

A Place To Grow



Family Handbook

2024-2025

Washington Elementary School
Washington School District
Washington, NH 03280
603-495-3463

www.hdsd.org/Domain/200

Kelli Colarusso
Teaching Principal

62 Wolf Way
Washington, NH 03280
603-495-3463



www.hdsd.org/Domain/200

#WESNHpride

August 2024

Dear Washington Families,

This handbook has been designed to give students and families an understanding of our expectations, responsibilities, procedures, rules, and guidelines. While we have made every effort to include as much information as possible, the information in this document does not review all potential situations and policies. The complete list of Washington School District policies may be found online at www.hdsd.org. If you have any questions after reading and reviewing the handbook with your child, please feel free to contact me at 603-495-3463 or via e-mail (kcolarusso@hdsd.org). Changes to sections from previous years are highlighted in blue on the Table of Contents.

Students learn best when there is an active and strong partnership between school and home, so please be as involved as you can be with your child's education whether through conversations with teachers and administration, volunteering at school events, ensuring regular school attendance, attending our school events, or reinstating the Friends of Washington (PTO). Last year we tried a couple new family engagement events and truly appreciated the amount of involvement we received. Please let us know if you have ideas for involving families in our school. Regularly updated WES news and information may be found on our school website (<https://www.hdsd.org/Domain/200>), Facebook, and through building and classroom newsletters. The Wolf Cub Press is our building newsletter and is emailed to families. This year it will include links to classroom newsletters.

Our Facebook page can be found at <https://www.facebook.com/profile.php?id=100063607422666>.

We are excited to embark on this journey with you and we hope that you and your students are looking forward to a great year. You are all an important part of our wolf pack and all the staff at WES look forward to another amazing year with you, hopefully with more events and opportunities to collaborate!

Kelli Colarusso, Teaching Principal

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Welcome to Washington Elementary School

Washington Elementary School is a family-centered facility where all members of the community work together for the betterment of children. Parents and other interested adults are welcomed and encouraged to actively participate as members of our learning community. We provide a variety of programs and experiences for our students, addressing different learning styles and recognizing individual strengths and weaknesses. We offer a balance between structured education and opportunities for the development of problem-solving and decision-making skills. Lessons provide room for individual practice and enrichment and development of cooperative skills. Emphasis is placed on the development of good reading, writing and math skills. Small group interaction is utilized as a positive learning experience that inspires students to develop pride in sharing their knowledge and opinions. The ability to reason, communicate and work together to evaluate information is stressed as a necessary tool for future growth as members of a democratic society. Our school supports the concept that learning should be interactive and student centered. We hope that when you enter our school, you will see happy children and staff members busily engaged in the learning process. Our goal is to provide our students with skills necessary for success in the twenty-first century.



Mission Statement

The mission of Washington Elementary School is to provide our students with the skills necessary for success in the twenty-first century. We will achieve this by becoming a family-centered facility where all members of the community work together for the betterment of children. Parents and other interested adults will be welcomed and encouraged to actively participate as members of our learning community. We will provide a variety of programs and experiences for our students, addressing different learning styles and recognizing individual strengths and weaknesses. We will offer a balance between structured education and opportunities for the development of cooperative skills. Emphasis will be placed on the development of good reading, writing and math skills. Small group interaction will be utilized as a positive learning experience that will inspire students to develop pride in sharing their knowledge and opinions. The ability to reason, communicate and work together to evaluate information will be stressed as a necessary tool for future growth as members of a democratic society. Our school will support the concept that learning should be interactive and student centered. We hope that when one enters our school, you will see happy children and staff members busily engaged in the learning process.

Vision of Washington School District

The Washington Elementary School will provide a safe, nurturing environment in which pupils will develop mastery of the essential skills necessary for success in life. Parents and community members will feel welcomed to participate in the life of the school, which will also serve as a learning center for the entire town. The School District will evolve by adapting the facilities, staff and resources as necessary to meet the changing needs of our students and community.

Superintendent of Schools

PO Box 2190
Hillsboro, NH 03244
Phone: 464-4466 Fax: 464-4053

Dr. Jennifer Crawford – Superintendent

Stacey Vazquez – Director of Student Support Services

Jeni Laliberte – Director of Curriculum, Instruction, and Assessment

Rebecca Minichiello – Interim Business Administrator

Lynn Wheeler – Administrative Assistant to the Superintendent

Terese Rheault – Central Office Secretary

Washington School Board

Board meetings are generally held on the 2nd Monday of each month at 6:00pm at the school, August - June.

The school board's primary purpose is to establish policies that govern the school system's operations which include electing board officers, adopting an operating budget, determining committee memberships, working with other officials and agencies, electing teachers, policy development, hiring and evaluating the superintendent, approving school calendars, and establishing school attendance boundaries.

Meeting notices and meeting minutes can be found at <https://www.hdsd.org/domain/233>.

Washington School District policies can be found at <https://www.hdsd.org/domain/19>.

School Contact Information

For all calls to the school, please call **603-495-3463** and follow the prompts to speak to or leave a message for the appropriate person.

Phones do not ring in classroom teachers' rooms during the school day. If you leave them a message, they will receive that message via email at the end of the day.

At WES, our staff wear many different hats and aren't always in the same room all day. **To report an absence or a change in dismissal, please leave a message for Dawn** in the office at **603-495-3463**. Messages on that line are checked frequently, and we can assure you that your message will be received **if it is left on the general mailbox**.

****Emergency Number**** - When the power is out or there is no internet, our main phone lines do not work. If this is the case and you need to get in touch with the school, please call **603-495-0187**. There is no way to check/leave messages on this phone. **This phone is not answered regularly unless the internet/power is out.**

Fax - 603-218-6647

2024-2025 School Year Staff Contact Information
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**Washington Elementary School
62 Wolf Way
Washington, NH 03280**

Phone: 495-3463

Fax: 603-218-6647

E-mail: dbilski@hdsd.org

Web: www.hdsd.org/Domain/200

Ann Belanger—Early Learning Support Specialist - abelanger@hdsd.org

Shirley Bergstresser – Kindergarten & Grade 1 Teacher - sbergstresser@hdsd.org

Dawn Bilski— Administrative Assistant - dbilski@hdsd.org

Kelli Colarusso – Teaching Principal (PE, Library, Music) - kcolarusso@hdsd.org

Stephanie Engle - Grades 4 & 5 Teacher (and Grade 3 math) - sengle@hdsd.org

Eric Geaumont - School Psychologist - egeaumont@hdsd.org

Lisa Grolljahn – Grades 2 & 3 Teacher (and Grade 1 math) - lgrolljahn@hdsd.org

Contracted with Hillsboro-Deering – Speech & Language Pathologist - To be announced

Kirsten Hjelm - Paraeducator - khjelm@hdsd.org

Ann Malone - Special Education Teacher - amalone@hdsd.org

Diane Miller - Paraeducator - dmiller@hdsd.org

Sharon Oliveira – Paraeducator - soliveira@hdsd.org

Jenna Rheault - OT - jrheault@hdsd.org

James Rhodes, Nurse/Educational Support Specialist - jrhodes@hdsd.org

Yumiko Sandoe— Art - ysandoe@hdsd.org

Elizabeth Sargent – Janitorial and Maintenance - lsargent@hdsd.org

Working together to make our great school even better!

Staff Directory

Who to go to for...

Immunization requirements and health issues	James Rhodes	Ext. 1
Student Registration	Dawn Bilski	Ext. 1
Homeless Liaison/504/Foster Care	Kelli Colarusso	Ext. 2
Title 1 Program	Kelli Colarusso	Ext. 2
Food Service/Hot Lunch Program	Dawn Biski	Ext. 7
School policies, general questions or concerns	Kelli Colarusso	Ext. 2
Special Education	Ann Malone	Ext. 5
Early Learning Program	Ann Belanger	Ext. 6
Questions/Concerns about your child's class	Classroom teachers Shirley Bergstresser Lisa Grolljahn Stephanie Engle	See below Ext. 3 Ext. 4 Ext. 8

***If your question/concern/comment is specific to your child and their classroom, please first reach out to your child's teacher. You can leave them a message using the extensions above or email them.**

Academics

Although we will do everything possible to support the emotional and social growth of all our students, academic instruction receives our highest priority. We believe that high expectations will lead to high achievements. We base our curriculum on the Common Core Standards and develop our course of study to meet these objectives. In addition, our curriculum correlates to that of Hillsboro-Deering Elementary School in hopes that our students will make a seamless transition when they leave Washington to attend Hillsboro-Deering Middle School.

Grading

Students are graded based on mastery of grade level standards. Individual student progress is tracked based on what students are able to do and what they need to continue to work on. Assessments and narrative report cards are used to communicate to families how students are progressing with the standards. Report cards are issued three times yearly. In November and in March, report cards are given out at parent-teacher conferences. Student work is examined and goals for the next term are determined. The final report card is sent home on the last day of school.

Although conferences are the formal opportunities for parent/teacher communication, we strongly encourage frequent communication between home and school, and attendance at school functions. **If you have a question or concern, please contact your student's teacher immediately.** If there are still unresolved issues, the principal will be happy to schedule a meeting with you and your student's teacher.

Videos in the Classroom

At WES, videos and movies can provide meaningful supplements to our curriculum. All clips should come from G or PG rated movies and should be previewed for appropriate content. Use of PG-13 movies requires parental consent. There may be occasional times when watching an entire movie is appropriate but most of the time film length should be limited to segments related to the curriculum. When entire movies are shown, parents will be notified one week in advance. In this case, it will be up to the parent to contact the teacher if there is a concern about the movie.

Homework Guidelines

Homework may be assigned in Grades K-5. It is intended to reinforce skills, develop study habits, and help develop responsibility. At WES, the general expectation for homework is to read every night and practice math facts (identifying numbers, adding, subtracting, multiplying, or dividing depending on the grade). Homework may also include playing math games that are sent home or keeping a reading journal. Please reach out to your student's teacher if you need more information and to clarify expectations. Homework expectations can also be found in teachers' weekly newsletters.

At times during the school year, families may be asked to help their student(s) with class projects (for example, a science fair project). These are intended to be learning opportunities for the entire family but should not be the sole responsibility of the guardian. Expectations, timelines, and due dates for projects will be sent home by your student's teacher. We hope these projects excite the entire family and create a purpose for learning at home.

Attendance Procedures

At Washington Elementary School we recognize how important it is for students to attend school. Attendance is an important ingredient in one's academic achievement, successes in school, and later successes in life. Absences and tardiness from school should be kept to a minimum.

Parents and guardians must realize that taking their child out of school for any period of time is a choice they make which will impact their child's educational program and progress.

If a student is absent from school (**whether in person or remote**), the responsibility for making up work lies with that student, and their parent/guardian. The student or parent/guardian should contact the appropriate teacher, outside of class, to get make-up work and/or arrange for extra-help sessions.

- a. Parents are requested to notify the school as soon as possible, at 495-3463, in the event their child must be absent from school (**whether in person or remote**). Please leave a message regarding the reason for the absence in order to determine whether an absence is excused or unexcused. **Please include the child's full name, reason for absence, and what symptoms they have if sick, in your message.**
- b. In an effort to provide maximum protection for our children, unreported absences will be followed up by

a call from the office to parents whenever necessary. **Please make sure to keep contact information current with the main office.**

- c. Upon returning to school after an absence, when tardy or for an early dismissal, pupils must present a parent-signed acknowledgement indicating the date(s) and cause of the absence, tardiness, or dismissal.
- d. Parents are discouraged from planning a family vacation during school time, however, if unavoidable, arrangements must be made with administration and the classroom teacher in advance.
- e. Students who arrive after parent drop off are considered tardy (typically around 8:40am). Students who are tardy for school must report to the office to sign in. Tardy time is cumulative, and 3 hours of tardiness is equivalent to ½ day absence.
- f. Students may be dismissed earlier than 3:15 p.m. in case of emergency. It is important that students attend school for the entire day. Parents who need to dismiss students should call the office at 495-3463. The office will contact the classroom teacher.

ATTENDANCE LAW

New Hampshire law defines truancy as ten half days of unexcused absence.

School Boards must develop policies to define “Excused absence,” develop a process for intervention in individual truancy cases, and identify one person in each school as the person responsible for truancy issues.

Excused absences include absences for the following reasons: illness, recovery from an accident, required court attendance, required medical and dental appointments, death in the immediate family, observation or celebration of a bona fide religious holiday, or any other reason deemed acceptable by the Principal or permitted by law.

At Washington Elementary School, the Teaching Principal monitors attendance and works with the local police department on truancy issues. Steps in the intervention process for potential truancy include the following:

A series of formal letters are used to contact the parent/guardian of any student whose attendance is of concern.

1st Letter: 3 days absent without a valid excuse, the parent/guardian is notified that the student is in danger of becoming habitually truant.

2nd Letter: 5 days absent without a valid excuse, the parent/guardian is asked to contact the school and arrange a meeting with the principal. This must be a face-to-face meeting and the parent/guardian will be given some options to help bring about an improvement in attendance. These options may include referral to a Wrap-Around or other social service supports. At this point, the parent/guardian would be informed that further absences or truancy from school will result in a call to DCYF or a wellness check from the local police department.

3rd Letter: If the student's attendance has not improved, the parent/guardian will be notified that the school will file an Educational Neglect Petition with the Division for Children, Youth and Families (DCYF). Acceptable reasons for absences are: personal illness, medical and dental appointments, specified family or legal obligations, and/or PRIOR approval by administration. School administration may require documentation from a physician in the case of prolonged or excessive absences due to illness.

Tardiness and absenteeism has an enormous effect on a student's education. Even one missed day can have a significant impact on learning.

Family Travel

The school year calendar allows ample time for family vacations during scheduled school breaks. The school also understands that opportunities for child and family enrichment through travel can occur at other times of the year. When a student is absent during the regular school session for family travel, the general procedure will be:

1. With a **minimum of two weeks' advance notice** and a note from a parent, the teacher will inform the student what work and what assignments the class is expected to cover during his/ her absence. The teacher will be as specific as his/her plans allow.
2. When the student returns to class, he/she is responsible for checking with the teacher to get any further assignments. The student should talk to the teacher directly or the parent may send a note to the teacher requesting any additional assignments.
3. Families should make the most of the travel experience by encouraging students to keep a journal of their experiences to share with their class upon their return.

***Please note this is only an excused absence after special approval from the principal, given the family has provided a note to the student's teacher two weeks prior to the vacation. Frequency of prior absences and/or vacations is also taken into account when determining approval.**

Behavior Management/Code of Conduct

At WES, students learn and follow the **7 Habits of Happy Kids**. These habits were created based on Stephen Covey's *7 Habits of Highly Effective People* and are directly taught to students through the **Leader in Me curriculum**. Below you will find an overview of the 7 Habits, but teachers will be teaching them in an order that aligns with activities we already do in our curriculum. Pay attention to classroom and administrative newsletters for more information about the habits each month.

These habits will serve as the school-wide Code of Conduct for WES students, will be known as the **Habits of Wolf Leaders (HOWL)**, and will help students find the leader within themselves. It is expected that students will practice these habits in their daily lives and teachers will help students understand how to implement them.

The 7 Habits of Happy Kids

Habit 1 - Be Proactive

"You're in charge."

(of your actions and reactions)

Habit 2 - Begin with the End in Mind

"Have a plan."

Habit 3 - Put First Things First

"Work first, then play."

Habit 4 - Think Win-Win

"Everyone can win."

Habit 5 - Seek First to Understand, then to be Understood

"Listen before you talk."

Habit 6 - Synergize

"Together is better."

Habit 7 - Sharpen the Saw

"Balance feels best."



Zones of Regulation

Students at Washington Elementary School also use the Zones of Regulation to regulate their emotions and actions. The Zones give students concrete vocabulary to express how they are feeling in certain situations, and the students build toolboxes of strategies they can use so that they are ready to learn.

Your student will learn about the Zones and how to use them throughout the school year, but here is a brief overview.

Blue Zone - Tired, Sad, Bored

Green Zone - Calm, happy, focused

Yellow Zone - Frustrated, silly, worried

Red Zone - Mad, overjoyed, out of control

Students learn to identify the Zone that they are in and build a toolbox to help them return to the Green Zone so that they are ready to learn.

The Habits of Wolf Leaders and Zones of Regulation are two aspects of our multi-tiered system of supports for students, which is explained further in the next section.

Discipline Procedures and Process

The Board endorses adoption of a Multi-Tiered System of Supports for Behavioral Health and Wellness (“MTSS-B”). See policy JIC. Washington Elementary School employees will use progressive disciplinary measures and will place emphasis on educating students so they may grow in self-discipline.

MTSS-B is a framework for identifying, understanding, and providing a range of supports, interventions, and resources to address students’ social, emotional, and behavioral wellness. MTSS-B is composed of 3 tiers of interventions.

Tier 1 includes universal supports that benefit all students to improve their social, emotional, and behavioral wellness. Tier 1 supports may include, but are not limited to, classroom behavior management systems, whole school morning meetings, community activities, and/or instruction in social skills, self-regulation, and

character development.

Tier 2 includes targeted supports that are offered to some students who need more help with social, emotional, and behavioral wellness. These may include, but are not limited to, short-term counseling services, individualized behavior interventions, check-ins with a trusted adult, and/or family collaboration.

Tier 3 includes intensive support that is designed to specifically meet the social, emotional, and behavioral needs of a student. These may include, but are not limited to, collaboration with outside service providers, individual short-term counseling services, referral to outpatient mental health services, referral to community resources for the family, individualized behavior interventions, and/or family collaboration.

These interventions and supports are intended to teach students how to self-regulate so they can grow academically and socially. As students learn to self-regulate, mistakes happen and consequences may be necessary. Consequences for breaking school rules follow a graduated approach that may include logical consequences, making amends, removal from the classroom, restriction from school activities, detentions, suspensions, or expulsion.

Logical consequences follow behaviors that are unexpected and are designed to prevent behaviors for recurring. Logical consequences could include: having a student fix something they broke, loss of privilege using an item they were not using safely, more supervision during a lunch, recess or break if the student was misbehaving during those times. Taking away a recess could be a logical consequence only when the misbehavior took place during recess or immediately preceding recess. Processing this misbehavior would happen with an adult during this time.

Making amends may include an apology, helping in the classroom, cleaning up or repairing a damaged item, community service, errands, or writing an apology note or drawing a picture.

Removal from the Classroom means a student is sent to the Principal's office or other designated area during the same school day. It is within the discretion of the person in charge of the classroom to remove the student if the student refuses to obey the teacher's directives, becomes disruptive, or fails to abide by school rules.

Restriction from school activities means a student will attend school and classes, but will not participate in school extra-curricular activities, including such things as competitions, field trips, and performances. The student will be warned of this restriction and the Principal and guardian will be made aware.

Detentions may be given when a student refuses to obey the teacher's/employees directives, becomes disruptive, or fails to abide by classroom or school rules or the Code of Conduct. The student will be warned that this is a possible consequence. Families will be given at least 24 hours notice prior to a student receiving a detention. Before or after school detentions shall not exceed 1 hour and Saturday detentions shall not exceed 3 hours. Families will be expected to provide the necessary transportation that such a before or after school detention will necessitate. Detentions are not appealable.

Suspensions

Violent behavior, either physical or verbal, will not be tolerated at Washington Elementary School and would be considered reason for suspension, either in or out of school. Washington School District policy JICD states that:

“Temporary Reassignment” or “In-School Suspension” means the student will attend school but will be temporarily isolated from one or more classes while under supervision. An in-school suspension will not exceed five (5) consecutive days. Parent/guardians shall be notified prior to the administration of a temporary reassignment. “Probation” means a student is given a conditional suspension of a penalty for a definite period of time in addition to being reprimanded. The conditional suspension will mean the student must meet the conditions and terms for the suspension of the penalty. Failure of the student to meet these conditions and terms will result in reinstatement of the penalty.

Out-of-School Suspensions are categorized into short-term suspensions and long-term suspensions.

“Short-term suspension” means an out-of-school suspension of 10 consecutive school days or less. It can be imposed by the Superintendent or a representative designated in writing. It is imposed for:

- i. Behavior that is detrimental to the health, safety, or welfare of pupils or school personnel (including, but not limited to, an act of theft, destruction or violence, as defined in RSA 193-D:1); or
- ii. repeated and willful disregard of the reasonable rules of the school that is not remediated through imposition of the district's graduated sanctions described in JIC and the Code of Conduct or its equivalency.

“Long-term suspension” is the extension or continuation of a short-term suspension for a period not to exceed an additional 10 days beyond the duration of the short-term suspension. This can be imposed by the Superintendent for:

- i. an act that constitutes an act of theft, destruction or violence, as defined in RSA 193-D;

- ii. bullying pursuant to Board policy JICK when the pupil has not responded to targeted interventions and poses an ongoing threat to the safety or welfare of another student; or
- iii. possession of a firearm, BB gun, or paintball gun.

“Expulsion” means the complete denial of a pupil’s attendance at school for any of the reasons listed in RSA 193:13, II, and IV. An expulsion may be for either a stated duration or permanent.

Grounds for expulsion include:

- i. A repetition of an act that warranted long term suspension under section B.6.b, above;
- ii. Any act of physical or sexual assault that would be a felony if committed by an adult;
- iii. Any act of violence pursuant to RSA 651:5, XIII;
- iv. Criminal threatening pursuant to RSA 631:4, II(a); or
- v. For bringing or possessing a firearm as defined in Section 921 U.S.C. Title 18 within a safe school zone as prohibited under RSA 193-D:1, or under the Gun Free School Zones Act, unless such pupil has written authorization from the Superintendent.

Students are entitled to due process (notice before meeting of the charge and explanation of evidence, notice of the possibility of suspension, opportunity for the student to respond, and a written decision explaining the disciplinary action taken) for suspensions and expulsion and appeals as set forth in Washington School District policy JICD.

Administrative Discretion: The consequences for failing to meet school expectations apply to behavior in school, on district property, in a district vehicle, or at school or district activities. The administration reserves the authority and discretion to deviate from the disciplinary measures set out above or modify consequences as warranted by an infraction. Situations that arise which are not included in these guidelines will be handled by the administration on a case by case basis.

Building Security

The safety of our students is our primary concern. We have instituted certain procedures to support this goal:

1. All outside doors are locked after students enter the building in the morning and remain locked throughout the school day. Those entering the building during school hours must ring the doorbell and be admitted by a school staff member. Any person (other than students and staff) entering the building must sign in at the office. Families are asked to say their goodbyes from the car in the morning. Families are requested to wait in their cars during parent pick-up dismissal.
2. Visitors, such as family members, vendors, and service contractors, need to make an appointment before coming to the school. All visitors must sign in at the front office.
3. Children will not be released from school without parent/guardian supervision or to any adult other than a parent/guardian unless the parent/guardian has notified us.
4. Children will follow their normal dismissal routine unless we have been notified by the parent/guardian in writing. When last minute changes occur, we will accept telephone requests. No changes can be made after 2:00 PM as notifying classrooms of changes becomes increasingly difficult as the end of the school day approaches.
5. **Legal issues: Please be sure that we have current custody or restraining orders on file in the Main Office so that we can honor the court's decision.**
6. Please contact the school immediately if you have reason to be concerned about your child's safety.
7. We have security and surveillance cameras as part of our continuing efforts to ensure safety for the entire school community.

Bullying

New Hampshire House bill 1523, signed into law in 2010, creates the Pupil Safety and Violence Prevention Act. This law defines Bullying and Cyberbullying and mandates that schools respond to reported cases of bullying, *even if the bullying took place outside of school*, if the bullying interferes with a student's educational opportunity. On the next page are the definitions provided in the law:

I. (a) "Bullying" means a single significant incident or a pattern of incidents involving 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.



(b) "Bullying" shall 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.

II. "Cyberbullying" means conduct defined in paragraph I of this section undertaken through the use of electronic devices.

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

IV. "Perpetrator" means a pupil who engages in bullying or cyberbullying.

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

VI. "Victim" means a pupil against whom bullying or cyberbullying has been perpetrated.

We are committed to providing a caring, cooperative, and respectful environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

When bullying does occur a Bullying Report Form is completed by the Teaching Associate Principal and parents and students are interviewed as part of the investigation

Bus Service and Expectations

Transportation by school bus is provided by our school district to those who live more than two miles from the school. It is expected that students will follow school expectations while riding to and from school. The bus driver, as the responsible adult, is the ultimate authority on the bus and must be treated as such.

First Student Transportation Company, the provider of our bus service, has established the following rules for the safety of all:

- Obey the driver's instructions
- Cross the street only when the driver signals
- Remain seated while the bus is moving
- Keep the aisle and exits clear
- Respect the rights of others



Washington Elementary School Policy EEA states:

The bus driver will have responsibility to maintain orderly behavior of students on school buses and will report misconduct to the student's Principal in writing. Video cameras may be used on buses to support the bus driver's reports of unacceptable conduct. The school principal will have the authority delegated by the Superintendent to suspend the riding privileges of students who are disciplinary problems on the bus by failing to conform to the rules and regulations promulgated by the Board.

Parents of children whose pattern of behavior and conduct on school buses endangers the health, safety and welfare of other riders will be notified that their children face the loss of school bus riding privileges in accordance with the student discipline code. Suspensions to continue beyond twenty (20) days must be approved by the Board.

***Any severe disruption may result in an automatic suspension ranging from 1 day to long term, or a full bus expulsion. Audio and video surveillance may be in use on the buses.**

It is the expectation that our students will follow the above rules and take them seriously. Behavior on the bus is an important safety issue and the rules will be enforced. Please contact the school with any questions regarding routes or bus stops, and the Teaching Principal, for any disciplinary issues.

For the safety of our younger students, K-2, they will not be let off the bus without an adult waiting for them at the bus stop, or an older sibling (grades 3 and up) escorting them.

Bus Routes: Bus routes are posted on the SAU #34 website. **Please arrive at the stop 10 minutes prior to your scheduled time.** If the stop is at your house, please come outside to greet your student if they are in kindergarten through grade 2. Changes to the bus schedule are made at the SAU level.

In case of an emergency, you may call the bus company (**First Student Transportation**): **547-9550**

Daily Schedule/Arrival and Dismissal

School begins at 8:30 A.M. **Students should not arrive at school before 8:20 as supervision is not provided prior to this time (in the building or on the playground).**

8:20	Parent Drop Off
8:30	Bus Arrival
12:00-12:20	Lunch
12:20-12:50	Recess
3:05	Bus Dismissal
3:10	Parent Pick-Up Dismissal

Arrival: Please drive up Wolf Way, stop at one of the 3 cones, and allow your child to exit the car. We will unload 3 cars at a time. A staff member will be at the door to greet them. If you need to unbuckle your child, you may exit your car to help but please do not walk him/her to the entrance. Once the 3 cars in front of you have left the cones, the next 3 cars will drive up. Once this procedure is established, cones will not be put out each day, but we will still unload 3 cars at a time.

Please stay to the right of Wolf Way when lining up so that staff members can drive past you and park. If you are running late and the buses have arrived, please wait behind the buses and wait for them to unload. You can drive up to the entrance once the buses move.

Dismissal: Please drive up Wolf Way, stop at one of the 3 cones, and your student will be brought to you. We will load 3 cars at a time. A staff member will ensure your student safely makes it to the car. Once the 3 cars in front of you have left the cones, the next 3 cars will drive up. Once this procedure is established, cones will not be put out each day, but we will still unload 3 cars at a time.

If you are early, please wait at the bottom of Wolf Way near the entrance to the parking lot of Camp Morgan and stay to the right so that the buses can go past you. If it is 3:10pm or later and you have not seen buses, you may proceed up to the school, but please be aware that buses may end up in the pick-up line.

Daily Schedule/Arrival and Dismissal

Specials (Grades K-5)

Mondays	Unified Arts
Tuesdays	Library (music integrated)
Wednesdays	Art
Thursdays	PE
Fridays	Health (1x per month for each class)

*Days could vary depending on projects being completed. This will be communicated with families but it's always a good idea to pack sneakers every day just in case!

Please see your student's teacher for a more detailed daily schedule.

Early Release Days - Students are dismissed 2 hours early

1:05 Bus Dismissal

1:10 Parent Pick-up Dismissal

Early Learning

Tuesday, Wednesday, Thursday— 8:20-11:50am

Early Learners will attend specials on the days they are present.

Please see your child's teacher for a more detailed schedule.

****Arrival and Dismissal procedures are the same for Early Learners. Family visit days will be scheduled throughout the year so that families of our youngest learners have an opportunity to experience the beginning of their student's learning.**

Trimester Dates

Trimester 1—August 26th - November 1st

Trimester 2—November 4th - March 7th

Trimester 3—March 10th - June 13th

Dress Code

All students are expected to be neat and clean and dressed in clothing that is appropriate for school and the weather. Students are prohibited from wearing the following:

1. Apparel which advertises alcohol or tobacco or otherwise promotes the use of illegal substances.
2. Apparel depicting antisocial behavior or vulgar words.
3. Clothing which exposes a student's midriff, chest, or back. Undershirts and basketball-type jerseys are not to be worn unless a tee shirt is worn underneath.

***Shoes need to be appropriate and safe for physical activities throughout the day, as well as any potential evacuation(s). It is always a good idea to pack sneakers and socks in your child's backpack each day just in case he/she needs them.**

Field Trips

In order to broaden the horizons of our children and to expose them to as many experiences and environments as possible, field trips are an integral part of our school's curriculum. Permission slips are sent home prior to the field trip and we ask that they be signed and returned before the field trip.

Occasionally we may need chaperones for field trips. If this is the case, the permission slip will indicate that chaperones are needed. Field trip chaperones are expected to model appropriate behavior at all times. Chaperones should be familiar with the specific curriculum focus of the field trip and assist the students with assignments as well as provide direct supervision of students.

All chaperones need to have a criminal background check and fingerprinting completed before attending any field trips. The background checks take up to 4 weeks to process, so please plan ahead. Please contact the SAU for more information.

Food Service

Breakfast - \$1.75 (Reduced - \$0.00)

Breakfast is available for purchase every morning, except for delayed opening days. It includes choices of milk, grain, fruit, and dairy.

Snack

Students also have a morning snack time. We encourage that snacks sent to school be nutritious.

Fruit, vegetables and cheese seem to be favorites with the children and healthy as well.

Fresh Fruits and Vegetables

Each day a fresh fruit and/or vegetable will be served at snack time. These foods can be a substitution for or in addition to the child's regular snack. The purpose of this state grant funded program is to introduce new fruits and vegetable to student's as well as increase their intake of each.

Lunch - \$2.75 (Reduced - \$0.40); Separate milk price - \$0.40

Students may bring their own lunch or hot lunch can be purchased. Hot lunch is served daily and comes with milk. Milk can also be purchased separately.

Lunch menus are sent home monthly. Please look this menu over with your child to determine the days they will be hot lunch so they can tell their teacher in the morning. Other options for the main entree include: Peanut Butter and Jelly or Yogurt. If they choose this as their main entree, they will receive all the sides as well.

Meal Envelopes

All meals need to be paid for in advance. Please provide cash or check to your child's teacher on Mondays with enough money to cover meals for that week. You may also pay daily if you wish. On Fridays, an envelope will be sent home with your child's name, date, and your child's balance or amount owed written on it. You may use this envelope to send in the money for the next week. If you have any questions regarding how much your child owes, please contact Dawn Bilski. Please also let your child's teacher know if there are days/items that they are not allowed to purchase meals.

Soda: Please do not send soda to school with your child. Milk, juice, and water are great alternatives.

Parties/Healthy Snacks

We strongly encourage healthy lunches and snacks. Proper nutrition is very important at Washington Elementary School. In accordance with our wellness policy and the increase in food related allergies, **students may no longer bring in edible treats or snacks to share with their classmates**. Occasional classroom celebrations planned by the teachers will adhere to our wellness policy, too, and will be planned with advanced notice.

Water Bottles

Students are allowed and encouraged to bring their own water bottle to school. Water bottles should be non-breakable with sealable lids. Water can be refilled throughout the day at the water fountain. Staying hydrated is extremely important and we strive to spend time outside and being active, so it is helpful when students have water bottles at school.

Health Concerns

Your child should be kept home when he/she has:

- a. A temperature over 100° F. Child needs to be fever free for 24 hours before returning to school
- b. An ear/throat/eye infection requiring medication. Child needs to be on antibiotics for 24 hours prior to returning to school
- c. Bronchitis
- d. A rash that cannot be easily identified
- e. Diarrhea/stomach cramps
- f. Vomiting during the night
- g. A severe cold with an excessive cough and nose drainage
- h. Child reports feeling unusually tired, is pale and irritable
- i. Any contagious condition such as the flu



If your child comes to school with any of the conditions listed, he/she will be sent home.

Health Services: Procedure for Medical Records

All **students entering school for the first time** must provide a birth certificate, proof of immunizations, and a copy of child's physical conducted within one year of the first day of school.

The school nurse will review all health records for new students before the first day of school and will notify the parents if the child will require a doctor visit before he/she can begin school.

All **transferring students** will provide before their first day of school proof of immunizations and health record including a physical. The School Nurse or designee may accept phone verification of immunizations and physical in order for the child to begin school, but copies of both must follow.

All records regarding student's health will be reviewed at regular intervals by the school nurse.

Health Services: Medications

Any medication, prescription or over the counter, that a child takes in school, will be kept in a locked drawer or cabinet and must have a **medication administration form** with it. Forms are provided with the first day of school packet and can be found on the website at <https://www.hdsd.org/domain/218>. The form must be filled out and **signed by a parent or guardian**.

Any medication prescribed by a physician must have the **physician's signature** on the form or a copy of the prescription stapled to the form. If your child's physician has telephoned the prescription to the pharmacy, please notify the school office so that we can obtain needed verification. **An adult must deliver medications to the school.**

All **medications** administered in school must be in the **original containers** and must have the child's name on the bottle. Students may not share medications with others.

If you have returned the over-the-counter (OTC) medications permission, the WES health office can give OTC medications when absolutely necessary. It is not our practice to use these as a first option, though.

Health Services: Screenings

Sending a child to public school implies that all routine screening (vision, hearing, height and weight) will be conducted on the child by the school nurse. Any parent who wishes to have screening conducted by their family physician needs to inform the school of this intention at the beginning of the school year.

If a child fails a school screening, the parent/guardian will be informed and requested to take their child for further testing. Please do this as soon as possible and notify the school of the date of the child's appointment. Our nurse is available to help you through this process if needed.

Procedures for Detecting, Screening and Treating Head Lice

The management of pediculosis should proceed so as to not disrupt the education process. If a staff member suspects a student has head lice, they will discretely report this to the school nurse or principal. Following an assessment by the school nurse during a non-academic time period, if further action is necessary, the nurse will contact the child's parent or guardian either by telephone or by a note sent home with the child at the end of the school day. Please visit the following address to receive more information from The New Hampshire Department of Health and Human Services at <http://www.dhhs.nh.gov/dphs/cdcs/documents/pediculosis.pdf>

There is consensus that no-nit policies are inappropriate in a school setting, according to the American Academy of Pediatrics, National Association of School Nurses, the CDC, and the NH Department of Health and Human Services. School-wide screenings and "no-nit" policies are strongly discouraged. Mass screening for live lice has not been proven to have a significant effect on the incidence of head lice in a school community over time. Manual removal of nits after treatment with a pediculicide is not necessary to prevent spread. (*American Academy of Pediatrics Policy Statement on Pediculosis 2002, updated in 2009*).

"No nit" policies contribute to the stigma created around lice. This over-emphasis on case-finding can lead to unproductive use of time by school staff and parents, missed classes, unnecessary absences, and parents missing work. Past screening and exclusion practices in schools have contributed to myths and stigma about lice, which are not supported by the current research, and have resulted in discrimination and unnecessary lost time from school. The importance of cooperation and open communication between families and schools is the most effective method of control!

What can be done to help student(s) with reoccurring head lice?

Guidelines: What may appear to be a reoccurrence of head lice may be the same initial infestation, which has not been treated properly. It is important that parents follow the exact directions on the product they are using and follow through on the indicated treatment regimen. Some of the treatments available are not 100% effective at killing head lice. If the parents suspect the treatment is not working, then they should seek the advice of a pharmacist or physician. Changing to another product with a different active ingredient could have improved results.

What are some helpful resources?

American Academy of Pediatrics Policy Statement on Pediculosis, 2002. A statement of reaffirmation for this policy was published on May 1, 2009. <http://aappolicy.aappublications.org/cgi/content/full/pediatrics;110/3/638>

Harvey, Gerri. Twenty-One Surprising Things You Might Not Know about Head Lice. School Nurse Perspectives. www.gerriharvey.com

[National Association of School Nurses Position Statement on Pediculosis](#)

Notes

Notes are required for the following circumstances:

- a. Absences
- b. Leaving school early.
- c. Riding home with a parent or friend.
- d. Not going home on the bus.
- e. Riding a different bus, or getting off at a different stop.
- f. Exclusion from physical education (from physician - see more under "Recess/PE").

If a child will not be riding the bus on an ongoing basis (i.e. soccer practice every Monday/Wednesday) one note indicating this is sufficient.

In order to cut down on the number of phone calls being made by children about notes, we ask that decisions concerning a child's plans for after school be made prior to coming to school.

We encourage you to make sure you call the school ahead, preferably before 2:00pm with any last minute changes; phone calls/e-mails after 2:30 cannot be guaranteed to be received.



Notice Concerning Access to Student Records

Notice is hereby given to all parents and guardians of students attending SAU #34 Schools and students 18 years of age and older.

The following records are considered "Directory Information" and will not be treated as confidential information. Such information will be made available for publication through School District news releases.

- Students' name, address, telephone number, date and place of birth, dates of enrollment
- Parents'/guardians' name and address
- Students' grade level, enrollment status and dates of attendance
- Students' photograph
- Students' participation in recognized school activities and sports
- Weight and height of members of athletic teams
- Students' diplomas, certificates, awards and honors received

Parents or guardians of local students and students 18 years of age and older who desire such "Directory Information" not be released for publication shall notify the appropriate Principal in writing by the third Monday in September.

All other information contained in educational records cannot be released without the written consent of the parents or eligible students with certain exceptions:

- a. Release to intra-institutional officials such as teachers, counselors, and admin.
- b. Release to other schools where the student is seeking to enroll.
- c. Release to federal and state officials for the purposes of evaluating or auditing a program receiving federal or state support.
- d. Release of information in connection with a student's application for financial aid.
- e. Release to official accrediting organizations in conjunction with the accreditation process.
- f. Release of necessary information in cases of health or safety emergencies.
- g. Release to state and local officials if statutes or regulations requiring release were adopted prior to November 19, 1974.
- h. Release to organizations or persons developing validation information or conducting predictive tests.
- i. Release of such information as tuition bills and grades to parents of dependent students.
- j. Release of information pursuant to judicial order or subpoena.
- k. Military recruiters or institutions of higher learning shall have access to secondary school student's names, addresses, and telephone listings.

Parents or guardians wishing to have access to the records of their children should contact either the school Principal or Guidance Counselors. Records pertaining to individual students may include standardized test scores, permanent record card, achievement and health records.

Notification of Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. They are:

- a. 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 (or appropriate school official) a written request that identifies the record(s) they wish 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.
- b. 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 ask Alpha School District to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading. 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 them of their 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.
- c. 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 interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, 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. (Optional) Upon request, the District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. (Note: FERPA requires a school district to make a reasonable attempt to notify the student of the records request unless it states in the annual notification that it intends to forward records.)
- d. 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. The name and address of the Office that administers FERPA are:

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

Parent Involvement

Parents, children, and the staff are viewed by the District as a team, working together to provide the best educational program possible for each individual. It is the District's goal to see each child reach his/her potential with the school and family partnership facilitating the process.

Your involvement in education increases your child's chances for success in school. Studies show that children whose parents are involved in education are more motivated in school. Motivated students are more likely to participate in class, more likely to complete homework and more likely to achieve academically. In short, motivated children become students with good chances for bright futures.

Involved parents *do* make a difference. The staff at Washington Elementary appreciate your involvement and realize involvement looks different for different families. You can be involved by asking your student about their school day, helping your student with homework, volunteering, etc. Parents are also encouraged to visit and take an active role in school activities. If you would like to tour the school, talk to the leadership about programs, or visit your student's class or teacher, please call so we can schedule a time convenient for all concerned.

Schools that receive Title I funding also have a Parent Involvement policy. That policy can be found at: <https://www.hdsd.org/Page/70>

"Friends" of Washington Elementary School

The easy and effective tips that follow will show you how to get involved even if you are a busy parent with little time to spare from your work at home or at your place of employment.

Our previously active parent's organization is called "Friends" of Washington Elementary School. Its goal is to help with anything extra needed for our school and the enrichment of our students. For instance, "Friends" have brought in the Montshire Children's Museum, plays, musical programs, special assemblies, upgraded the playground, etc. They also organize the book fair and any fundraising for our school. **This group has not been active since 2020, but it may be up and running again this year. Please be on the lookout for more information as those logistics are finalized.**

Tips on Getting Involved at Home

Encouragement: Check the work that your child brings home during the look and talk about it. Be sure to give encouragement for good effort and for improvement to your child.

Environment: Provide a quiet study area at home for your child to read or practice math facts. Set up a project area for them to complete school projects. Go on nature walks and use your observation skills to make observations about the world around you.

Sleep and Nutrition: Make sure your child eats a good breakfast each morning after a good night's rest. This will help them to concentrate better on their school work. According to Kidshealth.org, children ages 6-13 require 9-12 uninterrupted hours of sleep per night.

Homework: Make sure your child is reading and practicing their math facts each night. If you think your child is getting too much or too little homework, discuss your concern with the teacher.

Ask For Advice: Teachers like sharing their specialized knowledge with concerned parents, so don't hesitate to ask for advice. Our school also has resources parents can borrow, so please reach out if you are looking for something to help your child.

Lend A Hand: Even busy parents can pitch in when teachers call for help with school projects. No matter how small, your contribution will be a help to the teacher and noticed by your child.

HappyGrams: Keep a small pad of paper handy, and use it to write a brief note to the teacher when your children demonstrate new skills or express excitement about something that happened at school. The short time you spend on this will greatly enrich your parent-teacher partnership.

Be Prepared: Bring a list of questions to parent/teacher conferences. Prepared questions help the conference stay focused and make sure that the topics you are concerned about are covered.

Information Please: Be sure to give the teachers any information about changes in home circumstances that may affect your child's behavior or performance. A death in the family, an extended sickness, a divorce, even the loss of a pet can put a strain on children that spills over into the classroom.

Playground Rules

The supervisor on the playground is responsible for the safety and well-being of all students on the playground. That person will make whatever decisions he/she deems necessary to maintain a safe and healthy playground atmosphere.

Playground boundaries will be clearly established, thus ensuring that all play areas are in plain sight of the supervisor.

Children will discuss playground problems directly with the supervisor. The supervisor on duty makes all final decisions. Problems are NOT to be carried into the building. The principal will be called only when a major problem arises. Children who do not follow the instructions of the supervisor will be sent to the principal.

- a. Dangerous activities such as fighting (hitting, kicking, punching, pushing, tripping), contact sports, throwing rocks, sand or snowballs are prohibited at all times. Control of one's temper is a must!
- b. Harassment, such as name calling, teasing, and interference in a game is not allowed.
- c. Appropriate language should be used on school grounds at all times.
- d. Children are to stay off the rocks on the banking at the back of the playground. The choice of playing in the woods will be made by the principal and adults on duty based on visibility and safety.
- e. Students should keep their hands to themselves.
- f. Stay off the ice.
- g. Children who choose to bring toys to school (for recess use only) should be willing to share them with others.
- h. Children who have committed themselves to a game, and then choose to leave it, should find a replacement.
- i. If a student needs to use the bathroom, they need to inform the supervisor BEFORE leaving the play area.
- j. Food will not be brought out onto the play area unless permission is given.
- k. Any play equipment that is taken outside, will be brought back into the school by the people who took it out or put in the appropriate bins outside.
- l. Games such as kickball, hide-and-go-seek, tag, jump rope, hopscotch, spud, soccer, dodgeball, volleyball, softball and other ball games are always acceptable if played in appropriate areas. Arguments or fights may result in the suspension of a game.
- m. No students are to be excluded from a game that they would like to play in. However, students may not be allowed to enter a game that is already in progress, unless they are a substitute or all players agree to an extra player.

Recess/Physical Education

Recess is part of the Elementary School Program. Whenever possible, the children go outside for all or a portion of the recess time. Factors such as the outside temperature, wind chill and the conditions of the playground are considered before a decision for outside recess is made. Children must be dressed for outdoor play daily. **In the winter, sometimes sledding is an option. If you would prefer that your child does not sled, please contact the front office and notify them as soon as possible.**

If a child is well enough to be in school, then the expectation will be that he/she will participate in recess, unless the physician has provided documentation that outdoor activity must be limited.

This procedure is similar for physical education classes. If your child needs to be excused from class due to injury please send in a note explaining why they are unable to participate. An extended injury (2 or more consecutive PE classes) will require a doctor's note. Any student wearing a cast will be automatically excused from class and must provide a doctor's release to resume physical activities.

Snow Clothing

WES students need the appropriate clothing in order to participate in outdoor activities, including recess. If they do not have the appropriate clothing, they will not be able to participate in these activities and may miss important educational opportunities.

Required Clothing

- Jacket
- Snow pants
- Hat/hood
- Mittens/gloves
- Boots



Lending Clothing

WES has a small supply of clothing to lend to students who occasionally forget theirs. This clothing varies in size. If your student does not have the appropriate clothing to go outside, he or she may borrow clothing for that day. All clothing must be returned after going outside. Each classroom will have a supply of clothing available to them either in their classroom or in a nearby classroom.

If there is no clothing that fits your student, he or she will not be able to fully participate in outdoor activities. This likely means standing in a spot where there is no snow so that he or she gets fresh air but does not get wet and uncomfortable. Our goal is for all students to be able to participate fully in outdoor activities.

If your student consistently forgets his/her clothing, the classroom teacher will call home to work out a plan to ensure your student has what he/she needs. **Please contact the school if your family needs assistance in obtaining proper clothing. We want to make sure that everyone is warm and comfortable during our outdoor adventures!**

School Cancellation

The decision for school to be delayed or canceled due to unsafe driving conditions will be made as early as possible.

We offer the following four ways of notification:

SAU #34 Website www.hdsd.org

Television

WMUR TV Channel 9 www.thewmurchannel.com

WCVB-TV Channel 5

Mass Notifications

Blackboard Mass Notifications, our school-to-family communication system, allows the school to send mass personalized messages by telephone, e-mail, or text if you are subscribed to this service. Families are automatically subscribed after registering in Powerschool.

SAU #34 Facebook Page—Make sure to follow the page by going to: https://www.facebook.com/SAU-34-101569454535582/?view_public_for=101569454535582

Or by going to Facebook and searching for SAU 34 under Pages.

WES Facebook Page—Make sure to follow the page by going to: <https://www.facebook.com/Washington-Elementary-School-110720773888378>

Or by going to Facebook and searching for Washington Elementary School under Pages.

School Evacuation

The school has an emergency plan and procedures in place in the event of a school emergency. This plan is on file at the school. Students practice drills throughout the year so they are comfortable with the procedures to follow during emergencies.

During an emergency, Mass Notifications will be used to keep families informed and provide any necessary instructions. Please follow all instructions by law enforcement and school staff should the need arise to evacuate to another location.

Section 504 Services

Section 504 (C.F.R. 104) of the Vocational Rehabilitation Act of 1973 is federal civil right law. It states that no qualified individual with a disability, shall on the basis of that disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity, which receives or benefits from federal financial assistance (e.g., public schools). A person qualified as disabled under Section 504 is an individual who has a physical or mental impairment, and/or is regarded as having such impairment, which thereby substantially limits one or more major life activities. Major life activities include caring for oneself, performing manual tasks, walking, talking, seeing, hearing, speaking, breathing, working, and learning. The Washington School District offers individual accommodations for those who are eligible and for whom a plan is written. The rights of individuals receiving Section 504 services are protected under law.

Special Education Programs

The Washington School District provides a free and appropriate education to all students including those identified as having an educational disability. A 'student with an educational disability' is defined as any person between the ages of three and twenty one who has been identified and evaluated by the district according to the provisions of State Standards ED. 1107 and who has been determined to have one or more of the following: autism, deafness, deaf-blindness, emotional disturbance, hearing impairment, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, other speech or language impairment, traumatic brain injury or visual impairment and, as a result of that disability, needs special education and related services in order to learn. If a parent suspects that their child is educationally disabled and might require special education, the parent may make a referral requesting that the district consider the child's eligibility. A team, consisting of the child's parents, the child's regular education teacher, a special education teacher, an evaluator and a representative of the district (Local Education Authority or LEA), will meet to consider the referral and make a determination on how best to proceed. If the child is referred for an evaluation, a multidisciplinary evaluation will be conducted within 45 days. If the child is then identified as having one of the disabling conditions under the law and requires special instruction, an Individual Education Plan will be developed within 30 days.

Statement of Non-Discrimination

The school district does not discriminate on the basis of sex and other protected categories in its education programs and activities, as required by federal and state laws and regulations.

The school district prohibits discrimination, including harassment, of school employees on the basis of: race; sex, sexual orientation, gender identity, sex stereotypes, sex characteristics, pregnancy, or related conditions; parental, family, or marital status; color; religion; ancestry or national origin; age; disability; and genetic information.

The school district prohibits discrimination, including harassment, of students on the basis of: race (including traits associated with race involving hair texture, Afro hairstyles and protective hairstyles such as braids, twists, and locks); sex, sexual orientation, gender identity, sex stereotypes, sex characteristics, pregnancy, or related conditions; parental, family, or marital status; color; religion; ancestry or national origin; age; and disability.

The school district has designated and authorized a Title IX Coordinator who is responsible for ensuring compliance with all federal and state requirements prohibiting discrimination, including sexual/sex-based harassment.

Please refer to Policy AC and the policies below for more information. All policies can be found at <https://nh02217314.schoolwires.net/Page/61>.

Related Policies:

- ACAA - Harassment of Students
- ACAB - Harassment of Employees
- ACAC - Title IX Prohibition of Sex Discrimination and Sex-Based Harassment: Policy and Grievance Procedure
- ACE - Procedural Safeguards Nondiscrimination on the basis of handicap/disability
- ACN - Accommodation of Lactation Needs
- GBAM - Accommodation of Pregnancy and Related Medical Conditions: Personnel
- IHBCA - Accommodation of Pregnancy and Related Medical Conditions: Students
- JLDDB - Suicide Prevention and Response Plan

Title IX reports of sex discrimination or sex-based harassment may be made at any time, in person, by mail, by telephone, electronic mail, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Additionally, while the District strongly encourages reports of sexual harassment to be made directly to the Title IX Coordinator, the report may be made to any District staff member, including, for instance, a counselor, teacher, or principal.

Upon receiving any report, complaint, or other information of conduct that reasonably may constitute sex discrimination/sex-based harassment, the Title IX Coordinator shall assess the information received for a determination as to whether the alleged conduct could constitute sex discrimination under Title IX.

If the Title IX Coordinator has received a report of sex discrimination but no complaint is made or - having been made - any or all of the allegations are withdrawn, and there is no informal resolution process underway, then the Title IX Coordinator shall determine whether to initiate a Title IX Coordinator Complaint of sex discrimination.

Refer to Policy ACAC for more information.

Annual Notice of Contact Information for Human Rights Officer, Title IX Coordinator, 504 Coordinator and Civil Rights Agencies

Pursuant to Washington School District policy AC Non-Discrimination and Equal Opportunity Employment, the District administration is directed to update and publish a list of current personnel and contact information for various positions and outside agencies relating to the District's anti-discrimination policies.

DISTRICT PERSONNEL:

Human Rights Officer

Name: Jennifer Crawford

Address: SAU #34, 78 School St. 3rd floor, Hillsboro, NH 03244-4870

Telephone: 603-464-7714

Email Address: jcrawford@hdsd.org

Title IX Coordinator

Name: Jeni Laliberte

Address: SAU #34, 78 School St. 3rd floor, Hillsboro, NH 03244-4870

Telephone: 603-464-7703

Email Address: jlaliberte@hdsd.org

504 Coordinator

Name: Stacey Vazquez

Address: SAU #34, 78 School St. 3rd floor, Hillsboro, NH 03244-4870

Telephone: 603-464-7716

Email Address: svazquez@hdsd.org

OUTSIDE AGENCIES:

Office for Civil Rights, U.S. Department of Education; 5 Post Office Square, 8th Floor, Boston, MA 02109-3921; Telephone - 617-289-0111; Email - OCR.Boston@ed.gov

Office of Civil Rights, U.S. Dept of Agriculture; 1400 Independence Avenue, SW, Washington, D.C., 20250-9410; Telephone - 866-632-9992; Email – program.intake@usda.gov

N.H. Commission for Human Rights, 2 Industrial Park Drive, Concord 0330, Telephone - 603-271-2767; Email – humanrights@nh.gov

N.H. Department of Justice, Civil Rights Unit; 33 Capitol Street, Concord, NH 03301; Telephone – 603-271-1181

N.H. Department of Education, Commissioner of Education; 101 Pleasant Street, Concord, NH 03301, Telephone – 603-271-3494; Email - info@doe.nh.gov

Transportation

Bicycles

Students are allowed to ride bicycles to school, however, please be advised that children who ride to school do so at their own risk. We encourage students to wear helmets and will be reminded of bicycle safety rules during the school year. Also, we ask that students plan their ride so as to not arrive at school prior to 8:20 AM. The school is not responsible for bicycle theft or damage.

Private Transportation

A student going home by private transportation must wait outside the school office until his or her ride arrives. An adult **must accompany** the student out of the building. No student will be allowed to wait for a ride in the front of the building or in the parking lot, unless accompanied by a staff member.

Transportation Changes

A **note or phone call** will be needed in the event of a change in your child's normal means of transport home. This permission needs to be given to the classroom teacher in the morning before classes begin. **We request all changes be made before 2:00pm.**

Buses

We use First Student for bus transport to and from school. **The bus company and WES require that children in kindergarten through second grade be met at the bus stop by an adult over the age of 18.** Siblings are allowed to accompany these students off the bus with written permission.

If a child misses their morning bus, they are not allowed to attempt to catch up with the bus to board at subsequent stops. If, however, the child can make it to a subsequent stop PRIOR to the bus arriving, they may then board along with the other children.

When entering or exiting the school parking lot, do not pass a school bus that has their red lights flashing and stop sign out.

Walkers

Walkers will be dismissed after the last bus leaves or released to a parent during parent pick up.

Washington Elementary School Parent Compact and Title I Programming

Title I

Title I is a federally funded program designed to provide services to meet the education needs of students who are at risk of not meeting the state of New Hampshire's educational standards in English language arts and mathematics. All Title I services are in addition to regular classroom instruction and school curriculum.

At Washington Elementary School, the majority of our Title I funds are used for our Early Learning program. This program is supplemental to our K-5 program and prepares students for a successful educational journey. Early intervention can make a large difference in student success and Washington residents do not have access to many local preschools, so Title I is able to fund this program.

Our Title I funds also help fund before/after school tutoring, summer academic tutoring, and our summer Jump Start program for all incoming kindergarten students.

What is a School Parent Compact?

On the following page you will find a copy of the Washington Elementary School Parent Compact. This compact has been created by Washington Elementary teachers, staff, Title I staff, Title I parents, other parents, and the administration. A School Parent Compact is a written statement of what schools and parents can do to help students achieve. Each school that receives federal money for Title I must have a compact.

In order for children to reach school standards, they need support from all the adults in their lives. Teachers have the important job of instructing students. Other school staff contribute to making the school a place where children can learn. Parents have the equally important job of providing a safe, healthy, and caring home that supports learning. The compact lists specific ways school staff and parents can help children achieve. The compact also encourages on-going communication between parent and school staff.

Please read over the School Parent Compact. It lists things that the school, teachers, parents, and children themselves can do to support learning. We hope you will agree to sign the compact to show the school you support its efforts. It also shows your child that you are committed to his or her learning.

This compact will also be sent home the first week of school. You and your child are encouraged to sign the compact and return it to your classroom teacher. Please sign the compact for your own information and post it in a place in your home that is visible to both you and your child. During parent teacher conferences and other parent nights, we also hope you will ask teachers and other parents about the compact and review its effectiveness.

Washington Elementary School Parent Compact

The goal of our school program is to ensure that students are capable of performing the outcomes indicated at each grade level and that students are given challenges commensurate with their abilities.

We, at Washington Elementary, expect that our students will:

- Demonstrate an enjoyment and ability to read appropriate materials fluently, with understanding and appreciation
- Communicate effectively in writing
- Read for pleasure which will lead to lifelong learning and reading
- Develop academic skills in all subject areas

Washington Elementary School will:

- Provide a friendly environment
- Set high academic expectations
- Formulate a curriculum that prepares students for their future
- Hire the best teachers and provide them with the most effective tools/resources
- Provide a safe comfortable learning environment
- Maintain open lines of communication between home and school
- Encourage community volunteers in our school

Washington Elementary Teachers will:

- Make learning interesting, exciting and challenging
- Stimulate a student's intellectual curiosity
- Respect each child as an individual
- Provide a classroom structure that is socially safe
- Assess, monitor, and report each child's performance regularly
- Communicate openly and frequently with parents
- Make effective use of classroom aides and community volunteers

Washington Elementary Families/Parents will:

- Value education and be enthusiastic about learning
- Help children maintain good health habits
- Ensure children attend school regularly and on time
- Instill an overall respect for self, other people, and property
- Provide a supportive environment to encourage reading
- Support their child's education by monitoring homework and asking questions about school life
- Take an active part in the on-going life of the school by participating in school activities, volunteering, and attending parent-teacher conferences

Washington Elementary Children will:

- Accept responsibility for their learning and actions
- Show respect
- Have a positive attitude about learning
- Do their best in school
- Do their homework and class work as assigned
- Read or share books at home every day

PARENTS RIGHT-TO- KNOW

Title I, Part A of ESEA (*Every Student Succeeds Act 2015*)

Parent's Right To Know - (Section 1112(e)(1)(A-B))

Qualifications: At the beginning of each school year, a LEA that receives Title I funds must notify parents of each student attending any Title I school that the parents may request, and that agency will provide the parents on request (and in a timely manner) information regarding the professional qualification of the student's classroom teachers, including at minimum the following:

- ♦ Whether the teachers has met State qualifications for the grade levels and subject areas in which the teacher provides instruction;
- ♦ Whether the teacher is teaching under emergency or other professional status that the State has waived;
- ♦ Whether the teacher is teaching in the field of discipline of the certification of the teacher; and
- ♦ Whether the child is provided services by paraprofessionals and if so their qualifications.

Additional Information - A school that receives Title I funds **must provide to each individual parent** –

- ♦ Information on the level of achievement and academic growth the child, if applicable and available, has made on all state assessments required under this part; and
- ♦ Timely notice that the parent's child has been assigned or taught for 4 or more consecutive weeks by a teacher who does not meet the applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Format – The notice and information provided to parents under this paragraph shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

Video and Audio Recording

Parents will complete a Notification of Video and Audio Recording Form and return it to school by the date requested.

Videos are for educational purposes only. During times of recording an entire classroom, all classrooms will be equipped with signs to make students, staff, parents, and visitors aware of possible recording.

Video and audio recording may also be used for specific educational purposes, such as projects (i.e. creating a commercial to practice persuasive writing and recording it).

Copying, altering, recording, or otherwise posting remote content is prohibited and subject to discipline or legal action.

Certificate of Understanding

(Please sign and return to the classroom teacher)

We have read the WES Family Handbook for the 2023-2024 school year and understand the policies and procedures WES follows.

Date: _____

Parent/Guardian: _____

Parent/Guardian: _____

Student: _____

