors

In order to ensure the safety of all those in the building, all visitors during school hours, including volunteers, parents and guests, **MUST** enter via the front door and *must sign in with the school secretary upon arrival.*

Guest Animals

We often receive requests to bring pets and other animals into the school. These requests must be made a week in advance and get the approval of the principal. The purpose of the visit should support instructional objectives or standards. With an increase in the number of animals having rabies, animals most susceptible (wild bunnies, raccoons, etc.) will not be approved unless they are domesticated, have been cleared by a veterinarian, or follow specific presentation guidelines.

Kindergarten

Our kindergarten program runs five days a week, from 7:55-2:30. Children who turn age five prior to September 30 of the current school year are eligible to enroll. The school keeps a running projected enrollment list and asks parents to notify the school if they will be enrolling a kindergartener in the next school year. Parents may request a waiver of the cut-off date by May 30 of the school year prior to entrance. (WSD Policy JEB) Our Kindergarten registration and outreach usually begins in April for the following school year.

Riding Bicycles

Students who bring signed permission from their parents each year have the privilege of riding bicycles to school. **The use of helmets is mandatory on school grounds, for bicycles**, skateboards and roller-blades. There is to be no bicycle riding during the school day. Failure to comply with these rules, or observation of unsafe conditions, will result in immediate and indefinite suspension of privileges, notifications of parent, and possible disciplinary action.

Use of Telephone

Generally, students are **not** to use the school's telephone, except to make emergency calls. **Students are expected to make after school arrangements prior to coming to school.** In all cases, students must obtain permission from the office staff prior to using the telephone.

Computer Acceptable Use Policy

In order to insure appropriate and responsible use of school computers, all students must agree to comply with the school's Acceptable Use Policy (WSD Policy IJNDB) Copies of the policy with all the specifics can be found on page 36 of this handbook. A signed slip must be returned to school that indicates each student's and their family's understanding and acceptance of the Acceptable Use Policy. Curriculum requires them to do so. Students who violate the Acceptable Use Policy will have their computer privileges suspended.

Publication of Student Names and Pictures

Periodically N.H. School Administrative Unit 29 publishes printed material, prepares power point presentations and updates websites that may use photographs of students in a classroom or school setting. **Names of students are not used except to celebrate achievement.** If you do not want your child's photo used, please notify the principal of your child(ren)'s school(s).

Dress Code

We believe that a student's appearance is primarily the responsibility of the student and her/his parents. However, to assist students and parents in making such decisions in a manner that allows the school to achieve its mission, we must insist on the following exclusions.

1. Clothing that is offensive to other people or disruptive to the educational process.
2. Clothing that promotes illegal behavior, alcohol or drugs.
3. Skirts, shorts, and dresses that are shorter than mid-thigh.
4. Hats are not to be worn in school.
5. Undergarments should not be visible.
6. Midriffs should be covered at all times.

The school principal or his designee will judge as to whether or not a student's appearance conforms to the dress code. Students will be given the option of requesting appropriate clothing from a parent or wearing a clean t-shirt provided by the office.

Electronic Equipment

In order to best preserve the educational environment and promote positive social interaction and cooperative play amongst children, students are asked to leave electronic equipment at home. This includes, but is not limited to, handheld electronic games, iPods, mp3 players, and cell phones. If these items are used in class without permission from the teacher, they may be confiscated and will need to be picked up by a parent. Students that participate on our middle school sports teams may bring a cell phone to call home when practice is over. These phones must be stored in the student's sports bag. Ringers must be turned off. Any equipment brought in is at the child's own risk and the school assumes no liability for damage.

Lost and Found

The Lost and Found Box is located in the front lobby. Students and parents are encouraged to check this box at any time. As the number of lost articles can be quite large, parents are encouraged to mark all clothing, lunch boxes, and other articles. Clothing still in lost and found at the holiday vacation and at the end of a school year will be donated to a local charitable organization or brought to the shed at the Westmoreland Transfer Station.

World Language

The Spanish language program is for all students in K-8. K-5 students have Spanish once a week, and grades 6-8 have it twice a week. The emphasis of the program in its earliest stages will be on speaking and listening, cultural diversity, and geographic perspectives. When students are ready, written language will be introduced. The long-term goal of the program is to increase the likelihood that Westmoreland students, after completion of a multi-year middle school program, would be able to move directly into Spanish II at Keene High School.

Library

Our Library Media Specialist works with students in grades K-8 on library skills, technology training and classroom projects. Students in grades 5-8 will use the library in coordination with classroom activities, e.g., researching topics in all disciplines in a library study block format once per week. Students will have an opportunity at least once a week to browse and select books. Additionally, students in grades K-8 will participate in a technology class.

Students are responsible for the library materials they check out and will be held financially responsible for lost or damaged items. Please make sure materials are returned by the stamped date so that other students may enjoy them as well. **The year-end report card may be retained if fees are not paid in full by the last day of school.**

Middle School Email

School email accounts are supplied to grades 5-8 for school purposes only. Only school personnel or persons within SAU environment can communicate with students. Students will be taught to use the accounts as part of their

Technology program. This will include the use of Google Docs and related applications. Email accounts are property of the school district and are subject to guidelines outlined in the school Technology Acceptable Usage policy.

School Rules

Our school rules are stated in the form of very simple expectations.

We expect all students to be:

1. Respectful (be kind, friendly, honest)
2. Courteous (be polite in your remarks and behaviors)
3. Efficient (make good use of time; be prepared)
4. Safe (keep yourself and others free from physical, emotional, or intellectual harm, move safely)
5. Appropriate (use a voice and actions that don't distract or disturb others)

Discipline Program

There are three goals for the Westmoreland discipline program:

1. To foster a positive learning environment.
2. To preserve everyone's right to be safe and respected in this school environment.
3. To teach and help children learn self-discipline.

Parents are expected to work with the school to support discipline and ensure an optimal learning environment for all. When parents and the school can coordinate efforts and support the common goal of student success, it provides positive continuity that help students thrive. This is a progressive/leveled system with the goal of providing students ample opportunity to correct their behavior before it progresses to the next level. Note: Behavior on the school bus to and from school would follow similar guidelines.

Supervised Lunch Study: Middle School students who are missing work will be placed here in order to help them catch up and stay on top of their assignments. Students may also get permission from a teacher to work in lunch study if that teacher feels it would be beneficial and as long as there is sufficient space available.

The goal of Supervised Study is to help the child to discuss, understand and accept the natural consequences for their behavior, to begin to make restitution, and to begin to implement logical consequences tailored by the classroom teacher, principal or school counselor.

Tier 1=Yellow Level Misbehaviors

Tier I offenses include student behavior which impedes orderly classroom procedures or interferes with the orderly operation of the school. An adult or staff member in the classroom manages these behaviors. If a student engages in yellow level misbehavior, the teacher will speak with the student and handle the disciplinary consequences within the classroom. At times they may place the student in Lunch Study if they feel the behavior warrants such consequences. Some examples include, but are not limited to:

- Not following classroom/school expectations
- General derogatory comments and insubordination
- General profanity and inappropriate gestures
- Violation of cell phone or dress code policy

NOTE: Starting this fall (2017), anytime a middle school student in 7th or 8th grade has been assigned three or more days in lunch study in a given week, that student will be issued a detention for the following week. Also, late work will no longer be accepted after one full week and will become a 0 after that time. Students who are absent excused will be allowed the same amount of extra days (in relation to the time they were out) to do the work.

Tier 2=Red Level Misbehaviors

Tier 2 Offenses include student behavior of such frequency or seriousness that the learning climate of the classroom is disrupted. These infractions, which can often result from the continuation of Tier 1 behaviors, require the intervention of the principal because the application of Tier I consequences/interventions has failed to correct the situation. . Red level misbehaviors generally include, but are not limited to:

- Continuation /repetition/escalation of Tier 1 behavior that impacts instruction

- Derogatory comments/gestures and/or profanity directed towards another individual
- Improper physical contact with other students
- Above behaviors that result in being sent out of class (student must write explanatory statement)
- Repeated unexcused tardiness for class/school
- Reported school bus conduct
- Insubordination/refusal of staff direction

In the primary and intermediate grades (K-4), red level misbehaviors will result in the following consequence(s):

1. A “Red” Slip documenting the misbehavior and missing part of the next recess period.
2. Informing the student's parents of the behavior and consequence

In the middle grades (5-8), red level misbehaviors will result in the following consequence(s):

1. A Behavior (Red) Slip documenting the misbehavior and assigning the student to the Supervised Study Period will be issued for each infraction.
2. Classroom teachers will communicate directly with the student’s family.
3. A form to the student's parents informing them of their child’s behavior and assigned consequence, which must be signed and returned to the teacher.
4. Students who have been issued a red slip, detention, or other serious discipline consequences during the week leading up to a Field Trip will not be able to attend that trip.

Middle School tardy to class: Students who are tardy unexcused to class during the school day will be issued a red slip on their third unexcused tardy. (An unexcused tardy is when the tardy has not been excused by a staff member by a note or their presence with student). If a student is tardy a 4th or 5th time, it will also be a red slip violation each time. After that, for tardy #6 and above it will be an after school detention each time. (NOTE: This includes the first class of the day, so being tardy to school (unexcused) by more than 5 minutes will result in the same consequences as listed here.

Tier 3=Serious Misbehaviors

Tier 3 Offenses are student acts that are directed against persons and/or acts that warrant immediate intervention due to health and safety concerns. (If a student has been issued a red slip and misbehavior problems continue, the student will be sent to the principal’s office and will be issued an after school detention that must be served with the principal within one week of the date of the incident.) Other serious misbehaviors will result in a minimum of an after school detention with the principal.

Serious misbehaviors include, but are not limited to:

- Pushing, grabbing, elbowing, kicking, kneeling, biting or other deliberately harmful physical action
- After a warning, a flagrant disregard of a staff member’s reasonable request (including skipping a detention)
- Repeated unexcused tardiness for class or school.
- Swearing, obscene or otherwise inappropriate language directed at another person
- Having matches or lighters
- Defacing or destroying school property or the property of others (students are expected to pay for or replace defaced or destroyed property)
- Continuing action that the staff believes would not promote a safe, efficient, respectful and quiet environment to others
- Academic dishonesty (including but not limited to cheating, letting another student cheat, and plagiarism)

Committing a serious misbehavior will result in the student meeting with administration. The student and administration will contact the student’s parent. Administration will determine a logical consequence (often either detention or ISS) and send a conduct report home for parent signature.

Detentions

Detentions are typically reserved for students in middle school, grades 5-8. **If a student receives a detention, s/he will serve one hour and be dismissed at 3:30 PM on the designated day.** Students will lose the privilege of participating in any co-curricular activities for one week. It will be **the responsibility of the parent to arrange transportation home** on the afternoon of the detention. A form will be sent home and must be signed by parent/guardian and returned to school by the next day.

Suspensions

Some very serious or chronic misbehaviors may warrant/include suspension or in extreme cases, expulsion. They include but are not limited to the following:

- *Bullying and/or Harassment
- Leaving school grounds without permission
- Fighting or other deliberate and/or potentially harmful physical attack on any school member
- Possessing knives, razor blades, firearms or other weapons.
- Aggressive, unsafe behavior ie., throwing furniture, books, etc.
- Vandalism
- Repeated threats or harassment to another person
- Stealing
- Possession of tobacco products, alcohol or any controlled substance

*Please refer to the special section on Bullying and Cyber Bullying on page 12.

Parents/ guardians will be notified by phone and by letter of the child's in-school or out of school suspension. Students on in-school suspension remain in the office or other designated location for the entire day under the direct supervision of the principal or his designee. Lunch will be served in the office. Schoolwork will be provided and monitored periodically by the classroom/content teachers.

Students receiving an out of school suspension may not be on school grounds until the suspension is completed. They will be allowed to complete the work they are missing while out, but can only be credited 65% for these assignments.

Safety Procedure

If a student's behavior is extremely unsafe in that the student or others may be physically hurt or a student is so disruptive that the educational process is compromised, the student will need to leave school. Parents will be called and expected to pick up their child immediately. A student who must leave school for these reasons will need to meet with either the school counselor or the principal before they will be allowed to return to class.

Bullying and Cyber-bullying

On July 1, 2010 the New Hampshire State Legislature's law on Bullying and Cyberbullying took effect.

In accordance with Westmoreland School Policy JICK, (the full policy, based on the law, is on pages 37-43) bullying will not be tolerated at the Westmoreland School. The Westmoreland School is committed to providing a safe school environment in which the members of the school community are treated with respect.

A Bully Report Form is available for students and bystanders to report bullying. Copies of this form are available in the school office.

Assault

Assault is any unprivileged physical contact of another. Any case of assault shall be brought to the attention of the school principal immediately. The principal will conduct an initial inquiry. Under New Hampshire law, assault is a

misdemeanor unless serious physical injury results. If serious physical injury occurs, an assault becomes a felony offense and must be reported to the police.

Misdemeanor assaults shall be reported to police based on the discretion of the principal, taking into account such factors as the age of the student(s), past problems, and the level of aggressiveness involved in the incident.

Academic Dishonesty

Academic Dishonesty undermines and hinders the learning process by putting the achievement of a grade above the value of learning. Cheating hinders students' moral and ethical development, and in some cases is a violation of law.

Examples of academic dishonesty could be, but are not limited to, copying another student's work, passing in another's work as one's own, doing work for another student, copying material from an source without proper citation, discussing work with a peer when the work is supposed to be done alone, or finding out test questions before a test or not giving credit for materials taken from the Internet. Students found guilty of Academic Dishonesty will have to serve a detention in addition to the academic penalty (which will usually consist of a zero for the assignment involved).

Appeals and Additional Disciplinary Policies and Procedures

In accordance with Westmoreland School District Policy JICD, all students are hereby notified of their right to a hearing before the principal on any proposed disciplinary action. Policy JICD is available upon request.

Academics

Academic Progress

The practice at Westmoreland is to do everything possible to keep parents and students informed of academic and behavioral progress. Mid-term progress reports assist in doing so. These reports are usually mailed home at the mid-point of the marking period, but may be issued whenever the teacher feels it is necessary. Unsatisfactory progress reports require a parent signature and must be returned to the teacher promptly.

Grades K-2: Progress reports are issued three times per year. Parent conferences are held at the close of the first trimesters and by parent or teacher request if needed after that.

Grades 3-4: Report cards are issued three times per year; following every marking period as indicated on the school calendar.

Grades 5-8: Report cards are issued three times per year; following every marking period as indicated on the school calendar. Progress reports are issued at mid-trimester or as needed.

Parents of students in grades 5-8 have on line access to their student's grades through the Powerschool system. Teachers regularly update grades in this system and it provides an important and powerful connection between parents and the school. A letter will be coming home with instructions and sign on information in September.

Parents may request additional or more specialized reporting. Frequency and content of such reports should be determined in a conference with the teacher.

Conferences

Regular communication between home and school is a vital part of your child's education. The cooperative efforts of home and school can go a long way to maintain a close relationship with the school. Parent conferences enhance this communication. Teachers hold conferences for all students at the end of the first marking period. Thereafter, teachers and/or parents may request a conference as needed.

To ensure the best and most accurate communication, we have found it is better that both parents have the opportunity to hear from the school and one another at the same time. All parents/guardians are encouraged to attend conferences together.

Letter Grades & Numerical Equivalents

98-100=A+	89-91=B+	80-82=C+	71-73=D+	64-0=F
95-97=A	86-88=B	77-79=C	68-70=D	
92-94=A-	83-85=B-	74-76=C-	65-67=D	

Incomplete Grades

Students who have incomplete grades on their report cards have two weeks to complete their work for a grade. Students are responsible for contacting their individual teacher(s). Any other arrangement for completing grades must be made through the principal.

High Honors

Students must have maintained a GPA of at least 3.8 or above for the marking term in all subject areas.

Honors

Students must have maintained a GPA of at least a 3.2 for the marking term in all subject areas.

Valedictorian & Salutatorian Awards

The criteria are straight forward, the Valedictorian Award be presented to the student with the highest cumulative grade point average (GPA) in their sixth, seventh and eighth grade years, and the Salutatorian Award being presented to the student with the second highest cumulative grade point average in their sixth, seventh and eighth grade years.

Assessment

Throughout the year students participate in short computer-based assessments using the Aimswebplus system, In the spring grades 3-8 take the Smarter Balance statewide assessments, and we look forward to sharing student progress and assessment information with parents as it becomes available.

Homework

Homework increases learning time and promotes student responsibility and self-discipline. In addition, homework should prepare the student for academic responsibilities in future classes.

Homework will supplement and reinforce skills and concepts taught in the classroom. It should be a rewarding experience, providing challenges, enrichment, and at times reinforcement, drill when appropriate. Homework may also allow a student to complete an unfinished task. **Often, class time is given for students to complete class work, which turns into homework if students make inefficient use of their class time. This may require additional time and effort at home to complete. When students are absent from school, they are responsible for completing all homework assignments.**

Grade/Subject	Average Frequency	Average Nightly Duration
Kindergarten	Mond-Thurs. with parent(s)	10 minutes and read together 20 min
Grade One	Mond-Thurs. with parent(s)	10 minutes and read together 20 min
Grade Two	Mond-Thurs., math and reading	15 minutes
Grade Three	Monday – Thursday	15-20 minutes minimum
Grade Four	Monday – Thursday and some weekends	20-30 minutes maximum
Grade Five	Regular, but not nightly, homework for each subject	30-60 minutes maximum

Grade/Subject	Average Frequency	Average Nightly Duration
Grade Six Math	Regularly, but not nightly	30 minutes maximum
Grade Six Science	Regularly, but not nightly	20 minutes maximum
Grade Six Social Studies	2-3 times/week & long term assignments	15 minutes minimum
Grade Six ELA	Monday – Thursday	15 minutes minimum
Grade Seven Math	Regularly, but not nightly	30 minutes maximum
Grade Seven Science	Regularly, but not nightly	20 minutes maximum
Grade Seven Social Studies	2-3 times/week & long term assignments.	20 minutes minimum
Grade Seven ELA	Monday – Thursday	20 minutes minimum
Grade Eight Math	Regularly, but not nightly	30 minutes maximum
Grade Eight Algebra	Monday – Friday	60 minutes maximum
Grade Eight Science	Regularly, but not nightly	20 minutes maximum
Grade Eight Social Studies	2-3 times/week & long term assignments	25 minutes minimum
Grade Eight ELA	Monday – Thursday	25 minutes minimum
Grade Eight Reading	Monday – Thursday	20 minutes minimum
Spanish	2 times per week	10-15 minutes maximum
Music	Occasional projects and homework	Dependent on assignment
Band/Chorus	Frequent practice of instrument and/or voice.	
Physical Education/Health	When assigned	
Art	Art journals, occasional idea research varies.	
Guidance/Library	When assigned	

Homework is the student’s responsibility but parents can help by providing an appropriate structure (schedule and learning space) at home. Be an audience for your child's work, or serve as a home tutor. We feel that in these ways we can establish a cooperative partnership that will enhance educational productivity. (see Homework Survival Guide on p. 31)

All homework is assigned with a due date by the teacher. If an assignment is not turned in on the due date the teacher will assign the student to a supervised lunch study (yellow slip) in order for the student to complete the work. If a student continues to miss work, they may be assigned a detention after school with the principal to complete their work.

Middle School Academic Information

Assignment Book

All middle school students are **required to have a consistent assignment book**. The school provides an assignment book at the start of each school year for grades three through eight. Students are welcome to purchase their own assignment book if they prefer, though it must have space to record nightly assignments, parent signatures, teacher feedback, and long-term projects as needed. Assignment books are subject to being checked by teachers.

Master Notebook System (adapted from Landmark College)

The Master Notebook System is a method for organizing class materials and notes, a portable filing system. Master Notebooks are required for all students in grades 5-8. The Master Notebook system is also a process for studying and remembering, a way to organize and retain information

Required Materials

1. Two 2" Three Ring Binders
2. Supply of Three Hole Notepaper
3. Twenty clear index dividers
4. Five Three Hole pocket dividers
5. One zippered three hole plastic pencil case

Recommended Materials

1. Dictionary & Thesaurus
2. Set of colored highlighters
3. Three hole punch (the kind that fits into a 3-ring binder)
4. Hole reinforcement stickers
5. Computer Storage Device (jump or flash drive) with name clearly label.

Mathematics: Middle Grades

Mathematics knowledge is growing at an astounding rate. To prepare our students for their future, mathematics is taught through active problem solving situations. The use of hands-on manipulatives such as blocks, geo-boards, and everyday items help students understand the underlying foundation of our numeration system. Whenever possible, mathematics is related to real life situations to keep the students appropriate situations is also a part of the mathematics program. By teaching the students to think mathematically, we can prepare them for a future which we can only dream of. At the Westmoreland School, we recommend the use of calculators. There may be specific activities where calculators are not permitted

Algebra I: Grade Eight

Algebra I is offered to eighth grade students who are particularly inclined toward math or science and envision attending a college or pursuing a career that requires advanced high school math, including calculus. Students are expected to do up to an hour of homework per night and parents are expected to provide strong support for their children's efforts. All Algebra students will still be required to take General Math as well. After the 7th grade year, the middle school math teacher will make recommendations based in part on assessment results, knowledge of the student's ability and willingness to do roughly one hour of algebra homework per night.

Retention: If a middle school student is in danger of failing two or more classes for the year, the principal and the middle school will meet with the parent/guardians to discuss a possible course of action. If the student is unable to demonstrate adequate progress during a summer school program, they may be retained if the team decides it is in the best interest of the student.

Sargent Center

As part of the sixth grade curriculum, Westmoreland students join many others from around New England in an autumn week at Boston University's Sargent Center in Peterborough, New Hampshire. They gain valuable, life-long individual and group skills as they investigate and explore their environment.

Student Assistance

School Counselor

Our school guidance counselor is now available Tuesday through Friday. Please call if you have a problem, questions, or concerns about your child. The counselor plays an integral role in assisting, advocating for, and meeting with students who need additional support.

Social Curriculum

Our school follows an adapted version of "The Responsive Classroom" model, established by the Northeast Foundation for Children. Each child has a daily morning meeting to promote positive social interactions, address concerns, and develop character. This social curriculum dictates methods used to develop classroom rules, individual student learning contracts, decision making, and overarching disciplinary practices throughout the school. The perspective is proactive, using technique to teach children that their choices have logical consequences.

Instructional Support Team

Each student has their own individual learning style. The Instructional Support Team are staff members with varied expertise who may meet informally concerning a particular student's learning challenges or style of learning. Usually, it is the teacher who discovers that the student may need additional support or the teacher may need additional strategies in order to help a student learn. Occasionally, a meeting with the principal, teacher and parent/guardian may take place, so that clear communication of concerns for a particular student is understood by all parties. As the staff continues to implement our Response to Intervention Program we anticipate even a more collaborative approach to assist the children we teach.

Section 504 Plans

Under Section 504 of the Rehabilitation Act of 1973, individuals with disabilities that affect a major life activity, yet do not qualify for special education services, have the right to accommodations for accessing the same services available to their non-disabled peers. The Westmoreland School fully complies with Section 504, through the development of written accommodation plans for these students. All initial referrals should go first to the Instructional Support Team (IST). If a student is found to be in need, accommodations will be developed and included in student's 504 Plan.

Complaints regarding compliance with Rehabilitation Act of 1973, Section 504 should be submitted in writing to:

Liz Dunn
Director of Special Education for Towns
NH School Administrative Unit 29
193 Maple Avenue, Keene, New Hampshire 03431

Special Education

Special Education encompasses a range of student services to ensure that each identified educationally handicapped child receives "a free and appropriate public education" according to P.L. 94-142. An educationally handicapped child means any person from birth to age 21 who has been evaluated and identified by a school district according to the provisions of R.S.A. 186-c: 7. The Westmoreland School District program is aligned with local, state and federal guidelines. This process is as follows:

1. Referral to Special Education (by I.S.T. preferred)
2. Parental notification
3. Pre-conference
4. Evaluation
5. Post-Evaluation Conference
6. Development of the Individual Educational Plan
7. Parental Decision
8. Delivery of Services
9. On-going Program Evaluation
10. Annual Program Review

If needed, educational codes are given to students to identify the specific learning handicap. These codes are assigned based on the results of the educational testing and the decision of the Local Evaluation Placement Team (LEPT).

LEPT members meet each week to address referrals, student needs and programming, and to plan evaluations.

In implementing an educational program for a special needs student, the following guideline is applied: Students shall be placed in an appropriate program in the least restrictive environment. In SAU 29 and at the Westmoreland School we strive to implement special education.

SAU 29 Vision for Inclusion

1. All children learning together in their neighborhood school, in the same classroom with age appropriate peers with all the supports and services necessary to meet their individual needs and be successful at their individual levels.
2. Regular classrooms with normal proportions of students with disabilities.
3. Regular and special education staff working together to meet the needs of all children with emphasis on melding the resources of both for optimal efficiency.
4. Related services (speech therapy, PT, OT, behavior supports, etc.) integrated into classrooms to provide a variety of strategies to meet the learning styles of all students.
5. A process that considers each child individually and requires continual evaluation and modification to meet their changing needs.
6. Methods of instruction that benefit all.
7. A shared vision with parents.

Parents of a special needs child have the right to: a.) Approve the educational program and/or placement provided by the school district, b.) Reject all or part of the educational program and/or placement and request mediation from the State Department of Education, and/or c.) Reject the educational program and/or placement and request a due process hearing at the state level. A booklet outlining parental rights in special education is available in the school office and will be provided to all families involved in the special education process.

Open communication between Resource Room teacher, parents and staff occur to coordinate all efforts in bringing about a successful program.

School Health Services

This year the nurse is here on Tuesdays, Thursdays, and Fridays. When she is not here there will be staff designated to assist students and provide them with proper care. **Please do not send your child to school if he/she is not feeling well first thing in the morning (particularly with symptoms such as vomiting, diarrhea, etc.) or has had a fever or vomiting within the last 24 hours.** We appreciate your help in curtailing the spread of illnesses in school by keeping your children at home until they are well.

Health records: Cumulative health records are maintained for all students throughout their school years. If there is a change in your child's health status, it is important that you notify the school as soon as possible so that we can better accommodate your child. Please have your physician document any changes in medical status in writing and forward the information to the health office.

Immunizations: All school-aged children must have immunization records on file in the health office. Immunization requirements for the State of NH have changed recently. Please check with your family physician to be sure your children have met the requirements for the grade they are entering. All students who have less than the minimum requirement must have either a medical or religious exemption, or a physician-approved schedule for reaching those requirements. School Board policy JLCB.

Physical examinations: A complete physical examination by a licensed physician, physician's assistant, or nurse practitioner is a requirement for a child's first entry into the school district. Physicals are also required for sixth grade

participation at Sargent Camp and for all middle-school students who wish to participate in interscholastic sports. After the first sports physical in middle school, only written permission and certification from the parent that the student is physically capable of handling the rigors of athletics is needed. Immunizations will NOT be offered at school. Your own health care provider can be used for these school physicals.

Screenings: During the school year, the school nurse will conduct screenings for height and weight for all students. Students in grades K, 1, 3, 5, and 7 will be screened for vision and hearing. Scoliosis screenings are generally conducted for students in grades 5 – 8. Dental screenings, available through Cheshire Smiles, is offered to students in grades K – 3.

Medication Policy

It is recommended that whenever possible, children should take any needed medication at home. (School Board Policy JLCD) Any child who must take prescription medication during school hours must have the following:

1. Written orders from the physician
2. Medication is in original pharmacy-labeled container.
3. Written parental permission for the medication to be administered at school
4. Medication must be hand-delivered by the parent to the school.
5. All medication will be stored in the nurse's office unless specified otherwise by the prescribing physician.

Non-prescription medications (over the counter): The health office has acetaminophen 325 mg tablets and 80 mg chewable tablets, ibuprofen 200 mg tablets, Tums and cough drops on hand. These medications may be given to your child on an as-needed basis if you sign the release form that will be sent home on the first day of school. If your child needs to take any other over-the-counter medications at school, we will need you to bring it to school with a detailed note indicating the dose and time the child should take the medication. Please do not send your child to school carrying medicine.

Head Lice Policy

According to the NH Department of Health and Human Services and Department of Education and Westmoreland School Board Policy JLCC, schools should not exclude students from school who have been found to have head lice: "The student should be allowed to remain in the classroom that day if comfortable and return to school the following day. School staff must ensure student confidentiality is maintained and should not segregate or in any way embarrass the child. There is no research data that demonstrates that enforced exclusion policies are effective in reducing the transmission of lice." Such persons will be monitored daily by the school nurse to determine if further treatment is needed. The school will perform the necessary housekeeping tasks to control the spread of head lice.

If you detect head lice at home, you should notify the school nurse so that she may check your children's classmates. The school nurse is available to assist you with advice and information should this problem arise. Head lice are a nuisance but do not carry diseases or pose any health hazard to children. The Harvard School of Public Health and American Academy of Pediatrics discourage excessive use of pesticides to control head lice. Only infected persons should be treated; environmental sprays are not necessary and are toxic to people and pets. Removing nits and lice by hand is still the most effective way to get rid of them.

Transportation

In accordance with RSA 189:6 the district shall furnish transportation to all pupils below the ninth grade who live more than two miles from the school to which they are assigned. Pupils entitled to transportation may be required to walk a distance not to exceed one mile to an established school bus line. (School Board Policy #2085),

Riding the school bus is a privilege and students are expected to conform with reasonable rules, regulations, and requests. The school bus driver is in complete charge of the school bus and pupils and shall have the same authority in maintaining discipline as a teacher in the classroom.

Students are expected to ride home on their assigned bus, unless they bring written permission from parents to do otherwise. Please do not call or e-mail the office with requests for changes in afternoon transportation unless it is absolutely necessary.

Violations of bus regulations will be reported to the principal and disciplinary action will be taken consistent with School Board Policy EEA-EEAEC.

Other regulations under School Board Policy EEA-EEAEC include:

- Any unnecessary talking with the school bus operator is prohibited.
- While ordinary conversation between pupils is permitted, loud, vulgar, and other improper language will not be tolerated.
- Smoking is not permitted.
- Pupils shall go to the rear of the bus when getting on unless assigned a seat near the front of the bus by the school bus driver.
- The rear door shall be used only in case of emergency.
- All pupils must be seated while the bus is in motion.

- Any violations of the above regulations will be reported to the building principal and disciplinary action may be taken. If a pupil is denied the privilege to ride a school bus for disciplinary reasons, until the appeal is heard and/or the suspension of the pupil's right to ride the school bus is upheld, it shall be the parent's or guardian's responsibility to provide transportation to and from school for the pupil for the period of the suspension. * Please note: All times listed below are estimated, please be at your child's bus stop 10 minutes prior to time listed.

**BUS SCHEDULE
WESTMORELAND SCHOOL DISTRICT
R. G. Delano, dba Delano Bus Service 399-4371**

Bus #1 AM

6:55 South Village
6:57 Partridge Brook Road
7:02 River Road
7:10 River Road Turn Around
7:20 Poocham Road to Butterfield Hill
7:30 Route 63 to Camp Ground Turn Around
7:40 Spofford Road turn around
7:50 Elementary School

Bus #2 AM

6:30 Elementary School (HS Pick Up)
6:45 Glebe Road to Route 9
7:00 KHS
7:15 Glebe Road/JJ's
7:18 Adams Development
7:30 South Village
7:34 Owls Hill Road
7:38 Hurricane Road Turn Around
7:50 Elementary School

Bus #1 PM

2:50 Leave Elementary School
3:00 Butterfield/Paine/Poocham Road
3:20 River Road Turn Around
3:25 Route 63 to Route 12 Turn Around
3:30 Route 12 to Goodrums Cross Rd.
3:40 Route 63 to Park Hill
3:45 Route 63 to Garage

Bus #2 PM

2:15 KHS
2:50 Elementary School
2:55 Route 63 Campground Turn Around
3:05 Spofford Road Turn Around
3:15 Elementary School
3:25 Glebe Road Turn Around
3:35 Garage

Bus # 3 Am

Bus #3 PM

6:30 South Village
 6:43 Wentworth Road Turn Around
 6:48 Rte 12 Market (Stan's)
 7:04 KHS
 7:22 Route 12 Motel
 7:25 Tree Huggers
 7:34 Route 12 Industrial Park
 7:40 Route 63 to Park Hill
 7:50 Elementary School

2:15 KHS
 2:50 Elementary School
 3:00 Owls Hill Road
 3:05 Route 12 Motel Turn Around
 3:15 Makinen Road
 3:20 Goodrums Cross Road/Route 63
 3:25 Ferry Hill to Partridge Brook Rd
 3:45 Garage

School Breakfast & Lunch Programs

The Westmoreland School offers breakfast and lunch programs to all students and staff. Nutritious breakfasts and lunches are prepared and served daily by our food service staff. Recess and snack milk or orange juice is available for Grades K-8. Milk is available for children who bring lunches to school, and students in grades 5-8 may have a choice of orange juice or milk.

Breakfast is served at 7:40 AM, 20 minutes before school begins. Choices of cereal, bagels, with milk and juice etc. are available each morning. A student choosing to eat later may purchase breakfast at snack time, **however**, they cannot if they participated before school as their school account only allows one charge per day. If you have received a notice of your child's account being two weeks past due, your child is NO LONGER eligible for breakfast or snack until payment is made IN FULL.

Meal menus are printed and distributed on a monthly basis, in advance so that students may select their meals.

Breakfast/lunch money will be collected each Monday for the upcoming week by the homeroom teachers. Parents are encouraged to pay on a weekly basis.

Lunch slips must be filled out and included with the lunch money envelope. Checks should be made payable to the Westmoreland School. Students may select the days they wish to eat, but must pay in advance for the exact number of days.

Students with accounts more than two weeks overdue will receive a peanut butter and jelly sandwich, milk and fruit for lunch each day at the regular school lunch price until payment is made. Please be assured that we will make every attempt to work with families if special circumstances prevent you from making payments on your child's account. Free and reduced lunch applications are available and handled confidentially through Westmoreland School.

Meal	Breakfast	Milk/Juice	Lunch		
Grades	K-8	K-8	K-4	5-8	Adult
Cost	\$1.60	\$0.50	\$2.80	\$2.80	\$3.50

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, gender identity (including gender expression), sexual orientation, 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

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 Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. 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: http://www.ascr.usda.gov/complaint_filing_cust.html, 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, 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.

Co-Curricular Activities

Co-curricular activities are school-sponsored activities. Students must attend school during the day in order to participate in after school and evening activities and attend Friday classes in order to participate in weekend activities. (Attending for at least a half-day is permissible if there is excused tardy, i.e. doctor's appointment etc.) In addition, student athletes must adhere to the Athletic Code of Conduct.

Student Council

The Westmoreland Student Council includes grades 5-8. Three representatives (including one alternate) are elected by their peers from each class. The Student Council helps foster hard work, responsibility, leadership, and student ownership in the school's operation. Student Council officers are elected from within the Student Council membership and include President, Vice President, Treasurer and Secretary.

New Hampshire Dance Institute

NHDI provides an in-school dance program for students in grades 4-8, culminating with four performances with several other area schools at Keene State College on Memorial Day Weekend.

The dancers learn the school's two assigned dances and their portion of the Act I and Act II finales for the performances at Keene State College in May. If you are unfamiliar with NHDI, videos of past performances may be available at the school library.

NHDI requires a high level of involvement from parents and dancers. This includes candy and raffle sales, parent participation in program advertising, costumes, chaperoning and transportation, etc. There will be rehearsals in Keene after school the week prior to the show and all day Friday before the show. NHDI participation criteria are available upon request.

Costs vary from school to school, but there is some financial assistance available. **Payment must be made in full by May 1 or student will be unable to participate in the final show.**

School Dances

During the school year, classes and school organizations sponsor dances for students in grades 5-8. These dances offer an opportunity for the sponsors to gain experience in organizing a school function and earning funds for field trips and/or special items, and also give students a chance to socialize as a group.

1. Dance hours are from 7:00 - 9:00. Students must have attended school on the day of the dance. Students who go home sick during the day are ineligible for a dance that evening. Students who have been issued a red slip, detention, or other serious discipline consequences during the week leading up to the dance will not be able to attend. Parents who do not retrieve their children in a timely manner at the end of the dance will be asked to chaperone the next dance.
2. There must be at least four chaperones:
 - One must be a sponsoring staff member.
 - At least one additional teacher or school counselor, resource teacher, or principal.
 - At least two parents.
3. No guests will be allowed into the dance **unless signed up by their Westmoreland sponsor the day before** the dance. Copies of the sign up list must be given to the principal no later than lunchtime the day of the dance. Guests must be in grades 5-8.
4. Students are only allowed in the lobby, the gym, and the bathrooms. Students doing set-up and clean-up may go in the middle school hallway, storage rooms, the multi-purpose room and the kitchen as needed. Students found elsewhere will have to leave the dance. Students may not leave the dance without permission.
5. Dance request forms must be filled out completely and submitted for approval two weeks in advance from the scheduled date. Requests will be approved by the principal with consideration for other events going on in the same relative time frame and gym usage.
6. Dance request forms detail strict music guidelines for dances that must be followed. Failure to do so will result in disciplinary action or suspension from future dances.
7. The following list must be completed after the dance:
 - Floors thoroughly swept and left free of any debris.
 - Trash put in bags and thrown in the dumpster.
 - Chairs neatly placed back in the racks in the gym storage room.
 - Tables and equipment returned to their proper places.
 - Bathrooms and gym storage room clean and picked up.
 - Lights shut off, all outside doors closed and latched.
8. Chaperones should arrive fifteen minutes prior to the start of the dance, and need to stay until the last student has been picked up. Students should not arrive for the dance before the stated start time, unless they are involved in set-up of decorations or refreshments.
9. Misconduct will result in notification of parents, referral to the Principal, and possible suspension from future functions.

Athletics

The Westmoreland School values spirited and fair play as well as positive support for our players and teams. We ask that all members of our community continually review their efforts to abide by these ideals.

Athletic Competition is guided by the following ideals: Players shall at all times represent themselves and their school with honor, proper conduct and sportsmanship. They shall understand that competition is encouraged but that disrespect for opponents is unsportsmanlike and lessens the value of the rivalries.

They shall confine the competitiveness of the game to the field, and in particular behave properly on the sidelines, bus and in the locker rooms both before and after games.

The Players: Players shall comply fully with the rulings of the officials. In no way, either by voice, action or gesture, shall they demonstrate their dissatisfaction with the decisions made. Players must never forget that they represent our school.

The Spectators: The Westmoreland School will not tolerate any spectator, either student or adult, whose behavior is disrespectful toward players, officials, coaches or other spectators. Nor will we permit any type of spectator behavior that detracts from the proper conduct of the game or disadvantages a player or team. Some examples of unacceptable behavior during games include:

1. Use of profanity or displays of anger that draw attention away from the game.
2. Booing or heckling an official's decisions, criticizing officials in any way, or displaying a temper with an official's call.
3. Trash talk or yells that antagonize opponents.
4. Verbal abuse or intimidation tactics.
5. Disrespectful or derogatory yells, chants, songs, gestures, signs, posters or banners
6. Any distracting activity such as yelling, waving arms, or feet-stomping during an opponent's free-throw attempts.

Adapted with permission of the Independent School League

Interscholastic Sports

The philosophy of the Westmoreland School regarding interscholastic sports is to insure that students receive a rewarding competitive experience; become knowledgeable and competent in the fundamentals of their particular sport; display good sportsmanship; and conduct themselves as representatives of the Westmoreland community.

The Westmoreland School is a member of the SE Vermont/SW New Hampshire Junior High League. The Athletic Director, or her/his designee, is responsible for supervising and scheduling games during the respective seasons and for the hiring and supervision of competent coaches and officials.

There are interscholastic teams for both boys and girls in grades six through eight. Sports include: soccer and basketball for boys and girls, girls' softball, and boys' baseball. Students who are eligible, are encouraged to participate and must at all times adhere to the eligibility standards listed below.

Team sizes should be capped at the following maximum number of players.

Soccer 18 Baseball 16 Basketball 12 Softball 16

In the event that the number of students signing up for a particular team exceeds the maximum team size noted above, tryouts will be held in accordance with Westmoreland School Board Policy JJA and the Athletic Handbook. Copies of both are available in the school office.

Student Spectators at Sporting Events

Westmoreland School students are encouraged to attend home games. Students may not remain at school from 2:30 until game time, usually 3:30. Students wishing to attend home games are required to make arrangements with their parents to return to school at game time. The school and coaches are not expected to provide supervision of student spectators. Student spectators should not visit the classrooms or in any way disturb teachers performing their responsibilities. School transportation for away games is for the exclusive use of team members and coaches.

Co-Curricular Eligibility Standards

Eligibility for participation in co-curricular athletics will be decided in the following manner.

- A period will be scheduled to allow students to register for tryouts.
- Sign-up sheets will be distributed to academic teachers for review.
- Teachers will submit a list to the Principal with the names of students determined to have academic or disciplinary concerns.
- A committee comprised of at least two of the following people (coach, athletic director, principal and a middle school teacher) will meet with the parents of identified students to determine if the child will participate in the sport. A contract will be drawn up outlining the obligations of the student to meet disciplinary or academic expectations.
- A student not satisfying their contractual obligations will become disqualified for participation in games or practices until all obligations are met.

Other Co-Curricular Activities (Student Council, etc.) shall also follow the same guidelines for participation as athletics (outlined in the athletic handbook) regarding grades and discipline.

Recreational Sports

Officers of Westmoreland Youth Sports, Inc. (WYSI):

Board Members: Gina Gitchell (399-7071), Michelle Priebe, Christy Dewey, Jennifer Putzel
and Kara Barnum

Communication:

For information on the Recreational Sports Programs or Middle School Sports Boosters please contact an above officer or:

Email address: wsborg@gmail.com

Mail: P.O. Box 211, Westmoreland, NH 03467

WYSBO mailbox located in the school office

New Members are always welcome

Mission:

The mission of Westmoreland Youth Sports and Boosters is to encourage and support the activities of the recreational league and the middle school sports programs. Our commitment includes support for the programs, its athletes, its coaches, and its members.

Westmoreland Youth Sports includes anyone interested in recreational sports for children aged 4 to 12. We encourage and support all of the recreational sports teams, athletes, and coaches. We organize, as needed, fundraising events for future purchases such as equipment and uniforms. We provide all necessary team equipment, field needs, medical kits, and uniforms for each respective sport. We provide assistance to coaches when needed through instruction and coaching techniques.

The Westmoreland Boosters includes parents, coaches, school staff, and anyone in the community interested in middle school athletics at the Westmoreland School. Our purpose is to supply support and assistance to the school's athletic programs and student athletes. Throughout the year we conduct activities to raise money to supplement the school's

efforts. These typically include: The Westmoreland Invitational Soccer Tournament held the second weekend in October, a parents, teachers, and students soccer game, trips to watch Keene State College games, work days to improve or maintain the athletic facilities, clinics, and the Athletic Awards Banquet.

Recreational signups:

Soccer:

Sign-ups will be held on August. The season runs from the end of September through October for a total of five consecutive weeks. At least 10 games will be played (5 at home – 5 away)

Teams: Micro soccer strategy (small teams)

5-6 year old co-ed teams

7-8 year old co-ed teams

9-10 year old co-ed teams

11-12 year old co-ed teams if there are enough kids

Coaches, referees, and helpers are needed.

Forms will be sent home with students during the first week of school.

Emailed forms are also available.

Basketball:

Sign-ups will be held in November. The season runs from late November through February.

Teams:

3rd and 4th grade co-ed (as many teams as needed)

5th and 6th grade co-ed (as many teams as needed)

We will also run an instructional night once per week during the season for 1st and 2nd graders (dependent upon a parent volunteer to run this part.) No sign ups are necessary for the instructional night.

Coaches, referees, and helpers are needed. Forms will be sent home with the kids the last week of October.

Baseball

Sign-ups will be held in March at the school. The season runs from the first Monday in May through June for a total of five consecutive weeks. At least 10 games will be played (5 at home – 5 away)

Teams:

T- Ball - 5-6 year old co-ed teams

Rookies - 7-8 year old co-ed teams

Minors - 9-10 year old co-ed teams

Majors - 11-12 year old co-ed teams if there are enough kids

Coaches and helpers are needed. Umpires are needed for the minor's games. Forms will be sent home with students. Emailed forms are also available.

Use of the Gymnasium

Please call the school office between Monday and Friday, 8:00 AM - 3:00 PM (or email anytime), to request a Use of School Facilities Reservation Form to schedule use and determine the cost of using the gym. Gym use must be supervised by an adult, 21 years or older, who agrees to be present and accept full responsibility for the group. **Failure to comply with these guidelines may result in revocation of gym use privileges.** A damage fee will be assessed for leaving the gymnasium unclean or any necessary repairs (including ceiling tiles). The Facilities Reservation Form clearly states the prioritization for gym usage.

Facilities/Gym Usage Guidelines

A Building Use School Board Policy KF is reviewed by the school board each fall and is posted on the SAU 29 website under our board policies. Requests to use the gym are detailed in that policy. School Rules must be observed: Respect yourself and others. Be helpful and cooperate. Respect your environment. Move safely, inside & out.

Enter the gym through the school lobby only. The gym doors are for emergency egress only. Please be sure gym doors are locked at end of session.

Non-marking athletic footwear is required for athletic functions. Visitors and/or fans wearing other types of footwear are asked to walk around the edges of the gym only. Use of roller-blades or other footwear with wheels destroys the gym floor surface and is forbidden.

- **No Food or Drink** (Water is OK)
- No cleats of any type
- No roller-blading or skateboarding
- No magic markers or pens
- Parents are responsible for supervision of younger children.
- Stay in bounds. The corners near the heaters are out of bounds, and the walls are not for climbing.
- Stay in the gym, hallway, and/or the lobby, do not visit classrooms or the office. You may set off the alarm.
- All tables and chairs must have non-marking rubber bottoms.

In general, we expect our guests to provide their own equipment. However, if you need any equipment, please let the school know when you call to reserve the gym. If you need chairs set up, please let the school know at least 48 hours in advance. Help in putting chairs away is greatly appreciated.

Leave the gym the way you found it or better. Put away anything that you use. Please dry mop the floor before and after usage and sweep up the dirt. Mops, a dustpan and broom, and a wastebasket will be left for your use. Report any problems immediately to the custodian, secretary or the principal. The nearest available phone is in the office.

Westmoreland School Volunteer Program

All volunteers are required to sign in at the office and pick up a nametag before heading to a classroom. The Westmoreland School Board Volunteer Policy details that each volunteer and/or chaperone needs to undergo a New Hampshire Criminal Background Check. Forms are available online or in the office and results need to be on file with Westmoreland School **prior** to any volunteer work or chaperoning. Because of fluctuations in volume at the state office, it is suggested that volunteers submit their background check paperwork sixty-days in advance.

The Westmoreland School Volunteer Program is designed to create a partnership between community members and school staff by bringing people into the school to participate in the children's day-to-day education. The primary focus of the program is to more fully meet students' needs. We all share a deep concern for our students' welfare, and there is no better way to encourage our students' growth and development than by working together to meet their needs.

Today, more than ever, there is an increasing emphasis on individualized new teaching strategies, and for working directly with children. Volunteers can both allow teachers to be more effective, and provide the Westmoreland School with additional skills and services that might otherwise be unavailable. In past years, hundreds of volunteers have contributed tens of thousands of hours building a playground, painting and landscaping the school, covering lunch duties, cooking in the kitchen, collecting lunch money, helping in the library and classrooms, developing technology plans and networking computers, recycling cans, and chaperoning trips to name a few.

Volunteers need to enjoy working with or around children, have an interest in education and the community, and be dependable and in good health. The time commitment is flexible and can probably be designed to work with your other commitments.

Some parents may just want to volunteer in their child's class and that type of informal arrangement is more than welcome, **providing the requisite criminal background check is completed and on file.** . If you are interested in volunteering at the school, please call us at 399-4421.

Westmoreland School Memorials

Several trees have been planted in honor and/or memory of individuals who have given greatly of themselves in support of the children of Westmoreland or in recognition of special events. These trees are listed here in lasting remembrance.

Honoree	Item	Location	Date Planted
Theodora & Edward Kamuda	Maples	NW playground equipment	October, 1993
Theresa & Mickey Acerno	Bradford Pears	In front of the school	June, 1996
Joan Murray	Pin Oak	NE corner of playground equipment	June, 1997
Bob Cox & Lois Delano	Blue Spruce	In front of the school	September, 1998
Jeff Starkey	Silver Maple	High point of driveway	June, 2000
Celia Slason	Lilac Bush	Near large rock Middle School Wing	July, 2002
Victims of 9/11/01	Sugar Maple	In Front of Middle School Middle School Wing	September 11, 2002
Stan Castor, Sr.	Granite Bench	Front Entry Canopy	Fall 2008

Westmoreland School Board Policies

Student Records

State regulations require each educational agency or institution to formulate and adopt policy and procedures regarding confidentiality.

School records attempt to portray an educational history of a child as s/he progresses through the public school. These records may include such items as testing, health data, and personal comments by teachers and those persons who may have occasion to work with that child.

In compliance with federal legislation, all school records are accessible to the interested parent. Parental rights in regard to the school records of their child (children) are very clearly spelled out in Westmoreland School District Policy JRA. This policy is available to all parents upon request. In addition, the following notification of rights under The Family Educational Rights and Privacy Act (FERPA) is provided for your information.

The Family Educational Rights and Privacy Act (FERPA)

1. The right to inspect and review the student's education records within 45 days of the day the District receives a request for access.
 Parents or eligible students should submit to the school principal a written request that identifies the record(s) the parent or eligible student wishes to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading.
 Parents or eligible students may request the School District amend a record that is believed to be inaccurate or misleading. The parent or eligible student should write the school principal, and clearly identify the inaccuracy in such letter.
 If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise the parent or eligible student of the right to a

hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interest. A school official is a person employed by the School District as an administrator, supervisor, instructor, or support staff member or therapist; or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, D.C. 20202-4605

Sexual Harassment

No student should be made to feel uncomfortable because of remarks or touching directed to or about the student in a way that is sexually offensive. Students are encouraged to discuss such harassment, whether by a peer or by an adult, with their parents and/or with school personnel - teacher, counselor or administrator - with whom the student feels comfortable. The parent, teacher, counselor or administrator shall immediately involve the building principal for appropriate resolution.

A copy of Westmoreland Board Policy JBAA/GBAA on sexual harassment can be obtained by contacting the SAU 29 Title IX Compliance Administrator:

Manager of Human Resources
NH School Administrative Unit 29
193 Maple Avenue
Keene, New Hampshire, 03431

Smoking

According to state law, there will be **no smoking allowed on school grounds** or in the school building at any time.

Title IX Compliance Statement

This school district receives federal financial assistance. In order to continue receiving such assistance, this school district will not discriminate in educational programs, activities, or employment practices on the basis of race, language, sex, age or handicapping condition, under the provisions of Title IX of the 1972 Educational Amendment or Section 504 of the Rehabilitation Act of 1973.

Complaints regarding compliance with Title IX regulations should be submit to:

Director of Human Resources
NH School Administrative Unit 29
193 Maple Avenue
Keene, New Hampshire, 03431

Weapons Policy

Weapons on school premises or in connection with school activities may lead to dangerous and violent behavior and will not be tolerated. Westmoreland School District Policy JICD/JIH and various state and federal laws provide for substantial sanctions for the possession of weapons, including mandatory suspension or expulsion from school and the filing of a report to applicable police authorities. A copy of policy JICD/JIH and/or related laws pertaining to weapons and violence on school premises is available from the Superintendent's office.

Safe School Zone

RSA 193-D Safe School Zone: A student may be suspended or expelled for acts of theft, destruction or violence occurring on school property, bus stops and routes regardless of the age of the student.

Drug Free Zone

Chapter 193-B, Drug Free Zones make it unlawful for any person to manufacture, sell, prescribe, administer, dispense, or possess with intent to sell or compound any controlled drug or its analog, within a drug-free school zone at any time.

Revised 8/05

Annual Notification of Building Occupants

The Westmoreland School has been inspected for the presences of asbestos-containing materials. The condition of these materials will be reviewed every six months until they have been removed from the building.

A written plan has been developed for managing these materials while they remain in place. This plan is on file in the office location identified below during normal business hours. Copies may be made on request at a cost of 10 cents per page.

Asbestos Coordinator: SAU 29 Director of Buildings and Grounds

Local Education Agency: SAU 29

School Building: Westmoreland School

Address: 40 Glebe Road

Westmoreland, New Hampshire 03467

Westmoreland School P.T.A.

The Westmoreland PTA is a dedicated volunteer group of parents and teachers working together to raise critically thinking, creative, compassionate and responsible young people. The mission of this organization is to support and strengthen the partnership between parents, teachers, students and the community toward the above mentioned end. Each year, the PTA sponsors, either in full or part, programs and events including the Bulldog 4 Fun Run in the Spring, the Community Calendar, Promotional Reading Programs (Toadstool Trip/Book Fair), Teacher Appreciation Week, a college scholarship, support for wellness programs, and other family events.

The Westmoreland PTA consists of five executive officers and 9 classroom representatives (one for each grade) who are all elected in May for the following school year. The room representative acts as a liaison between parents and the teacher and is also responsible for hosting one PTA meeting during the school year. The PTA room representative may help recruit volunteers for PTA sponsored program. Parents should feel free to contact their room representative if they have any questions or concerns regarding PTA events/programs.

PTA meetings are usually held on the second Tuesday of each month at 7:00 pm at the school. The agenda and previous meeting minutes are sent home from school with the children each month. Meetings are open to all and are a great way to keep in touch with school-related issues and activities. Parent discussions, refreshments are a part of every meeting. Parents, teachers, students or Westmoreland residents are all welcome at PTA meetings and may join the organization at any time during the year. Annual dues are \$6/person with members receiving voting privileges.

PTA OFFICERS 2017-2018

President	Jennifer Harville
Vice President Programs	Ellen Lavasseur
Vice President Membership	Christy Dewey
Treasurer	Diane Cyr
Secretary	Diana Stetson

Homework Survival Guide & Outline (*National Association of School Psychologists*)

A Place to Work

1. Find the right place. A quiet, well-lighted area is essential.
2. Gather the necessary materials

Organizing Homework/Setting Priorities

1. List out assignments.
2. Make sure the child brought home the necessary books, worksheets, etc.
3. Break longer tasks into subtasks.
4. Check to see what other tasks the child has to do which should be included on the list including long-term assignments, and tests later in the week for which the child should begin studying. Add these to the homework list.
5. Have the child decide what order s/he will complete the work. A good rule of thumb is to have the child begin and end with assignments s/he considers "easy," sandwiching more difficult assignments in between.
6. Estimate how much time it will take to complete the work.
7. Make sure you have allowed enough time for the child to complete all her/his homework, allowing for break time as necessary.

Getting Started

1. Have the child specify when s/he will begin her/his homework and then reward her/him for getting to work within five minutes of the time s/he specified.
2. Sit with your child for the first five minutes to make sure s/he gets off to a good start.
3. Talk with your child about her/his assignments before beginning this is particularly important for written language assignments or more open-ended tasks. Children often need to be "primed" or activated for their best efforts to come out. This is particularly true for children who may have difficulties with verbal fluency or word retrieval.
4. Orient your child to her/his assignment; walk her/him through the first one or two problems or make sure s/he understands what s/he is supposed to do.
5. Build in a short break relatively quickly, if getting started is a problem.

Long Term Assignments

Teachers will provide students with a suggested time line for completion.

- Know what assignments are due when.
- Long term assignments should be broken down into manageable tasks.
- Discussion of these projects at home is beneficial.

Parent Role: Help or Supervise?

1. It is a good idea for parents to discuss with their children the nature of the assignment.
2. Parents may want to review homework assignments to check for either neatness or accuracy. If the handwriting is illegible (and your child is capable of writing more neatly without an inordinate amount of effort), it is acceptable to ask her/him to rewrite the assignment.

3. Parents should keep in mind the overall purpose of homework: usually, although not always to give children independent practice with a skill they have already been taught. If you are unsure of the purpose, please call your child's teacher.
4. You may also want to talk to the teacher if your child appears to be spending an inordinate amount of time on homework even though s/he is successful at it. It is essential that children have sufficient time to pursue non-academic interests.

The ABC's of Staying in Touch with Your Child's School

Tips and Techniques for Serving Children through Great Communication from The National School Public Relations Association (NSPRA) and its nearly 2,000 members, building strong ties between schools and communities throughout North America. For more information on NSPRA services or membership, e-mail us at nspra@nspra.org or call 301-519-0496. www.nspra.org

A Ask questions whenever you have a concern. Good schools want involved parents who know what's going on in their schools. They know that sound support for their effort grows out of a solid understanding of what's happening and why. Never feel like you're intruding or interrupting when you have something to ask. Make a call. Visit your school. Send an e-mail. However you do it, ask about whatever's on your mind.

B Build your child's confidence with regular communication. Ask questions about what's going well and not so well in school. Compliment good effort. Encourage questions. Make conversation about school progress an every-day ritual.

C Clarify language you don't understand. Schools can have a way of making the simple sound complicated. Don't be intimidated by jargon or confusing abbreviations. Ask questions until you're comfortable with what's being said. Examples: "When you say _____, what do you mean by that?" Or, "Can you give me an example of what you mean by _____."

D Dig deeper into your child's schoolwork and understand what is going on. Partner with your child and with teachers to build a home-school learning team. Understand the short-and long-term learning objectives for assignments. Read over assignments. Review homework. Getting involved communicates to your child and to teachers that you care.

E E-mail your child's teacher or principal. More and more schools are turning to e-mail as an efficient way to stay in touch with parents. Check into what your school offers. Make sure you're on the e-mail list to get school info, if your school maintains one. But use e-mail wisely. It works best for short, uncomplicated exchanges. It's not good for resolving concerns. Personal meetings still work best for more serious matters.

F Follow up with teachers and others at your school. Good communication is an ongoing process. Develop a good working relationship with those working with your child. Don't let issues build and build until they become more complicated than they have to be. When you have a question, no matter how small, ask it right away.

G Gather information on how your school works. Keep handbooks or calendars close by. They can be good sources of names, phone numbers or basic info when you have questions. Note school meetings and events on your home calendar and try to attend as many as you can.

H Have patience when trying to reach teachers. Remember that teachers often start work very early in the day – and they are usually in class much of the day. Leave voice mail messages or send e-mails. Expect timely but not immediate responses. Of course, do call the principal or a counselor in an urgent situation or if you feel that someone is not responding appropriately to your requests.

I Inform your school and teacher about issues important to your child. Teachers and others in your school want to know as much as possible about your child. Keep them up to date on issues and information that might be important. Explain special situations or events that might be influencing behavior or performance.

J Join parent organizations and school committees. Parent groups and advisory committees play essential roles in linking your school to the communities it serves. Without good, representative input, any school can make bad decisions. It takes only a few hours every month to make a difference by working with groups like these. Don't know how to get started? Call your principal or teacher and simply ask how you can help.

K Keep up to date on technology. More and more schools are maintaining their own web sites offering everything from the latest news to lunch menus, student handbooks, class calendars and more. Make sure you know what's available and use it to stay in touch. Can't find something you're looking for? Call or e-mail the school and ask. Schools need to hear what works and what doesn't from people using their communication technology.

L Let teachers and principals know that you appreciate good communication. Send a note of thanks or appreciation when you get a note, newsletter or some other message about events in the classroom. Let them know you're reading what they're sending home, and what you find helpful. Feel free to suggest improvements or other issues you'd like to hear more about. Good feedback helps people communicate more effectively.

M Meet people whenever you can. Nothing is more important than developing personal relationships with people at your child's school. Your child's teachers can do a better job if they know about any concerns you have. And you'll feel better about your child's school if you understand what's happening there. To communicate effectively, people have to spend some time getting to know one another.

N Never go away feeling confused. Schools and the parents they serve can get involved in many complicated issues and situations. At times, stress and emotions can get in the way good communication. Take the time yourself — and make others take the time — to reasonably and rationally discuss any matter of concern. Don't look for instant solutions. Sometimes events may take some time and numerous discussions to resolve to everyone's satisfaction.

O Organize your thoughts and questions before attending school meetings. Make the most of meetings with teachers and others by thinking about issues before you arrive. Consider making a list of key questions for you to discuss so nothing gets overlooked. When possible, let others know in advance what you'd like to discuss, so they can do their best to answer your questions.

P Provide a good example with good communication. What you say and how you say it has a tremendous impact on the attitude and outlook your child brings to school. Use open communication to show that you're concerned about quality and performance from everyone when it comes to schoolwork — including your child. Be careful about making offhand remarks or comments when talking about schools and teachers — children sometimes can easily misunderstand what parents really mean.

Q Question school officials about special programs that may be available for your child. Schools today offer a variety of special programs and services responding to all kind of needs presented by students. You should know what all these programs really offer to your child — and how you can make the most of them. Never assume you know all there is to know about your school.

R Read and respond to those many notices your child brings home. A top communication concern held by many teachers: Parents often miss key information sent home. Sometimes children forget to pass on the information. Other times parents forget to respond to it. **Try this:** Think of your child's homecoming the same way you think of your phone answering machine. Most people check for new messages when they walk in the door. Do the same when you see your child after school. Always ask: What messages do you have for me today?

S Spend time learning with your child. Learning together adds to the fun — and it helps your child achieve even more. Good classrooms help students support one another in the learning process — and a good learning environment at home does the same. Some tips: Focus your questions on asking about specific things your child found interesting, exciting, fun or new. Ask questions in ways that express interest in your child’s feelings and thoughts not just progress and performance.

T Thank your child for sharing. Children like to get thanks too. Take the time to express your appreciation for information and insights that they share with you. Make sure they know that helping you stay in touch makes you feel good about them and the work they’re doing.

U Understand school rules — and why they’re important. Schools and teachers have many rules. Good rules help to foster fairness, safety and cooperation. Good up front communication with your child and teacher can help to avoid all kinds of potential problems when it comes to following school rules. You can’t over-communicate when it comes to rules. Ask when you have a question.

V Voice your concerns only with people who can solve your problem. Don’t waste time complaining to people who can’t fix your problem. Ask questions to find out who can help, and then make your request directly to that person.

W Wade through the red tape if it appears. Good schools are run by good people who want their schools to be responsive. Still, bureaucracies can pop up even in the best systems and the resulting red tape can entangle good intentions. Recognize that non-responsiveness isn’t personal. Be persistent. The best defense against organizational inaction is parents and teachers who keep communicating until they get results.

X X-out what isn’t essential when communicating with others at school. Remember that old line from the TV-show *Dragnet* when communicating on school issues: “Just the facts.” Debates and disagreements are a natural part of open communication, but they shouldn’t get personal. Take the high road even if someone else gets personal with you. **Remember:** The goal of good home-school communication should always be keeping a focus on the success of children. Use that as your benchmark to keep your messages focused.

Y Yearn to help others help your child succeed. Many people at home and school contribute to a child’s ultimate success. How well all of these people share information and get along with each other will have a great deal to do with just how successful a child’s school experience will be. Use sound communication to build relationships to serve your child.

Z Zero in on the positive messages essential to a great school experience. Don’t let your communications be sidetracked by outside issues. Keep people and conversations focused on outcomes that will mean the most to your school and child. Use communication to bolster what’s right and what’s working. Don’t use communication to dwell on what’s wrong. © 2003 by the National School Public Relations Association. All Rights Reserved. Permission is granted to reproduce this page for noncommercial use provided credit is given as follows — Source: National School Public Relations Association, 15948 Derwood Road, Rockville MD 20855; (301) 519-0496; www.nspr.org; E-mail: nspra@nspra.org. **National School Public Relations Association, 15948 Derwood Rd., Rockville MD 20855; www.nspr.org**

Your Rights -

- You have a right to be happy and to be treated with compassion in this school: this means that no one will laugh at you or hurt your feelings.
- You have the right to be yourself in this school: this means that no one will treat you unfairly because you are black or white, fat or thin, tall or short, boy or girl.
- You have the right to be safe in this school: this means that no one will hit you, kick you, push you, pinch you, threaten you, or hurt you.
- You have the right to expect your property to be safe in this school.
- You have the right to hear and be heard in this school: this means that no one should yell, scream, shout, make loud noises, or otherwise disturb you.
- You have the right to learn about yourself and others in this school: this means that you will be free to express your feelings and opinions without being interrupted or punished.
- You have the right to be helped to learn self-control in this school.
- You have the right to expect that all these rights will be yours in all circumstances so long as you are exercising your full responsibility that follow below.

Your Responsibilities -

- You have the responsibility to treat others with compassion: this means that you will not laugh at others, tease others, or try to hurt the feelings of others.
- You have the responsibility to respect others as individuals and not to treat others unfairly because they are black or white, fat or thin, tall or short, boy or girl, adult or child.
- You have the responsibility to make the school safe by not hitting anyone, kicking anyone, pushing anyone, pinching anyone, threatening anyone, or hurting anyone.
- You have the responsibility not to steal or destroy the property of others.
- You have the responsibility to help maintain a calm and quiet school: this means you will not yell, scream, shout, make loud
- You have the responsibility to learn about yourself and others in this school: this means that you will be free to express your feelings and opinions without being interrupted or punished, and you will not interrupt or punish others who express their feelings and opinions.
- You have the responsibility to learn self-control in this school: this means you will strive to exercise your rights without denying the same rights to others, and you can expect to be corrected if you do abuse the rights of others as they shall be corrected if your rights are abused.
- You have the responsibility to protect your rights and the rights of others by exercising your full responsibilities in all circumstances.

Westmoreland School Acceptable Usage Policy (GBEF/IJNDB)

The Westmoreland School District believes that computer technology and access to the Internet can be valuable learning tools and important elements of a student's educational experience. The Board also recognizes the value of computer technology and the Internet to teachers as resources for their research, planning and implementation of learning activities for students.

Therefore, the Board requires all students and adults who utilize computer technology or access the Internet in the Westmoreland School District to follow the administrative guidelines and Acceptable Usage Policy that are intended to ensure student safety and to promote the effective, ethical, efficient and lawful use of the computer and telecommunications systems of the Westmoreland School District.

Always use the Network/Internet in the presence of staff or faculty and in accordance with the following rules:

1. **A user may not send, display, or receive offensive messages, pictures, or other media with is defamatory, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or offensive to human dignity.**
2. **A user may not send, display, or receive hate mail, discriminatory or other antisocial remarks, or information which is intended to harass.**
3. **A user may not employ the Network/Internet for commercial purposes.**
4. **A user may not participate in any type of teleconferencing or "chat" without permission of the instructional staff**
5. **A user may not intentionally damage computers, networks, or other school technology, or intentionally change settings without permission.**
6. **A user may not plagiarize. All quotes, references and sources used must be cited.**
7. **A user may not access or trespass into other users' folder, files, documents or external drives.**
8. **A user may not access the Internet to play non-educational games or for other non-academic activities without direct permission from supervising faculty.**
9. **A student user may not access any type of teleconferencing, social network or email without permission of the supervising staff.**
10. **In accordance with Westmoreland School Policy # 5017, school staff are prohibited from socializing outside of school on social networks websites with students.**

Consequences:

1. **Violations may result in loss of access to school technology and/or the Internet**
2. **Students who cause damage to school equipment or networks through their inappropriate use may be required to make restitution.**
3. **Additional disciplinary action may be determined at the building level in line with existing disciplinary policies.**
4. **When applicable, law enforcement agencies may be involved.**

In accordance with the **Children's Internet Protection Act (CIPA)**, the district will at all times utilize filtering software designed to restrict minors' access to materials harmful to them.

1. Harmful to minors is defined as any picture, image, graphic image file or other visual depiction that :
 - a. taken as a whole with respect to minors appeals to a prurient interest in nudity, sex or
 - b. depicts, describes or represents in a patently offensive way with respect to what is suitable for minors and actual or simulated sexual act or sexual contact;
 - c. taken as a whole, lacks serious literary, artistic, political, violent, or scientific value as to minors.

NEW HAMPSHIRE SCHOOL ADMINISTRATIVE UNIT 29 WESTMORELAND SCHOOL DISTRICT
School Board Policy JICK PUPIL SAFETY AND VIOLENCE PREVENTION – BULLYING
Category: Priority/Required by Law

I. Definitions (RSA 193-F:3)

1. Bullying. Bullying is hereby defined as a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:

(1) Physically harms a pupil or damages the pupil's property; (2) Causes emotional distress to a pupil; (3) Interferes with a pupil's educational opportunities; (4) Creates a hostile educational environment; or (5) Substantially disrupts the orderly operation of the school.

Bullying shall also include actions motivated by an imbalance of power based on a pupil's actual or perceived personal characteristics, behaviors, or beliefs, or motivated by the pupil's association with another person and based on the other person's characteristics, behaviors, or beliefs.

2. Cyberbullying. Cyberbullying is defined as any conduct defined as "bullying" in this policy that is undertaken through the use of electronic devices. For purposes of this policy, any references to the term bullying shall include cyberbullying.

3. Electronic devices. Electronic devices include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, and websites.

4. School property. School property means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.

Any reference in this policy to "parent" shall include parents or legal guardians.

II. Statement Prohibiting Bullying or Cyberbullying of a Pupil (RSA 193-F:4, II(a))

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

Further, in accordance with RSA 193-F:4, the District reserves the right to address bullying and, if necessary, impose discipline for bullying that:

- (1) Occurs on, or is delivered to, school property or a school-sponsored activity or event on or off school property; or
- (2) Occurs off of school property or outside of a school-sponsored activity or event, if the conduct interferes with a pupil's educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event.

The Superintendent of Schools is responsible for ensuring that this policy is implemented. III. Statement prohibiting retaliation or false accusations (RSA 193-F:4, II(b)) False Reporting

A student found to have wrongfully and intentionally accused another of bullying may face discipline or other consequences, ranging from positive behavioral interventions up to and including suspension or expulsion.

A school employee found to have wrongfully and intentionally accused a student of bullying shall face discipline or other consequences be determined in accordance with applicable law, District policies, procedures and collective bargaining agreements.

Reprisal or Retaliation

The District will discipline and take appropriate action against any student, teacher, administrator, volunteer, or other employee who retaliates against any person who makes a good faith report of alleged bullying or against any person who testifies, assists, or participates in a proceeding or hearing relating to such bullying.

1. The consequences and appropriate remedial action for a student, teacher, school administrator or school volunteer who engages in reprisal or retaliation shall be determined by the Principal after consideration of the nature, severity and circumstances of the act, in accordance with law, Board policies and any applicable collective bargaining agreements.
2. Any student found to have engaged in reprisal or retaliation in violation of this policy shall be subject to measures up to, and including, suspension and expulsion.
3. Any teacher or school administrator found to have engaged in reprisal or retaliation in violation of this policy shall be subject to discipline up to, and including, termination of employment.
4. Any school volunteer found to have engaged in reprisal or retaliation in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds.

Process To Protect Pupils From Retaliation

If the alleged victim or any witness expresses to the Principal or other staff member that he/she believes he/she may be retaliated against, the Principal shall develop a process or plan to protect that student from possible retaliation.

Each process or plan may be developed on a case-by-case basis. Suggestions include, but are not limited to, re-arranging student class schedules to minimize their contact, stern warnings to alleged perpetrators, temporary removal of privileges, or other means necessary to protect against possible retaliation.

IV. Protection of all Pupils (RSA 193-F:4, II(c))

This policy shall apply to all pupils and school-aged persons on school district grounds and participating in school district functions, regardless of whether or not such pupil or school-aged person is a student within the District.

V. Disciplinary Consequences For Violations of This Policy (RSA 193-F:4, II(d))

The district reserves the right to impose disciplinary measures against any student who commits an act of bullying, falsely accuses another student of bullying, or who retaliates against any student or witness who provides information about an act of bullying.

In addition to imposing discipline under such circumstances, the board encourages the administration and school district staff to seek alternatives to traditional discipline, including but not limited to early intervention measures, alternative dispute resolution, conflict resolution and other similar measures.

VI. Distribution and Notice of This Policy (RSA 193-F:4, II(e)) Staff and Volunteers

All staff will be provided with a copy of this policy annually. The Superintendent may determine the method of providing the policy (employee handbook, hard copy, etc.)

The Superintendent will ensure that all school employees and volunteers receive annual training on bullying and related district's policies.

Students

All students will be provided with a copy of this policy annually. The Superintendent may determine the method of providing the policy (student handbook, mailing, hard copy, etc.)

Students will participate in an annual education program which sets out expectations for student behavior and emphasizes an understanding of harassment, intimidation, and bullying of students, the District's prohibition of such conduct and the reasons why the conduct is destructive, unacceptable, and will lead to discipline. Students shall also be informed of the consequences of bullying conduct toward their peers.

The Superintendent, in consultation with staff, may incorporate student anti-bullying training and education into the district's curriculum, but shall not be required to do so.

Parents

All parents will be provided with a copy of this policy annually. The Superintendent may determine the method of providing the policy (parent handbook, mailing, etc.). Parents will be informed of the program and the means for students to report bullying acts toward them or other students. They will also be told that to help prevent bullying at school they should encourage their children to:

1. Report bullying when it occurs;
2. Take advantage of opportunities to talk to their children about bullying;
3. Inform the school immediately if they think their child is being bullied or is bullying other students;
4. Cooperate fully with school personnel in identifying and resolving incidents. Additional Notice and School District Programs

The Board may, from time to time, host or schedule public forums in which it will address the anti-bullying policy, discuss bullying in the schools, and consult with a variety of individuals including teachers, administrators, guidance counselors, school psychologists and other interested persons.

VII. Procedure for Reporting Bullying (RSA 193-F:4, II(f)) At each school, the Principal shall be responsible for receiving complaints of alleged violations of this policy. Student Reporting

1. Any student who believes he or she has been the victim of bullying should report the alleged acts immediately to the Principal. If the student is more comfortable reporting the alleged act to a person other than the Principal, the student may tell any school district employee or volunteer about the alleged bullying.
2. Any school employee or volunteers who witnesses, receives a report of, or has knowledge or belief that bullying may have occurred shall inform the Principal as soon as possible, but no later than the end of that school day.
3. The Principal may develop a system or method for receiving anonymous reports of bullying. Although students, parents, volunteers and visitors may report anonymously, formal disciplinary action may not be based solely on an anonymous report. Independent verification of the anonymous report shall be necessary in order for any disciplinary action to be applied.
4. The administration may develop student reporting forms to assist students and staff in filing such reports. An investigation shall still proceed even if a student is reluctant to fill out the designated form and chooses not to do so.
5. Upon receipt of a report of bullying, the Principal shall commence an investigation consistent with the provisions of Section XI of this policy.

Staff Reporting

1. An important duty of the staff is to report acts or behavior that they witness that appears to constitute bullying.
2. All district employees and volunteers shall encourage students to tell them about acts that may constitute bullying. For young students, staff members may provide direct assistance to the student.
3. Any school employee or volunteers who witnesses, receives a report of, or has knowledge or belief that bullying may have occurred shall inform the Principal as soon as possible, but no later than the end of that school day.
4. Upon receipt of a report of bullying, the Principal shall commence an investigation consistent with the provisions of Section XI of this policy.

VIII. Procedure for Internal Reporting Requirements (RSA 193-F:4, II(g))

In order to satisfy the reporting requirements of RSA 193-F:6, the Principal or designee shall be responsible for completing all New Hampshire Department of Education forms and reporting documents of substantiated incidents of bullying. Said forms shall be completed within 10 school days of any substantiated incident. Upon completion of such forms, the Principal or designee shall retain a copy for themselves and shall forward one copy to the Superintendent. The Superintendent shall maintain said forms in a safe and secure location.

IX. Notifying Parents of Alleged Bullying (RSA 193-F:4, II(h))

The Principal shall report to the parents of a student who has been reported as a victim of bullying and to the parents of a student who has been reported as a perpetrator of bullying within 48 hours of receiving the report. Such notification may be made by telephone, writing or personal conference. The date, time, method, and location (if applicable) of such notification and communication shall be noted in the report. All notifications shall be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

X. Waiver of Notification Requirement (RSA 193-F:4, II(i))

The Superintendent may, within a 48 hour time period, grant the Principal a waiver from the requirement that the parents of the alleged victim and the alleged perpetrator be notified of the filing of a report. A waiver may only be granted if the Superintendent deems such a waiver to be in the best interest of the victim or perpetrator. Any waiver granted shall be in writing.

XI. Investigative Procedures (RSA 193-F:4, II(j))

1. Upon receipt of a report of bullying, the Principal or Superintendent shall, within 1 school day, initiate an investigation into the alleged act. If the Principal is directly and personally involved with a complaint or is closely related to a party to the complaint, then the Superintendent shall direct another district employee to conduct the investigation.
2. The investigation may include documented interviews with the alleged victim, alleged perpetrator and any witnesses. All interviews shall be conducted privately, separately and shall be confidential. Each individual will be interviewed separately and at no time will the alleged victim and perpetrator be interviewed together during the investigation.
3. If the alleged bullying was in whole or in part cyberbullying, the Principal may ask students and/or parents to provide the District with printed copies of e-mails, text messages, website pages, or other similar electronic communications.

4. A maximum of 10 school days shall be the limit for the initial filing of incidents and completion of the investigative procedural steps.

5. Factors the Principal or other investigator may consider during the course of the investigation, including but not limited to:

Description of incident, including the nature of the behavior;

How often the conduct occurred;

Whether there were past incidents or past continuing patterns of behavior;

The characteristics of parties involved, (name, grade, age, etc.);

The identity and number of individuals who participated in bullying behavior;

Where the alleged incident(s) occurred;

Whether the conduct adversely affected the student's education or educational environment;

Whether the alleged victim felt or perceived an imbalance or power as a result of the reported incident; and

The date, time and method in which parents or legal guardians of all parties involved were contacted.

6. The Principal shall complete the investigation within 10 school days of receiving the initial report. If the Principal needs more than 10 school days to complete the investigation, the Superintendent may grant an extension of up to 7 school days. In the event such extension is granted, the Principal shall notify in writing all parties involved of the granting of the extension.

7. Whether a particular action or incident constitutes a violation of this policy shall require a determination based on all facts and surrounding circumstances and shall include recommended remedial steps necessary to stop the bullying and a written final report to the Principal.

8. Students who are found to have violated this policy may face discipline in accordance with other applicable board policies, up to and including suspension. Students facing discipline will be afforded all due process required by law.

XII. Response to Remediate Substantiated Instances of Bullying (RSA 193-F:4, II(k))

Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of bullying or retaliation may range from positive behavioral interventions up to and including suspension or expulsion of students and dismissal from employment for staff members.

Consequences for a student who commits an act of bullying or retaliation shall be varied and graded according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim, and take corrective action for documented systematic problems related to bullying.

Examples of consequences may include, but are not limited to: Admonishment

Temporary removal from classroom Deprivation of privileges classroom or administrative detention

Referral to disciplinarian In-school suspension Out-of-school suspension Expulsion

Examples of remedial measures may include, but are not limited to: Restitution Mediation, Peer support group, Corrective instruction or other relevant learning experience, Behavior assessment, Student counseling, Parent conferences.

In support of this policy, the Board promotes preventative educational measures to create greater awareness of aggressive behavior, including bullying. The Board encourages the Superintendent to work collaboratively with all staff members to develop responses other than traditional discipline as a way to remediate substantiated instances of bullying.

XIII. Reporting of Substantiated Incidents to the Superintendent (RSA 193-F:4, II(l)) The Principal shall forward all substantiated reports of bullying to the Superintendent upon completion of the Principal's investigation.

XIV. Communication With Parents Upon Completion of Investigation (RSA 193-F:4, II(m))

1. Within two school days of completing an investigation, the Principal will notify the students involved in person of his/her findings and the result of the investigation.
2. The Principal will make verbal confidential contact via telephone to the parents of the alleged victim and alleged perpetrator of the results of the investigation. The Principal will also send a letter to the parents within 24 hours again notifying them of the results of the investigation.
3. If the parents request, the Principal shall schedule a meeting with them to further explain his/her findings and reasons for his/her actions.
4. In accordance with the Family Educational Rights and Privacy Act and other law concerning student privacy, the District will not disclose educational records of students including the discipline and remedial action assigned to those students and the parents of other students involved in a bullying incident.

XV. Appeal

1. For non-disciplinary remedial actions where no other review procedures govern, the parents of the pupils involved in the bullying shall have the right to appeal the Principal's decision to the Superintendent in writing within five (5) school days. The Superintendent shall review the Principal's decision and issue a written decision within ten (10) school days. If the aggrieved party is still not satisfied with the outcome, the aggrieved party may file a written request for review by the School Board within ten (10) school days of the Superintendent's decision. The School Board will adhere to all applicable New Hampshire Department of Education administrative rules.
2. The procedures under RSA 193:13, Ed 317, and District policies establish the due process and appeal rights for students disciplined for acts of bullying.
3. The School Board or its designee will inform parents of any appeal rights they may have to the New Hampshire State Board of Education.

XVI. School Officials (RSA 193-F:4, II(n))

The Superintendent of schools is responsible for ensuring that this policy is implemented. The Superintendent may establish additional procedures to facilitate the implementation of this policy.

XVII. Capture of Audio Recordings on School Buses

Pursuant to RSA 570-A:2, notice is hereby given that the Board authorizes audio recordings to be made in conjunction with video recordings of the interior of school buses while students are being transported to and from school or school activities. The Superintendent shall ensure that there is a sign informing the occupants of school buses that such recordings are occurring.

XVIII. Use of Video or Audio Recordings in Student Discipline Matters

The District reserves the right to use audio and/or video recording devices on District property (including school buses with permission of the bus company) to ensure the health, safety and welfare of all staff, students and visitors. Placement and location of such devices will be established in accordance with the provisions of Policies EEAA, EEAE and ECAF.

In the event an audio or video recording is used as part of a student discipline proceeding, such video may become part of a student's education record. If an audio or video recording does become part of a student's education record, the provisions of Policy JRA shall apply. The Superintendent is authorized to contact the District's attorney for a full legal opinion relative in the event of such an occurrence.

Legal References:

RSA 193-F:3, Pupil Safety and Violence Prevention Act RSA 570-A:2, Capture of Audio Recordings on School Buses Allowed NH Code of Administrative Rules, Section Ed 306.04(a)(8), Student Harassment

Approved: W – 10/21/10