NOTICE OF MEETING
WINNISQUAM REGIONAL SCHOOL BOARD

The Winnisquam Regional School Board will meet in regular session on Monday, June 17, 2013 at the Winnisquam Regional High School at 7:00 PM in the Cafetorium.

**A reception will be held for quests and recipients of the Champion for Children awards and District Retirees starting at 6:15 PM.**

**AGENDA**

1.0 CALL TO ORDER

2.0 SPECIAL REPORTS & INFORMATIONAL ITEMS
   2.1 District Retirees
   2.2 Champion for Children Awards
   2.3 UGL Presentation – Tim Knowles

3.0 PUBLIC COMMENT

4.0 CONSENT AGENDA
   4.1 Minutes of Previous Meeting(s)
      4.11 Minutes of May 20, 2013
      4.12 Minutes of June 3, 2013
   4.2 Review of Expenditure Manifest - Approval of Bills

5.0 ITEMS REQUIRING BOARD ACTION
   5.1 Finance Committee Recommendations
   5.2 Confirmation of Staff Resignations/Nominations
   5.3 Confirmation of Coaching/Advisor Nominations
   5.4 Behavior Classifications and Bus Rules and Regulations for Student Handbook
   5.5 Student Handbook Changes 2013-2014
   5.6 Approval of Athletic Handbook
   5.7 Estimated Fund Balance for 2012-2013
   5.8 Confirmation of Poll Votes
   5.9 Evaluation and Merit Pay for Non-Collective Bargaining Employees
   5.10 Approval of Technology Plan for Department of Education
   5.11 SS Wagon Structure Donation
   5.12 Policies for Approval - IKF – High School Graduation Policy, IHBG – Home Education Instruction, IHGB-R - Home Education/Dual Enrollment, GBAA-Sexual Harassment and Other Illegal Harassment, Discrimination and Sexual Violence Policy for School District Employees, JBAA – Sexual Harassment and Other Illegal Harassment, Discrimination and Sexual Violence Policy for Students, ACE – Procedural Safeguards Nondiscrimination on the Basis of Handicap, and ACE-R ADAAA/504 Policy
   5.13 Policy for Removal – JIEA – Student Records

6.0 BREAK

7.0 INFORMATIONAL ITEMS
   7.1 Budget Status Report as of May 31, 2013
   7.2 Revenue Report as of May 31, 2013
   7.3 Enrollment Report as of June 1, 2013
   7.4 District Committees
      7.41 Report of the Superintendent
      7.42 Report of the Administrators
      7.43 Finance Committee
   7.5 Summer Reading Lists
   7.6 Status of Board Goal Setting/Strategic Plan Process
   7.7 First Reading – JLCA – Physical Examination of Students

8.0 PUBLIC COMMENT

9.0 OTHER BUSINESS
   9.1 NON-PUBLIC SESSION (If Necessary)

10.0 ADJOURNMENT
1.0 CALL TO ORDER
   The May 20, 2013, meeting of the Winnisquam Regional School Board was called to order at 6:54 PM by Chairman Gagne.

2.0 PUBLIC COMMENT
   No one signed up for comment.

3.0 SPECIAL REPORTS & INFORMATIONAL ITEMS
   3.1 Demographic Study – Keith Burke and Mark Joyce
   Mr. Joyce informed the Board that the New Hampshire School Administrators Association has completed 80 studies in the last six years with a less than 1% error in projections two years out. He and Mr. Burke explained the process (three year weighted average) and factors (building permits, birth rate data and past enrollment data) used to compile the District’s demographic study. Mr. Joyce noted the District will continue to see a slight decline in enrollment, where some areas in the state are seeing a significant decline. Mr. Joyce believes our community is still retaining growth due to it being an attractive place to live and an easy place to commute from. He thanked the District for sharing baseline data and thanked the communities of Tilton, Northfield and Sanbornton for sharing information as well.

   Chairman Gagne commented that the next step is to form a long-range planning committee to look at this data along with facilities to determine whether or not changes have to be made. The following agreed to be on the committee: Mrs. Sawicki, Mrs. Lonergan, Mr. Gagne, Mrs. Gardner, Dr. Davis, Mr. Stone, Mrs. Somma and Ms. Krueger.

4.0 CONSENT AGENDA
   4.1 Minutes of Previous Meetings
   4.11 Minutes of April 15, 2012
      Motion: A motion was made by Mr. Stock and seconded by Mrs. Lonergan to approve the minutes of the April 15, 2015 meeting.
      Vote: Affirmative – Mrs. Sawicki abstained.
   4.2 Review of Expenditure Manifest – Approval of Bills
Motion: A motion was made by Mr. Goodwin and seconded by Mr. Stock to accept the approved accounts payable check register voucher 1184 dated April 18, 2013, in the amount of $317,227.96, check register voucher 1192 dated May 1, 2013, in the amount of $7,900.00 and check register voucher 1193 dated May 2, 2013, in the amount of $115,524.62.

Vote: Affirmative – Unanimous

5.0 ITEMS REQUIRING BOARD ACTION

5.1 Finance Committee Recommendations

Mrs. Somma presented the Finance Committee recommendations:
1. Budget line item adjustments in the amount of $57,042.
2. An increase of $.05 for paid student and adult meals for next year. In 2013-14, Sanbornton Central School will no longer qualify for the fresh fruit and vegetable program. Ms. Somma will check to see if this program can be funded through the Food Service fund balance.
3. Bid for door replacement was awarded to DTI for $12,468 from the fund balance.
4. Bid for lawn mowing was awarded to Harbour Enterprises.
5. Bid for unleaded and diesel fuel was awarded to Dennis K. Burke.
6. Funding for web hosting for document management for Special Ed records for $3,700 from the current year fund balance.
7. Funding for MMS web hosting for the elementary schools for $13,509 from the current year fund balance.
8. Funding of Phase I of the safety issues for $35,000.
9. Funding for web hosting for the accounting program and employee portal from next year’s budget.

Motion: A motion was made by Mr. Washburn and seconded by Mr. Goodwin to approve the Finance Committee recommendations.

Discussion: Dr. Davis said the reason for going forward with the MMS web hosting is to provide access of information for emergency management purposes. She said the Finance Committee ran out of time this evening and will meet again on May 29th to discuss the rest of the agenda. The estimated fund balance is $375,000.

Vote: Affirmative – Unanimous

5.2 Confirmation of Staff Nominations/Resignations

Motion: A motion was made by Mr. Washburn and seconded by Mr. Goodwin to approve the nomination of Kate Harrington as USS guidance counselor.

Vote: Affirmative – Unanimous

Motion: A motion was made by Mr. Washburn and seconded by Mr. Goodwin to approve the nomination of Kourtney Auger as SCS/MS guidance counselor.

Vote: Affirmative – Unanimous

Motion: A motion was made by Mr. Goodwin and seconded by Mr. Crowley to approve the nomination of Eric Perry as HS science teacher.

Vote: Affirmative – Unanimous

Motion: A motion was made by Mr. Goodwin and seconded by Mr. Crowley to approve the nomination of Sarah Johnston as USS special education teacher.

Vote: Affirmative – Unanimous

Motion: A motion was made by Mr. Stock and seconded by Mr. Crowley to accept the resignation of Joshua Keaton as chemistry teacher effective June 30, 2013, with regret and appreciation for his years of service to the District.

Vote: Affirmative – Unanimous

5.3 Confirmation of Coaches/Advisors Nominations

Motion: A motion was made by Mr. Stock and seconded by Mrs. Sawicki to accept the coach nominations as presented Mr. Medlock.

<table>
<thead>
<tr>
<th>MS</th>
<th>Chris Hampe</th>
<th>A Volleyball</th>
<th>$2523</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pamela Doubleday</td>
<td>B Volleyball</td>
<td></td>
<td>$991</td>
</tr>
</tbody>
</table>
Minutes of the Winnisquam Regional School Board
May 20, 2013 Meeting
Page 3

Jess Cobbett    A Soccer       $1832
Kris McNamara  A Field Hockey $1832
Robert McNutt  MS Cross-Country $1982
Missy Morse    B Field Hockey  $ 841

HS
Mike Livernois  Varisty Volleyball $3704
Elissa Morin    JV Volleyball    $2303
Cherie Snow     Varsity Field Hockey $3604
John Larsen     Varsity Golf     $2954
Kaitlyn Taylor  JV Field Hockey  $
Ryann Despins   JV Field Hockey  
Liam Fellona    Cross-Country     $2804
Pat Riberdy     Head Football    no stipend
Derek Hunt      Assistant Football no stipend
William Patten  Assistant Football no stipend
Tim Snow        Assistant Football no stipend

MS
Don Rudolph     Wrestling       $2056
Tim Snow        Boys B Basketball $1178
Mark Prout      Girls A Basketball $2556
Bob McNutt      Boys A Basketball $2356
Pat Goodridge   Girls B Basketball $1178
Tiffany Sweeney Spirit A    $2178
Ryann Despins   Spirit B       $1578

HS
Gary Colello    Indoor Track    $3004
Amy Dutton      JV Girls Basketball $3420
Pam Rozean      JV Girls Basketball no stipend
Kevin Dame      Boys Varsity Basketball $4077
Haleigh Cahill  Spirit          $3365
Everett Andrus  Girls Varsity Basketball $4327
Zachary Hall    Boys JV Basketball $2720
Paul Hrycuna    Varsity Wrestling $3827
Tom Osmer       Asst. Varsity Wrestling $2570

MS
Amy Dutton      Boys Track and Field $2619
Pam Rozean      Girls Track and Field $2219
Cherie Snow     Track Assistant    $1085
John Larsen     Baseball          $2419
Chris Hampe     Softball          $2804

HS
Kent Finemore   JV Baseball     $2787
Fred Caruso     Varsity Baseball $3515
Pat Goodridge   JV Softball     $2337
Kevin Dame      Varsity Softball $3765
Melissa Morse   Girls Track and Field $3865
Gary Colello    Boys Track and Field $3315
Paul Durfee     Track Assistant  $2537

Vote:  Affirmative – one vote in opposition.
Motion:  A motion was made by Mr. Goodwin and seconded by Mr. Stock to accept the team leader nominations as submitted by Mrs. Kuras, Mrs. Proulx and Mr. Hines.
SCS

Jackie Blake  Upper Elem. Grade Level Liaison  $575
Renee Bartley  Primary Grade Level Liaison  $575

USS

Char Deuso  Kindergarten Team Leader  $575
Summer Capra  Grade 1 Team Leader  $575
Lisa Faller  Grade 2 Team Leader  $575

SS

Dawn Kitto  Grade 3 Team Leader  $575
Deb Rankin  Grade 4 Team Leader  $575
Jessie Heath  Grade 5 Team Leader  $575
Kathleen Morrill  Specialists Team Leader  $575

Vote:  Affirmative – Unanimous

Motion:  A motion was made by Mr. Stock and seconded by Mr. Crowley to approve the webmaster nomination as presented by Mrs. Gannett.

Maria Pearson  District Webmaster  $6,400

Vote:  Affirmative – Unanimous

5.4 Discussion: School Board’s Direction to Administration for 2014-2015 Budget

Chairman Gagne asked for input on the development of the 2014-2015 budget. Mr. Stock expressed concern with downshifting at the state level. Ms. Krueger mentioned that the IDEA funding for next year is down $25,000. Chairman Gagne said the Board recently contacted the WRTA to begin negotiations. They replied that they are in the process of putting their team together. Dr. Davis reminded the Board that they will be negotiating three contracts this year – teachers, custodians and paraprofessionals. Additionally, the Board is working on long range planning and preparing for strategic planning.

5.5 Budget Calendar

Motion:  A motion was made by Mr. Stock and seconded by Mr. Goodwin to approve the budget calendar as reviewed by counsel.

Vote:  Affirmative – Unanimous

5.6 Elementary Time Allotments for 2013-2014

Motion:  A motion was made by Mr. Stock and seconded by Mrs. Lonergan to approve the Elementary Time Allotments for 2013-2014.

Vote:  Affirmative – Unanimous

5.7 Overnight Field Trip Requests

Discussion: Dr. Davis informed the Board of a date change to June 20th and 21st in Ms. Rosequist’s request.

Motion:  A motion was made by Mr. Stock and seconded by Mr. Goodwin to approve Ms. Rosequist’s request as amended.

Vote:  Affirmative – Unanimous

Motion:  A motion was made by Mr. Stock and seconded by Mr. Goodwin to approve Mr. Medlock’s field trip request to the NE Student Leadership Conference.

Vote:  Affirmative – Unanimous

5.8 Teacher Evaluation Revision

Discussion: Mrs. Gannett stated the teacher’s union approved the changes made to the evaluation plan. The revisions were made to clarify language in the plan, not to change the process.

Motion:  A motion was made by Mr. Crowley and seconded by Mr. Goodwin to approve the revised teacher evaluation plan as submitted.

Vote:  Affirmative – Unanimous

6.0 BREAK – No break was taken.

7.0 INFORMATIONAL ITEMS
7.1 **Budget Status Report as of April 30, 2013**
Mrs. Somma reported a balance of $4,193,382.

7.2 **Revenue Report as of April 30, 2013**
Mrs. Somma reported that the town’s checks have been received.

7.3 **Enrollment Reports as of May 1, 2013**
The current enrollment is 1522.

7.4 **District Reports**
7.41 **Report of the Administrators**
Dr. Davis commented on the review of 3-5 students’ scores and grades which were analyzed for alignment. This was a test to focus on the data and what it means. In June, the Board will get this information on the top 10% of the senior class.

Dr. Davis reported that she and Mr. Gagne, Mr. Fulweiler and Mr. Crowley met with Bill Ryan, a consultant from the Center of Secondary Education. The meeting was to get input on mission, vision and core values that will be used for the strategic plan process. Mr. Fulweiler commented that it was an interesting conversation with Mr. Ryan, but was concerned that his plan was more ambitious than ours. Board members agreed that Mr. Ryan presented an ambitious vision and agreed he would be an excellent facilitator to help develop and define core values. Dr. Davis stated that Mr. Ryan has a process that can be advantageous for the District and will help to engage everyone in the District. Chairman Gagne recommends using his services and meeting dates were set up for June 3rd and June 27th from 6-8pm in the high school media center.

Dr. Miller reported that she and Chairman Gagne attended a Tilton Selectman’s meeting to discuss an educational channel. This would be an internal channel and we would need to provide an access point to record and broadcast within the District. There would be no cost to the District. The contract would start January 1st which provides time to develop a plan for the access point. Chairman Gagne said negotiations are taking place in Northfield and they may provide the same benefit to us. Mr. Goodwin would like to see what it would take to join the three towns together through Metrocast.

Mrs. Lonergan commented that Southwick School’s homework completion is improving. Mr. Hines said the staff continues to work with students with homework check-in in the morning and homework help is offered after school.

7.5 **Champions for Children Program Update**
Chairman Gagne reminded the Board members that candidates for Champions for Children would be recognized at the June meeting and will be held in the cafetorium.

7.6 **Summer School Overview**
FYI

7.7 **Teacher of the Year**
Mrs. Lonergan shared that Heidy Voigt was this year’s teacher of the year. She was honored in a surprise assembly at the high school with the help of Dr. Cadarette and staff. Mrs. Lonergan visited the two other nominees – Karen Shackett and Darleen Hines and presented them with bouquets.

7.8 **First Reading Policies – IKF – High School Graduation, IHBG – Home Education Instruction. IHBG-R Home Education/Dual Enrollment and JIEA Student Records**
**Discussion:** Mr. Goodwin stated the Athletic Committee has been working on eligibility requirements. He said the committee is in agreement to go to a no failure policy. Mrs. Sawicki asked if the stakeholders would be involved in the discussion prior to the passing of the policies. Dr. Cadarette said she recommends following the decision making process as outlined in the NEASC report. She said the last time eligibility requirements were reviewed, coaches, students, parents and advisors were on the committee. Mrs. Sawicki said the no failure change would affect activities as well as athletics. Chairman Gagne suggested bringing this back to the stakeholders before the Board acts on this. The high school will reach out to the stakeholders in regards to the eligibility changes.

7.9 **WRMS Behavior Classifications and Bus Regulations for Student Handbook**
Dr. Davis said she wanted the Board to have this in advance to the June meeting. Ms. Krueger added that
K-12 alignment was a factor in preparing these documents. Chairman Gagne suggested the Board members review the “Rules adopted by the School Board” section.

7.10 Technology Plan
Mr. Sousa clarified that the vision statement on page three was kept the same from the previous technology plan. Dr. Davis said this will come back for approval in June.

8.0 PUBLIC COMMENT
No one signed up to comment.

9.0 OTHER BUSINESS
Mr. Goodwin reported the Football Feasibility Committee has met three times. The committee is requesting funding for an evaluation of the existing sports field at the high school. Chairman Gagne asked Mr. Goodwin to bring a cost for the soil evaluation back to the Board.

Mrs. Lonergan presented a request from Mr. Alan Leighton of Sanbornton. He would like a plaque in honor of deceased teachers and bus drivers employed in the Winnisquam Regional School District. The Board will take this under advisement. Mr. Alan Leighton is welcome to come to a Board meeting to offer more information on his request.

10.0 NON-PUBLIC SESSION
10.1 Personnel Matter
Motion: At 8:45 PM, a motion was made by Mr. Goodwin and seconded by Mr. Crowley to go into non-public session to discuss a personnel matter.  
Roll Call Vote: Affirmative – Unanimous

Motion: A motion was made by Mr. Stock and seconded by Mr. Washburn to come out of non-public session.  
Vote: Affirmative – Unanimous

Motion: A motion was made by Mr. Stock and seconded by Mr. Crowley to seal the minutes of the non-public session.  
Vote: Affirmative – Unanimous

Motion: A motion was made by Mr. Crowley and seconded by Mrs. Lonergan to approve Mary Crowell’s retirement severance from the 2012-13 budget.  
Vote: Affirmative – Unanimous

11.0 ADJOURNMENT
Motion: At 9:30 PM, a motion was made by Mr. Stock and seconded by Mr. Crowley to adjourn the meeting.  
Vote: Affirmative – Unanimous
MINUTES
WINNISQUAM REGIONAL SCHOOL BOARD MEETING
June 3, 2013

SCHOOL BOARD                                    ADMINISTRATION
Mike Gagne, Chairperson                          Dr. Tammy Davis, Superintendent
Jasen Stock                                      
Wayne Crowley (absent)                          
Tom Fulweiler                                    
Sean Goodwin                                     
Tim Lang (absent)                                
Julie Lonergan                                   
Patricia Sawicki                                 
Kevin Washburn                                   

1.0 CALL TO ORDER
The June 3, 2013 special meeting of the Winnisquam Regional School Board was called to order by Chairperson Mike Gagne at 6:40pm. The Pledge of Allegiance was recited.

3.0 OTHER BUSINESS

Mr. Gagne re-ordered the agenda to discuss other business items first. Mr. Gagne read the Superintendent’s recommendation for hiring Kristin Sutton in the .4 Art position at SCS and Angela Dapolite in the Chemistry position at the high school.

Motion: A motion was made by Mr. Goodwin and seconded by Mrs. Lonergan to approve the Kristin Sutton and Angela Dapolite as presented.

Vote: Affirmative – Unanimous

2.0 WORK SESSION

2.1 Goal Setting

Dr. Davis introduced Bill Bryan from The Center for Secondary School Redesign as the facilitator for goal setting. Mr. Bryan passed out the agenda for the work session that included: (1) Objectives, (2) Purpose, (3) Scope, (4) Planning Drivers, (5) Values, (6) Project Plan Element Analysis and Parameter Setting, (7) Communication and Buy-In Requirements, and (8) Next Steps. At the conclusion of the Board work session, it was determined an extra work session was needed. The next work session of the Board will be on June 24, 2013 at 6:00pm. It was also agreed upon that the meetings would be from 6:00PM-9:00PM.

3.0 ADJOURNMENT

Motion: At 8:30pm, a motion was made by Mr. Stock and seconded by Mrs. Lonergan to adjourn the meeting.

Vote: Affirmative – Unanimous
To: Tammy Davis, Superintendent
From: Ronna Cadarette, Principal
cc: Zack Medlock, Athletic Director
Re: 2013-2014 Year Contracts
Date: May 2013

The following people are recommended for extended year contracts and co-curricular positions for the 2013-2014 school year:

<table>
<thead>
<tr>
<th>POSITION</th>
<th>NAME</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer School English – 2 sessions</td>
<td>Ruthie Nelson</td>
<td>$2,400</td>
</tr>
<tr>
<td>Summer School Math – 2 sessions</td>
<td>Diane Tandy</td>
<td>$2,400</td>
</tr>
<tr>
<td>Summer School Science – 2 sessions</td>
<td>Catherine Rand</td>
<td>$2,400</td>
</tr>
<tr>
<td>Summer School Social Studies – 2 sessions</td>
<td>Joanne Marcotte</td>
<td>$2,400</td>
</tr>
<tr>
<td>Summer School – Plato</td>
<td>Nicole Lefebvre</td>
<td>$1,200</td>
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<td>Summer Program Director</td>
<td>Lisa Ransom</td>
<td>$2,000</td>
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<tr>
<td>Head Librarian (District)</td>
<td>Marcia Dionne</td>
<td>1,575</td>
</tr>
<tr>
<td>Agriculture – 20 days</td>
<td>Janet Rosequist</td>
<td>5,978</td>
</tr>
<tr>
<td>Director of Guidance</td>
<td>Lisa Ransom</td>
<td>2,575</td>
</tr>
<tr>
<td>Curriculum Leader - English</td>
<td>Erin Magoon</td>
<td>1,575</td>
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<tr>
<td>Curriculum Leader - Math</td>
<td>Peter Fogg</td>
<td>1,575</td>
</tr>
<tr>
<td>Curriculum Leader - Social Studies</td>
<td>Dana Foulds</td>
<td>1,575</td>
</tr>
<tr>
<td>Curriculum Leader - Science / Ag</td>
<td>Catherine Rand</td>
<td>2,150</td>
</tr>
<tr>
<td>Curriculum Leader - Electives</td>
<td>Alison Marshall</td>
<td>1,575</td>
</tr>
<tr>
<td>Curriculum Leader – Special Education</td>
<td>Jamie Vose</td>
<td>1,575</td>
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</tbody>
</table>
To: Tammy Davis, Superintendent  
From: Zack Medlock, Activity / Athletic Director  
cc: Ronna Cadarette, Principal  
Re: 2013-2014 Co Curricular Contracts - REVISED  
Date: June 6, 2013  

The following people are recommended for extended year contracts and co-curricular positions for the 12-13 school year:

<table>
<thead>
<tr>
<th>POSITION</th>
<th>NAME</th>
<th>YR</th>
<th>BASE</th>
<th>LNGV</th>
<th>ACTUAL</th>
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<tbody>
<tr>
<td>Director - Freshmen</td>
<td>Denise Lessard</td>
<td>7</td>
<td>$623</td>
<td>$312</td>
<td>$935</td>
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<tr>
<td>Director - Sophomore</td>
<td>Dana Foulds</td>
<td>1</td>
<td>$623</td>
<td></td>
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<tr>
<td>Director - Junior</td>
<td>Catherine Rand</td>
<td>8</td>
<td>$935</td>
<td>$400</td>
<td>1335</td>
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<tr>
<td>Director - Senior</td>
<td>Barbara Foster</td>
<td>2</td>
<td>$1,246</td>
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<tr>
<td>Advisor - Freshmen</td>
<td>Natalie Amtmann</td>
<td>1</td>
<td>$218</td>
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<tr>
<td>Advisor - Sophomore</td>
<td>Anita Wilcox</td>
<td>3</td>
<td>$218</td>
<td>$109</td>
<td>$327</td>
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<tr>
<td>Advisor - Junior</td>
<td>Ryann Despins</td>
<td>3</td>
<td>$312</td>
<td>$150</td>
<td>$462</td>
</tr>
<tr>
<td>Advisor - Senior</td>
<td>Kim Bamett</td>
<td>2</td>
<td>$405</td>
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<tr>
<td>Student Council</td>
<td>Alison Marshall</td>
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<td>$2,586</td>
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<td>Student Council - Co</td>
<td>Reuban Fuchs</td>
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<tr>
<td>Yearbook</td>
<td>Scott Malzie</td>
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<tr>
<td>Yearbook - Financial</td>
<td>Peter Fogg</td>
<td>5</td>
<td>$841</td>
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<td>National Honor Soc</td>
<td>Suzanne Ring</td>
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<td>$841</td>
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<td>$1,262</td>
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<td>Math Club</td>
<td>Donna Dubey</td>
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<td>$779</td>
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<td>Math Club - Co Adv</td>
<td>Peter Fogg</td>
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<td>$125</td>
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<td>Challenge Team</td>
<td>TBA</td>
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<tr>
<td>Band &amp; Chorus</td>
<td>Kirk Young</td>
<td>6</td>
<td>$467</td>
<td>$234</td>
<td>$701</td>
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<tr>
<td>DECA</td>
<td>Kim Bamett</td>
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<tr>
<td>FFA Advisor</td>
<td>Janet Rosequist</td>
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</tr>
<tr>
<td>FFA Co Advisor</td>
<td>Rick Martinneau</td>
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<tr>
<td>Chem-Free Advisor</td>
<td>Barbara Foster</td>
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<td>$935</td>
<td>$150</td>
<td>$1085</td>
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<td>Art Club</td>
<td>John Larson</td>
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<td>$150</td>
<td>$773</td>
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<td>Earth Support Group</td>
<td>Natalie Amtmann</td>
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<td>$150</td>
<td>$461.50</td>
</tr>
<tr>
<td>Interac Club</td>
<td>Sandra Found</td>
<td>3</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>History Club</td>
<td>Denise Lessard</td>
<td>4</td>
<td>$311.50</td>
<td></td>
<td>$311.50</td>
</tr>
<tr>
<td>Audio/Visual Club</td>
<td>Kirk Young</td>
<td>6</td>
<td>$2,181</td>
<td>$300</td>
<td>$2,481</td>
</tr>
<tr>
<td>Ski Club</td>
<td>Andre Gardner</td>
<td>1</td>
<td>$779</td>
<td></td>
<td>$779</td>
</tr>
<tr>
<td>Role</td>
<td>Name</td>
<td>Quantity</td>
<td>Amount</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------------</td>
<td>----------</td>
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<td>---------</td>
<td></td>
</tr>
<tr>
<td>State Scholars</td>
<td>Stacey Gagnon</td>
<td>2</td>
<td>$3,400</td>
<td>$3,400</td>
<td></td>
</tr>
<tr>
<td>Web Master</td>
<td>Maria Pearson</td>
<td></td>
<td>$1,700</td>
<td>$1,700</td>
<td></td>
</tr>
<tr>
<td>Drama Advisor</td>
<td>TBA</td>
<td></td>
<td>$1,869</td>
<td>$1,869</td>
<td></td>
</tr>
<tr>
<td>Drama Set Design*</td>
<td>TBA</td>
<td></td>
<td>$343</td>
<td>$343</td>
<td></td>
</tr>
<tr>
<td>Drama Set Build*</td>
<td>TBA</td>
<td></td>
<td>$343</td>
<td>$343</td>
<td></td>
</tr>
</tbody>
</table>
To: Dr. Tammy Davis, Superintendent of Schools
From: Lori Krueger, Director of Special Education
Date: June 10, 2013
CC: WRSD School Board
Re: Nominations for PPT Chairpersons 2013-2014

The following persons are nominated for building level PPT Chairpersons at the indicated stipend:

- Union Sanborn School: Clare Mills, $350
- Preschool Coordinator: Leah Palmiter, $350
- Southwick School: Nancy Coffin, $350
- Sanbornton Central School: Britini Shields, $350
- Winnisquam Regional Middle School: Morgan Lemmon, $860
- Winnisquam Regional High School: Jamie Vose, $860
To: Dr. Tammy Davis, Superintendent  
From: Zack Medlock, Athletic Director  
CC: Dr. Ronna Cadarette, Principal  
Re: 2013-2014 Nominations  
Date: June 5, 2013

The following coaches are recommended for coaching positions for the 2013-2014 School Year:

**Fall 2013**

**MS**

<table>
<thead>
<tr>
<th>COACH</th>
<th>POSITION</th>
<th>BASE</th>
<th>LONGEVITY</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catherine Dumont</td>
<td>MS Football</td>
<td>volunteer contract</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meghan Lang</td>
<td>B Soccer</td>
<td>$841</td>
<td>none (2)</td>
<td>$841</td>
</tr>
</tbody>
</table>

**HS**

<table>
<thead>
<tr>
<th>COACH</th>
<th>POSITION</th>
<th>BASE</th>
<th>LONGEVITY</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peter Steese</td>
<td>Varsity Soccer</td>
<td>$2804</td>
<td>$1300 (26)</td>
<td>$4104</td>
</tr>
<tr>
<td>Tim Lang</td>
<td>JV Soccer</td>
<td>none</td>
<td>none</td>
<td>none</td>
</tr>
</tbody>
</table>

* Peter Steese comes to the district with over 25 years of coaching experience ranging from the youth levels through the collegiate level.
TO: Dr. Tammy Davis
FROM: Shannon Kruger
DATE: May 8, 2013
RE: Behavior Classification Chart and Bus Rules and Regulations

The purpose of this memo is provide an update regarding the Behavior Classification Chart and the Bus Rules and Regulations because all buildings will be adding the updated information to their 2013-2014 Handbooks.

The K-12 Discipline Committee began meeting in November, 2012 to update the WRSD Behavior Classification chart. The purpose was to update behaviors and/or terms. Changes include the following: Teasing/Taunting, Bullying/Harassment, Repeat Bullying/Harassment, Technology/electronics misuse, Directed profanity and/or gestures, Non-directed profanity and/or gestures, Possession of perscription or over the counter medication, Assault (includes spitting), Internal posession of drugs and/or alcohol, Possession of lighter, matches, or contraband, Retaliation, Sexting.

The classification levels have been adjusted to read:
1=Minor
2=Moderate
3=Major

Tips for remediating Level 1 behaviors was added to the Procedural Responses section for Level 1.

In addition, the committee met with Tracy Scott, from First Student Transportation to update the Bus Rules and Regulations.

Documents are attached and Rich Hines will be willing to answer any questions that may arise at any School Board meeting.
The following behavior chart outlines student violations and the response classification to those violations by grade levels. The chart is made up of four columns. The first column names the student violations in alphabetical order. The second, third, and fourth columns name the response levels for those violations by grade level: Elementary School (K-5), Middle School (6-8), and High School (9-12). At times, the response classification (1= Minor, 2= Moderate, 3= Major) will be the same for more than one grade level and in some cases, the response classification may vary by grade level. The reason for the differences is based on what is considered typical/atypical behaviors for the different age groups. In all cases, consideration will be given to the severity of the offense(s), identifying the most appropriate student offense description, and any/all other factors to be considered in the incident. Please read below the chart for additional information regarding response classification descriptions and procedural responses.

<table>
<thead>
<tr>
<th>Student Offense</th>
<th>Elementary</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any other behavior/act which the administrator considers to be inappropriate and/or in violation of school rules, WRSD policy, or against the law. Level to be determined by the administrator.</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Assault (includes spitting)</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Belligerent</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Bringing or possessing a firearm, as defined in Sect 921 or Title XVIII of the US code on school grounds or with-in the “Safe School Zone”</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Bullying/Harassment (includes cyber bullying)</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Causing false public alarm (bomb threat, fire alarm)</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Cheating/plagiarism</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Class cut</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Demeaning/offensive materials</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Directed profanity and/or gestures</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Disrespectful</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Distribution, exchange, or sale of prescription or over-the-counter medication</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Extortion</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Failure to follow request</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Forgery</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Intentional destruction of property</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Intentional/targeted Aggression</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Internal possession of drugs and or alcohol</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Leaving class without permission</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Left the school building and/or school grounds without permission</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Lying</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Non-directed profanity and/ or gestures</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Offense</td>
<td>1= Minor</td>
<td>2= Moderate</td>
<td>3= Major</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>----------</td>
<td>-------------</td>
<td>----------</td>
</tr>
<tr>
<td>Possession of a pellet, BB gun, paintball gun, or knife in a “Safe School Zone”</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Possession of a toy weapon with the intent to threaten or harm another</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Possession of any dangerous object which might be capable of harming another</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Possession of drug paraphernalia</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Possession of illegal drugs</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Possession of lighter, matches, or contraband</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Possession of prescription or over-the-counter medication</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Possession or the use of tobacco products</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Public display of affection</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Pushing/shoving</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Reckless Behavior</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Repeat level 1 offense(s):</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Repeat level 2 offense(s):</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Repeat Bullying/Harassment</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Repeatedly disruptive and/or distracting to others</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Retaliation</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Sexting (sending, forwarding, or possession)</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Sexual violence</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Starting or attempting to start a fire at school</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Teasing/Taunting</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Technology/electronics misuse</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Theft</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Threatening comment (general)</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Threatening comment (specific)</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Unauthorized area</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Unexcused class tardy</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Unprepared for class</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

**CLASS 1 MINOR OFFENSES:**

Class 1 minor offenses usually occur in the classroom or other setting under the teacher's supervision. Occasionally, the teacher will have to call on other people for assistance; the responses at this level usually do not require the intervention of a building administrator.

**Procedural responses to class 1 offenses:**

A. Discuss the matter with the student.

B. The staff may rely on any of the following corrective actions:
   - Contact parent/guardian. The student may be present for the communication.
   - Have student write a letter to parent/guardian explaining his/her misbehavior and require parent/guardian to sign the letter
   - Develop a student behavior contract.
   - Assign a level 1 consequence appropriate to the school (lunch detention, recess detention, After school detention)
• Consult with behavior specialist, guidance counselor, case manager, etc.

• Any other acceptable action as adopted by the school staff

C. If the student does not respond to the above attempts, the student may be removed from the classroom and the parent/guardian will be notified.

D. When a student is sent to the office/Behavior Specialist, a discipline referral form will be submitted by the teacher as soon as practical. The office/Behavior Specialist will maintain these forms as part of the student's disciplinary files. When necessary teachers will be responsible for providing summary information of corrective actions attempted prior to referring the student to the office.

E. Repeated or significant Class I Offenses as reviewed by appropriate staff may be treated as Class II Offenses.

Tips for remediating student behavior(s) at this level:

*Speak with the student to identify what caused the conflict. Discuss what happened and allow the student to give his/her side of the story. Empathetic listening is the key. Then, develop a plan or goals so that the student does not repeat the same behaviors.* A key focus in this meeting is to improve the relationship between the student and staff member. It should be a goal to realize how both sides process information, frustrations and expectations.

Below are some guiding questions that may be helpful during the meeting:

What happened?
Why?
What triggered the conflict?
How did you respond?
What were the natural consequences?
What would you do differently next time?
What can I do to help you in the future?

Students should only be removed from instruction when the misconduct is grossly inappropriate and making it impossible or very hard to teach and the teacher has exhausted all other means of deterring the student’s behavior. If the student conduct is severe and he/she has to be removed from the area, a complete behavior report must be written by the teacher. This type of incident could be part of the student’s permanent record depending on his/her grade level.

**CLASS 2 MODERATE OFFENSES**

By their nature, these acts are considered more significant violations of the student behavior standards. Class II Offenses that have not been corrected by demonstrated teacher action may require that a building administrator and/or behavior specialist become involved in the disciplinary action.

Possible Procedural responses to class II offenses:
A. Immediate removal of the student from the classroom. A student may be removed for the school day if the student's presence poses any danger to others or prevents other students from learning.

According to the severity of the offense(s):

**Elementary, Middle and High Schools:** Possible corrective actions:
- Notices, and/or detention(s)
- Friday Evening Detention(s) [MS/HS only]
- Parent notification will take place (mail, email or phone).
- Parent conferences may be held
- In-School or Out-of-School Suspensions may be assigned (administration only)

B. Depending on the severity and the nature of the offense, law enforcement officials may be contacted and the student may be subject to prosecution.

C. Restitution for damages to school or private property may be required.

* Singular severe incidents and/or repeated Class II Offenses may be treated at Class III Offenses.

**CLASS 3 MAJOR OFFENSES**

In accordance with RSA 192-D: 2, the Safe School Zone Act, violence, weapons, and crime will not be tolerated on Winnisquam Regional School District property or at any Winnisquam Regional School District sponsored event. These acts are the most severe violations of the behavior code. Offenses at this level may go beyond the school discipline system and be referred to law enforcement authorities. Most students involved in Class III Offenses may be removed from school immediately.

*Procedural responses to class III offenses*

The administrator will contact the parents and may contact the police department as needed. In addition, some of the following are possible consequences:
- Up to a Ten (10) day out-of-school suspension from the Principal or his/her designee.
- Additional out-of-school suspension from the Superintendent, and a possible recommendation for an extended suspension by the School Board
- Any other consequences to be determined by the building administrator or his/her designee.
WRSD BUS RULES AND REGULATIONS

Pupils transported in a school bus shall be under the authority of the School District and under control of the bus driver, a legal representative of the School Board. The safety of pupils riding school buses cannot be left to chance, and it is imperative that good order and discipline is maintained on each bus. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a pupil to be denied the privilege of transportation in accordance with the regulations of the School Board and RSA 189:9a. The driver of the bus shall be held responsible for the orderly conduct of the pupils transported. Each driver has the support of the School Board in maintaining good conduct on the bus.

The rules adopted by the School Board are as follows:

1. All pupils will be picked up and/or dropped off only at predetermined stops approved by the School Board. Pupils must be ready to board the bus when it arrives. Drivers are not to wait for pupils who are not ready. Do not crowd onto the street or road when waiting for the bus. Line up and enter the bus in an orderly fashion when it arrives.
2. Pupils must board the bus in an orderly and courteous manner; go immediately to a seat, and sit down. The driver may assign seats to pupils.
3. Pupils will be expected to ride only on the school bus assigned to them. Emergency situations will be handled at the discretion of the building principal.
4. Pupils will always cross the street in front of the bus, under the driver's direction, when loading or departing the bus. Students may be asked to wait for a “thumbs-up” signal from the driver.
5. Pupils wishing to use a different bus or get off at a different location must have a note from the parent/guardian specifying the drop-off address and be pre-approved by the school office. Approval will be given only if space is available.
6. Pupils must remain seated at all times when the bus is moving; arms and heads must be inside the bus at all times.
7. Pupils must not throw anything within the bus or out of the windows of the bus.
8. Aisles are to be left free of books, lunch boxes, coats and other objects at all times. Musical instruments and backpacks should be placed under the seat.
9. Talking should be carried on in conversational tones - never shouting or making loud noises that may distract the driver.
10. Eating or drinking is prohibited on school busses during regular bus routes to and from school.
11. Pupils loading and departing from the bus will do so from the front of the bus. Emergency doors are for emergencies only.
12. Pupils must obey instantly any request or suggestion from the bus driver pertaining to safe pupil transportation.
13. Animals of any kind are not allowed on the bus.
14. Appropriate use of technology and cell phones is permitted in accordance to school board policy. No photographs or video recordings are permitted on student devices.
15. Any other behavior/act which the administrator considers to be inappropriate and/or in violation of school rules, WRSD policy, or against the law. Level of the offense will be determined by the administrator. Video evidence may be reviewed and considered when determining student consequences.
WHERE APPLICABLE, THE ABOVE RULES APPLY TO BOTH BUS AND BUS STOP.

Normal procedure for violations:
1. Drivers are to report violators immediately (in writing) to the appropriate building principal and include the date, the trip (morning or afternoon), and the specific violation.
2. The building administrator will notify parents of bus reports and/or consequences.
3. Copies of bus suspension letter notifications will be forwarded to the Superintendent of Schools
   *Severe cases may result in an immediate bus and/or school suspension.

Safety is the first priority in transporting all WRSD students. Consequences for bus infractions may result in school consequences as outlined in the WRSD Behavior Chart and Behavior Classifications and/or a suspension of bus services per policy JICC. Bus suspensions may not exceed 20 days without WRSD School Board approval.
TO: Dr. Tammy Davis, Superintendent  
FROM: Andrew Brauch, WRHS Assistant Principal  
DATE: 5/23/13  
RE: Student Handbook Changes

The following changes are proposed for the 2013-14 Student Handbook:

Pg. 10- Add: Age of Majority (18 years of age or older): WRHS considers all students residing with a parent or guardian as being responsible to their parents. Regardless of age, all WRHS students will be subject to all school policies, procedures and regulations. Behavioral expectations, school rules and designated penalties will apply to all students. WRHS reserves the right to communicate with a parent of any student, regardless of the student’s age, unless both the student (who must be 18 or older) and the parent submit a letter to the school stating that the student is not living at home and that there is no need to keep the parent/guardian informed and there is no other outside factor having a role in the relationship (court, etc.) and the student qualifies as an independent under IRS Code.

Pg. 10- Dismissals and Tardiness-Delete: Every 5th tardy to school or class will result in a Friday Evening Detention.

Pg. 10- Dismissals and Tardiness-Add: Consequences for repeated class tardiness may result in afterschool detentions as determined by the classroom teacher. A Friday Evening Detention may be assigned for habitual offenders. Students who attend morning Huot or the Laconia Alternative Program may arrive to school at 8:20am.

Pg. 10- Dismissals and Tardiness-Add: Any student wishing to be dismissed for any reason must first present a dated parental note giving reasons for the dismissal and a current parent phone number on the day of the dismissal. Students needing to be dismissed from school due to illness or injury are required to see a school nurse. The nurse or designee will contact a parent/guardian or other adult designated by parent on emergency information sheet. A student who leaves without going to the school nurse will be considered truant from school.

Pg. 11-High School Day-Replace with: Students may enter the building at 7am and report to the cafeteria. We welcome students for breakfast at 7:20a.m. Students will be allowed to leave the cafeteria at 7:25a.m. Some clubs hold meetings prior to 7:25am in classrooms. First block will start at 7:37am with the Pledge of Allegiance. Students not present at this time will be marked absent/tardy. The school day closes at 2:30pm. Students in the hallways after classes begin should have appropriate passes. End of Day: It is important that all students remain in the building until all of the busses arrive from the Middle School to avoid problems in the parking lots.

Pg. 12- Appeal Process-Add: Complete an attendance appeal form.

Pg. 13-Add: Extended Learning Time: WRHS offers “Extended Learning Time” opportunities to provide students extra help with their classroom assignments and
homework. This service is free to WRHS students. Students may also use the program if they just need a place to work quietly or need a computer to complete school work. Our goal is to assist and guide students with their studies in all subject areas to improve their understanding of each competency required for graduation. Students may also complete on-line classes during “Extended Learning Time” on one of the many computers available in the media center. To register for an on-line class through VLACS and/or PLATO to recover credits or to get ahead, please contact your guidance counselor. The “Extended Learning Time” will be staffed by one paraprofessional. Content area teachers may also be available if prior arrangements are made with individual teachers. Students are responsible for bringing their own school work to this program. Students may drop-in at any time between 2:30-4:00pm on Mondays, Tuesdays and Thursdays in the Media Center and are asked to sign-in and out at the media center desk. The program follows the school term and does not operate during holidays or vacation days. Parents are responsible for picking up their child/children at 4:00pm.

Pg. 13-Add: Literacy Lab: A place to provide students with extra academic support in all subject areas to meet competency. Can be accessed with teacher permission during all blocks. It is also a quiet place to work or take an assessment. Can also be used if a student needs an alternative location to complete work if emotionally or socially overwhelmed. Computers are available for students to use for research and other homework.

Pg. 13-Report Cards-Delete: The first semester report card and final report card will be mailed home shortly after the close of school.

Pg. 13-Report Cards-Add: Quarterly report cards will be sent home with the students. The final report card will be mailed home shortly after the close of school.

Pg. 13-Incomplete grades-Delete: The student and teacher should complete the “Request for Incomplete” form that must be signed by the teacher, student and parent. This form represents a contract between the student and teacher to complete the necessary work for the course within a reasonable period of time. Copies must be provided to the student, teacher and guidance. Failure to complete the required work within two weeks without a prior-approved administration extension will result in the grade changing as indicated. All in completes must be resolved prior to the next mid-term period. If a student withdraws from school prior to completing the required work, the grade will be changed as indicated on the form or as indicated by the teacher on a change of grade form. A change of grade form must be completed by the teacher in order for grades to change from an incomplete.

Pg. 13-Incomplete grades-Add: The grade will be reflected as an “I” when the report card is issued. The student will arrange with the teacher to make up the work within two weeks of the report card being issued. If the missing work is not made up within that time frame, the incomplete grade will be changed to a “F”. A teacher has the discretion to
change the grade at any time after that if agreed upon that extenuating circumstances warrant an extended period of time to make up the work.

Pg. 14-Library/Media Center-Change: Hours are Monday, Tuesday, and Thursday from 7:30-4:00pm. Wednesday and Friday from 7:30pm-3:00pm.

Pg. 14-High School Credit Requirements-Replace with: Students in grades 9, 10, and 11 must carry 7 credits per year. Seniors must carry at least 6 credits per year.

Pg. 14-High School Graduation Requirements-Delete: 22.5 credits (Class of 2013), US History I, taking a senior ICT Portfolio course (1/2 credit), portfolio on their own.

Pg.15-High School Grading Policies-Delete: Academic subjects will carry greater weight in determining class ranks. If you have any questions about the formula for this weighting, please check the Program of Studies or see your guidance counselor. Juniors and seniors can request the option of excluding from the GPA a maximum of one credit of elective courses a year (total of two credits). These must be electives beyond the state and local requirements. This choice must be made before the course begins. Courses taken at other schools are assigned values after comparing them with similar courses offered at Winnisquam. The class ranking system will not affect student’s eligibility for the honor roll.

Pg. 16-High School Guidance -Change to: High School Counseling Office.

Pg. 16- Academic Counseling-Change to: Counselors assist students in becoming aware of their academic strengths and weaknesses; assist students in selecting subjects that are consistent with their personal abilities, interests and goals; work with students to help them achieve in the classroom; develop sound study habits; and understand school wide academic, civic, and social expectations.

Pg. 17-Late Withdrawals-Replace first sentence with: Withdrawals from courses can’t be made after the beginning of the second quarter for a half year class or half way through the third quarter for a full year course.

Pg. 17-High School Early Graduation-Replace with: Students will be considered for early graduation if they meet the following requirements:

- All requests for early graduation must be made before the end of semester 1 of their junior year.
- The student will request of the principal, in writing, that early graduation be considered. Requests should include reasons for desiring permission to graduate at the earlier date.
- Parent(s) or guardian(s) are required to submit, in writing, approval of their child’s request.
- The principal, school counseling staff and teachers who know the student will consider the request and certify all of the graduation requirements can be met.
Based on this consideration by the staff, the principal will forward recommendation to the Superintendent.

If the principal’s recommendation is favorable, (s)he is to state what was done to counsel the student about his/her options and feel confident that a productive plan is in place for post-graduation.

If the principal’s recommendation is not favorable, (s) he is to state reasons for this decision.

The Superintendent will then grant or deny the request.

The Board will receive an annual report regarding the individual requests and their disposition.

With the exception of graduation exercises and senior activities (prom, awards night, banquet, Chem. Free), students granted early graduation will not be allowed to participate in co-curricular activities when their course work is completed.

Pg. 17-High School PRIDE Room-Replace with: Winnisquam Regional High School students have the opportunity to receive credits in alternative ways while participating in PRIDE Room academic programs in direct correlation with our PRIDE mission which may include A+ Online Tutorial, PLATO, Modified Schedule, Virtual Learning Academy Charter School courses, and other related educational alternative programs and services. Students may transfer up to 5 credits of alternative learning from an institution outside of the district while they are Winnisquam Regional High School students. Students must complete a class before recovering credits using on-line programs; the exception is VLACS which is a transfer credit. A+ Programs are typically for students identified with special learning needs only.

Permission to access this program is made by referrals from guidance and/or administration. This program will help support at-risk students, to prevent drop-outs and to recover drop outs.

Pg. 17-High School A+ Online Tutorial-Delete: If a student has failed to pass a class twice they are eligible for the A+ Online Tutorial program. The A+ Online Tutorial program is designed to help students achieve credit recovery. A student needs to have taken the failed class for the entire length of the course in order to qualify for the A+ Online Tutorial program or by recommendation from the Principal or the Principal’s designee. Students will be scheduled for A+ Online Tutorial on a quarterly basis. Students achieving A+ Online Tutorial credit prior to the end of a quarter will work on academic support with the Alternative Education teacher based on standardized tests and competencies. Students interested in participating in the A+ Online Tutorial program must be approved by the by the student’s parent/guardian and the Principal or the Principal’s designee.

Pg. 18-Virtual Learning Academy Charter School (VLACS)-Add: Pre-approval for all VLACs courses is required. Please see your school counselor for the appropriate paperwork to obtain approval/signatures. All courses approved and completed through VLACs will earn WRHS credit which is posted on the student’s transcript and counted toward the GPA. Students may transfer up to 5 credits of alternative learning from an institution outside of the district such as VLACS while they are Winnisquam Regional High School student.
Proposed Student Handbook Changes: 2013-14

Pg. 18-High School Academic Improvement Policy-Replace with: #4 Both sets of grades for the course will show on the student’s transcript.

Pg. 18-Adult Education-Delete: 4. The adult diploma programs must be designed so as not to be competitive with the regular school program. 5. A student may enroll in the program only if scheduling for day-time courses to complete requirements is not possible. 6. A student may not receive more than one credit during a semester. 7. A student’s course load may not exceed six subjects in any given semester. 9. A written recommendation will be sent by the high school principal to the local director of the adult program outlining the circumstances.

Pg. 18- High School Extended Learning Opportunity (ELO)-Delete: The student will be assigned to a staff member as part of their class schedule. Where credit is not granted, such experiences may, at the discretion of the Principal or the Principal’s designee, be used to fulfill prerequisite requirements for advanced courses.

Pg. 19-High School Independent Studies-Replace with: Independent studies are designed to allow students to study an area of interest in which the teacher of record feels comfortable that he/she can instruct and guide the student. All independent studies must have a clear curriculum outline with competencies that will be achieved by the student through participation in the independent study. An independent study form must be filled out, have the curriculum outline with competencies attached, be signed by the teacher, the student, school counselor, the principal or the principal’s designee, and the student’s parents. Independent study provides the opportunity for students to develop a course proposal to explore aspects of specific learning topics outside the normal curriculum. Students will work with a highly qualified supervising teacher who will guide studies, evaluate assignments, and assessments. Depending on the nature of the course, the supervising teacher may require attendance during a study hall/class or allow the student to work independently during the student’s free time. Students must recognize that they generally will not receive the level of assistance that they would if they were enrolled in a regular classroom setting.

Pg. 20-High School “School Across the Street”-Replace with: The “School Across the Street” is a program currently located at the Tilton Northfield United Methodist Church across the street from the high school. This program provides at-risk students at the end of their high school career an opportunity to engage in their learning, earn course credits, recover previously failed course credits, and achieve their Winnisquam Regional High School diploma. The Alternative Education teacher will coordinate, oversee, and provide student instruction. Students interested in participating in the program must be approved by the by the student’s parent/guardian and the Principal or the Principal’s designee. School Across the Street hours are from 7:37am-10:48am daily.

Pg. 20-High School Summer Credit Recovery-Delete: A written statement must be forwarded to the Principal or the Principal’s designee.

Pg. 20-Delete-High School Tutorial Program.
Pg. 22-Athletic and Co-Curricular Activities Rules and Regulations-Delete entire section, to be replaced with Athletic/Activities Handbook.

Pg. 24-High School Student Activities-Change: Prom hours are 7:00-10:30pm.

Pg. 26-Student Dress-Add: Consequences will be given for students who repeatedly violate dress codes, refuse to change or do not take reasonable measures to adhere to dress codes.

Pg. 27-School Lunch Program-Add: Free and Reduced Lunch Applications are now available on-line. Visit http://wrsdsau59.schoollunchapp.com

Pg. 27-Fire Drills-Add: During a lock down it may be necessary to remain in the room when the fire alarm sounds, please follow the directions from the teacher.

Pg. 28-Study Halls-Add: Are available on a limited basis and capped at 25 students. Underclassmen will be allowed one study hall per two day block rotation (A/B). Seniors are allowed two study halls per two day block rotation (A/B).

Pg. 29-High School Off Campus Privileges-Change to: Seniors/Juniors who qualify may arrive late to school or leave school grounds early with prior parental permission for up to one block a day.

Pg. 30-High School Student Parking-Delete: Sophomores may obtain parking permits on a limited basis.

Pg. 30-High School Student Parking-Add: Juniors get second priority.

Pg. 31-Behavior Modification Procedures-Delete: Teacher Operating Procedures.

Pg. 32-High School In-School Suspension-Add: For each day of ISS, students must satisfactorily meet the behavioral and academic expectation of ISS or they will need to serve an additional day of ISS. Your child will be escorted to the lunch room to get his/her meal to bring back to the ISS room. We encourage your child to bring a water bottle for the day.

Pg. 32-High School Out of School Suspension-Change: The first five days of out-of-school suspension are considered unexcused absences.

Pg. 33-WRSD Behavior Classification-Replace: Level 1, 2, 3 with 3, 2, 1 and associated responses contained in board informational item (7.9) from Shannon Kruger on May 20, 2013.

Pg. 55-AC-Non-Discrimination Policy-Delete: Justification-This policy is described on page 37 already.
Pg. 57- Winnisquam Regional School District Bus Rules and Regulations- Replace with: Language contained in board informational item (7.9) from Shannon Kruger on May 20, 2013.

Pg. 60- Use of Tobacco- Delete: Students will receive a suspension of ten days, with five days waived upon successful completion of the Youth Assistance Challenge Program for a first time offense. Subsequent offenses will not be eligible to have days waived.

Pg. 63- Acceptable Use Policy (AUP)- Replace with: Parents and students must agree to the terms and conditions of the proper and acceptable use of the WRSD Information Network (WRSD IN) as written in the Acceptable Use Policy (AUP). Parent and student signatures must be received on the Parent/Student Agreement Form (included in the first day packet) before students may access computer technologies each school year. The purpose of the WRSD IN is educational, serving as a resource for improving, extending, and enriching teaching and learning in the district. Improper use of any equipment or provided technologies of the WRSD Information Network can result in consequences such as school suspension, financial costs, possible criminal prosecution or other repercussions described in the policy. The current and applicable Acceptable Use Policy (JICL-R) is available on the district website and each school website.

Pg. 68- Subject to Change- Add: Unanticipated changes to laws and programs during the course of the school year may result in handbook changes not reflected in this handbook.

MISCELLANEOUS:

- Faculty/staff name changes in the handbook will be made where appropriate based on personnel changes approved by the board.
MEMO

TO: Dr. Tammy Davis
FROM: Shannon Kruger, WRMS Assistant Principal
DATE: June 6, 2013
RE: WRMS Handbook Changes

There is a brief outline below of the annual updates, additions, changes, and deletions. Page numbers and layout enhancements are being added to make the document easier to use.

Please note that Rob Seaward met with some staff, Pam Miller, and I on 5/31/13 regarding re-do’s, student management, NPL, and late assignment protocols. Work will continue over the summer and information will be available in August prior to the handbook being posted.

Winnisquam Regional Middle School Handbook updates for 2013-2014
SMK-May, 2013

ANNUAL UPDATES:
- Staff List
- WRSD Calendar
- Program of Studies
- Grading Calendar and Unified Arts Grading Calendar
- AUP
- Bell Schedule

CHANGES:
- Principal - Dr. Pamela Miller to Mr. Robert Seaward, Jr.
- School Lunch Program ...Meal prices will be $2.40 for students and $3.35 for Adults
- Beverages and Food: ...we have a peanut free seventh grade and...
- Parent/Teacher Conferences: ...2013-2014 school year are scheduled for the week of November 11th.
- WRSD Behavior Chart and Behavior Classifications and the Bus Rules and Regulations Documents – (per the May Board packet).

ADDITIONS:
- Assistant Superintendent – Dr. Pamela Miller
- Facilities Manager – Mr. Joseph Stone
• **MMS Online Grade Book:** Teachers will update grades by 2:30 on Thursday of each week.

• **Extra Help:** Morning homework club is offered daily from 7:20 am – 7:42 am

• **After school programs:** Parents will be notified if their child is unable to attend a school sponsored event/activity due to discipline or eligibility.

• **Backpacks:** All students must store their backpack in their locker and carry their materials to class. Backpacks are not permitted in the classrooms.

• **Library:** Please note that WRMS will request reimbursement for any lost or damaged materials.

• **Dress Code** – inappropriate for school...steel toed boots

• **Lost and Found** ... have your child check Lost and Found on a regular basis as items are often donated to area agencies before school vacations.

**DELETIONS:**

• **Director of Curriculum and Instruction** – Suzan Gannett

• **Report Cards**...Each of these documents will be accompanied by a sheet for parents to sign indicating that they have received the document.

• **RRAPS**...NPL maintenance

• **Guidance Services**...Students in grades 6 and 8 will have an additional transition class...
TO: DR. TAMMY DAVIS
FROM: RICH HINES, SOUTHWICK PRINCIPAL, BONNIE JEAN KURAS, SANBORNTON CENTRAL SCHOOL PRINCIPAL & CYNTHIA PROULX, UNION SANBORN PRINCIPAL
DATE: MAY 24, 2013
RE: ELEMENTARY HANDBOOK CHANGES

Current
Page A – Suzan Gannett Director of Curriculum
Page A – Dr. Pamela Miller, MS Principal
Page A -
Page 6 – an answering machine has been installed
After you hear a beep tone
Page 7 – “two days”
Page 8-9 – Old Bus Rules and Regulations
Page 11-19 – Old Discipline Policy
Page 21 - Old

Students can do this through using the Internet, which is like a giant on-line library. Using phone lines, the Internet connects each of our computers to millions of other computers around the world so that we can read information they have posted on their site.

Change
Dr. Pamela Miller, Assistant Superintendent
Robert Seaward, MS Principal
New – Joseph Stone, Facilities Director
Please leave a voice mail
delete "After you hear a beep tone"
two weeks (Per policy JH)
New Bus Rules and Regulations
New Discipline Policy
New

Students can do this through using the Internet.

Page 21 - Old

. The Internet contains a vast amount of information that can help students become more educated. However, the Internet also contains some information that is not educational and would not be helpful to students. Thus, the district has developed rules, which must be followed so that student use and access the Internet will be helpful, educational and safe.

New

The district has developed rules, which must be followed so that student use and access the Internet will be helpful, educational and safe.
Teachers will not allow elementary-aged students to conduct Internet searches.

Only teachers, not students, may download, or copy information from the Internet. Students who use the Internet will be supervised at all times by a staff member.

Do not download (copy) any information from the Internet.

Students under the direct supervision of staff and with the express permission of their parents/guardians may use the Internet. An acceptable use policy has been designed for elementary school students and will be presented to parents prior to student use of the system.

Electronic Equipment will be added to.

If electronic equipment is brought on the bus or on field trips, students cannot take pictures of other students as some students are on the “Do Not Take Picture’s” list in the school office.
Page 29 – Old

Has a temperature of over 100 in the morning

New

Has a temperature of 100 degrees or more without medication for 24 hours.

Page 29 – Old

Has head lice or nits; (please inform the school nurse as soon as possible.)

New

Has head lice; (please inform the school nurse as soon as possible.)

Page 34 – Old - Visitors [paragraph will be added to.]

New

Due to the revised Emergency Management procedures we are working to reduce the number of non-staff members walking through the building. Should you need to drop an item off at the school, please drop it off at the Main Office, where your child will be called to pick it up or we will deliver it to them. Thank you for your assistance in this safety procedure.

Page 34 – Old General Chaperone Guidelines

New – General Volunteer/Chaperone Guidelines

Volunteers will be supervised by a teacher at all times due to liability.
Prospective volunteers will need to fill out a Volunteer Agreement; this form is available in the school office. In addition, a federal criminal background check will be required (per State Law). The cost of the background check will be incurred by the district at the parent's request.

Page 34 – Old General Chaperone Guidelines

New – General Volunteer/Chaperone Guidelines

Prospective volunteers will need to fill out a Volunteer Agreement; this form is available in the school office. In addition, a federal criminal background check will be required (per State Law). The cost of the background check will be incurred by the district at the parent's request. Volunteers who break confidentiality may be asked not to return as a volunteer.

Page 34 – Old General Chaperone Guidelines

New – “Guidelines for Volunteer Field Trip Chaperones” (See added Procedures Sheets)
Guidelines for Volunteer Field Trip Chaperones

Thank You for Your Support!

At Southwick School, we believe that field trips provide a valuable educational experience for students. The students experience “being there” and they are better able to connect their current learning to past and future experiences. Field trips increase student knowledge and understanding of a subject and add realism to the topic of study. Without the help of volunteer chaperones most field trips would not be possible. Thank you very much for giving your time and support to these important activities.

In order to help ensure that school-sponsored field trips result in safe and rewarding experiences for all participants, we have prepared these guidelines to provide information about volunteering as a field trip chaperone.

Becoming a Volunteer Field Trip Chaperone

Because student safety is our paramount concern, all volunteers must have successfully completed a fingerprint background check prior to the trip. Please call the SAU Office at 286-4116 to complete this task.

Guidelines for Volunteer Chaperones

Prior to the field trip, the classroom teacher will provide you with information regarding the activities planned for the trip, expectations for supervising students, and emergency procedures. In addition, the following general guidelines will help you effectively perform your duties as a chaperone. If you have questions regarding these guidelines, please talk to the teacher or to the school principal.

1. All school rules apply on school sponsored field trips. Chaperones are expected to comply with school policies, follow the directions given by the coordinating teacher, work cooperatively with other volunteers and school staff members, and model appropriate behaviors for students. The chaperone will follow the trip plan developed by the teacher.
2. In order to comply with school policy, before or during the field trip, chaperones:
   - may not use or possess alcohol or other drugs
   - may not use tobacco in the presence of or within the sight of students
   - may not administer any medications (prescription or nonprescription) to students.

3. Students must be supervised at all times while at a school sponsored event. As a chaperone, you will supervise a small group of students, helping them learn and making sure they behave appropriately. Students must stay with you, their chaperone, at all times. Go over use of the buddy system with students under your care. Account for all participants regularly and before changing activities. Be sure to know when and where to meet the rest of your group at the end of the visit. Chaperones must be readily available, be mindful of safety concerns, and respond to students' needs. Do not use your cell phone for non-emergency or non-trip related purposes. It is not acceptable for outside work or reading to be completed while you are supervising students.

4. Student behavior is your responsibility. School rules related to student behavior apply. Go over rules and standards of behavior, safety rules, and any site specific rules with students. Ensure that students do not get involved in any extra activities not pre-approved by the teacher. While you are responsible for student behavior, it is the responsibility of the teacher to discipline a student.

5. Eating and drinking are not permitted outside of designated areas and predetermined times.

6. For the protection of both the student and the chaperone, chaperones should not place themselves in situations in which they are alone with a student.

7. Siblings and family members may not participate in a school sponsored field trip as young children can easily distract you from your primary responsibility of supervising a group of students.

8. Be sure you know what to do in an emergency (medical emergency, natural emergency, lost child, serious breach of rule, etc). Know who is first aid trained and who is carrying the first aid kit. Keep cell phone contact numbers of the teacher in charge as well as other chaperones available.

9. Please follow the directions of the tour guides of the facility you are visiting even if other groups do not.

This is in line with School Board Policy JOC
In the event that I have a personal emergency while chaperoning, please contact

Printed Name ____________________________ Relationship ____________________________ Daytime phone # ____________________________

I acknowledge that I have received the “Guidelines for Volunteer Field Trip Chaperones”, have read these guidelines, and agree to comply with the guidelines as a school volunteer.

Printed Name ____________________________ Date ____________________________

Signature ____________________________ Cell Phone ____________________________
Chaperone Agreement

To be completed by the sponsoring teacher:

I am willing to be a chaperone for the ____________________________ Organization

trip to ____________________________ on _________________.

Destination Date

I will be responsible for supervising students as directed by the teacher in charge.

______________________________
Teacher’s Name

Please return the bottom portion of this agreement to the teacher in charge.

*****************************************************************************

To be completed by the chaperone:

I wish to be a chaperone for the ____________________________ Organization

trip to ____________________________ on _________________.

Destination Date

NAME______________________________

ADDRESS______________________________

PHONE______________________________
To: WRSD SCHOOL BOARD  
From: Zach Medlock – Athletic/Activities Director  
CC: Dr. Tammy Davis, Dr. Pamela Miller, Dr. Ronna Cadarette  
RE: Athletic/Activities Handbook  
Date: June 6, 2013

Please find attached the new Winnisquam Athletics/Activities Handbook.

This handbook reflects the efforts of the athletic committee to align both activities and athletics and covers a range of issues including:

- Stakeholder expectations
- Eligibility requirements
- Codes of Conduct
- Overviews of individual clubs and activities
- Expectations for Varsity, JV, and Middle School teams
- Required Forms

Please Note:

At this time there are two pieces of the handbook which are not complete: Physicals for Athletics and Academic Eligibility, as these areas are being discussed at the Policy Committee level. When final recommendations are made the policies will be included within the handbook. Furthermore, there are a couple of activity’s descriptions which have yet to be completed by advisors.
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Appendix: Required Forms
Winnisquam Regional School District Athletics/Activities Philosophy: The athletic/activities program at WRSD is a vital component in the overall educational experience. We ask our student-athletes to be competitive both on the field and in the classrooms. We value sportsmanship, growth of the spirit, mind and body. We expect to contribute to the students experience in school while developing desirable character traits including persistence, determination, dedication, tenacity and the will to win. It is our goal to enhance the student-athletes well being as an important part of our community. The goals of WRSD athletics/activities are to encourage maximum participation of the student body in athletics/activities while maintaining high standards of achievement.

Winnisquam Athletics/Activities supports the academic mission of the school. We are not a separate but, rather, an extension of a quality educational program. It has been found that students who participate in athletic programs tend to have higher grade-point averages, better attendance records, lower drop-out rates and fewer discipline problems than students do generally. Athletic programs provide valuable lessons on many practical situations, teamwork, sportsmanship, winning and losing, as well as hard work. Students gain experience with self-discipline, self-confidence and develop skills to solve complex situations. All these skills are needed and used later in life as responsible productive adults.

This athletic/activities handbook is not designed to replace those procedures developed for the general student body, nor do we intend it to cover all situations that may arise. However, it is used as a foundation of what we at WRSD believe in and expect from our students. As with all school policies, there is a course of action should an infraction take place. Once an Administrator or the AD finds evidence of such violation, the student will be notified of the alleged infraction. There is a due process and students will be given an opportunity to state their version of events, and if desired, an appeals process may be handled administration. Any questions regarding the policies should be directed to, Mr. Medlock, the Athletic/Activities Director.

STAKEHOLDER EXPECTATIONS: ATHLETICS (for activities please turn to page 21)

We desire a Program of Excellence and strive to win every contest in which our teams compete. Central to the goals of Winnisquam Regional District is the belief that interscholastic athletics can and should enhance the character of our youth. We put forth the following as the positive expectations we hold for the primary stakeholders in our Athletic Program.

Coach’s Code
We understand that the Athletic Director and Coaches are leaders and are dedicated to more than the X's and O's of competition. As a professional educator, leader and role model for students, the high school Coach or Athletic Director will:

- Exemplify the highest moral character as a role model for young people.
- Recognize the individual worth and reinforce the self-image of each team member.
- Establish a realistic team goal or vision for each season and communicate that to the athletes and parents.
- Encourage and assist team members to set personal goals to achieve their highest academic potential.
- Create a set of training rules for athletes that reflect the positive values of abstaining from the use of alcohol, tobacco and other illegal or prohibited drugs.
- Strive to develop the qualities of competence, character, civility and citizenship in each team member.
- Provide a safe, challenging and encouraging environment for practice and competition.
- Gain an awareness of the importance of prevention, care, and treatment of athletic injuries.
- Respect the integrity and judgment of the game officials.
- Teach and abide by the rules of the game in letter and in spirit.
- Build and maintain ethical relationships with coachees and administrators.
- Strive for excellence in coaching skills and techniques through professional improvement.
- Promote personal fitness and good nutrition.
- Be modest in victory and gracious in defeat.

Parent’s Code
We understand that parents play a vital role in the development of student-athletes and the success of our program. Therefore we encourage parents to:

- Be a positive role model through your own actions to make sure your child has the best athletic experience possible.
- Be a "team" fan, not a "my kid" fan.
- Weigh what your children say; make sure to get the coach’s point of view.
- Show respect for the opposing players, coaches, spectators and support groups.
- Be respectful of all officials' decisions.
- Don't instruct your children before or after a game, because it may conflict with the coach's plans and strategies.
• Praise student-athletes in their attempt to improve themselves as students, as athletes, and as people.
• Gain an understanding and appreciation for the rules of the contest.
• Recognize and show appreciation for an outstanding play by either team.
• Help your child learn that success is experienced in the development of their skills and that he/she can feel good about themselves, win or lose.
• Take time to talk with coaches in an appropriate manner, including proper time and place, if you have a concern.
• Be sure to follow the designated chain of command.
• Please reinforce our alcohol, tobacco and other drug-free policies by refraining from the use of any such substances before and during athletic contests.
• Remember that a ticket to a school athletic event confers a privilege, not a right, to observe the contest.

Supporter’s Code (other adult stakeholder)
We understand that the larger school-community has an interest and investment in the success of our Athletic Program. These other adults in the community can play a key role in reinforcing the educational goals of our program. Therefore, we encourage these important program supporters to:
• Remember that a ticket to a school athletic event confers a privilege, not a right, to observe the contest.
• Be a positive role model through their behavior at athletic contests.
• Show respect for the opposing players, coaches, spectators and support groups.
• Be respectful of all officials’ decisions.
• Recognize and show appreciation for an outstanding play by either team.
• Praise student-athletes in their attempt to improve themselves as students, as athletes and as people.
• Gain an understanding and appreciation for the rules of the sport.
• Please reinforce our alcohol, tobacco and other drug-free policies by refraining from the use of any such substances before and during athletic contests.

Athlete’s Code
We know that less than 5% of high school athletes go on to play team sports at the college level. Therefore, we understand that high school athletics provide a unique opportunity for the development of not only physical conditioning and athletic skill, but also character traits essential for success in life. To that end we challenge every athlete to strive for the following:

Competence – the necessary level of knowledge and skill to sufficiently train and compete
• To develop the skills necessary to participate competently in the game.
• To demonstrate knowledge of the rules and conventions of the game.
• To demonstrate knowledge of the strategies of the game.
• To demonstrate a level of physical conditioning and fitness sufficient to participate competently in the game.
• To demonstrate knowledge of healthy behaviors including nutritional issues.
• To understand the necessity of abstaining from the use of alcohol, tobacco, and other drugs in order to achieve the positive benefits of interscholastic athletics.

Character - the pattern of beliefs, attitudes and, therefore, behavior that relates to moral strength, constitution and essential qualities that embrace the positive values of WRSD and the Community.
• To be dependable in fulfilling obligations and commitments.
• To accept responsibility for consequences of actions and not to make excuses or blame others.
• To strive to excel.
• To be committed.
• To persevere, give 100% effort and not give up in the face of setbacks.
• To demonstrate truthfulness.
• To play by the rules of the game and not cheat.
• To control anger and frustration and refrain from displays of temper and bad language.
• To accept losing and winning graciously; to congratulate opponents, not sulk, or display other negative behaviors.

Civility – to demonstrate behavior that exemplifies appropriate respect and concern for others.
• To practice good manners on and off the field.
• To refrain from trash talk and other put-downs of opponents and teammates.
• To treat all persons respectfully, regardless of individual differences.
• To show respect for legitimate authority (e.g. Coaches, Officials, Captains).
• To be fair and treat others as one wishes to be treated.
• To listen to and try to understand others.
• To be compassionate and sensitive to others.
• To actively support teammate and others.

Citizenship – social responsibility as part of a ‘community.’
• To be faithful to the ideals of the game including sportsmanship.
• To keep commitments to team.
• To show team spirit, encourage others and contribute to good morale.
• To put the good of the team ahead of personal gain.
• To work well with teammates to achieve team goals.
• To accept responsibility.
• To set a good example for teammates, younger athletes, fans and school community.
Eligibility Requirements: For Both Athletics and Activities

Prior to any student participating in tryouts, practices, or competitions with any club or team, he/she must have on file with the athletic director/coach the following:

a. Winnisquam Medical Release Form completed and signed by parent/guardian. Must have one filled out for each sport, each season and returned to your coach.

b. Physical Form Prior to participation on a school athletic team, students must provide written documentation that they have passed a physical. Such exam must be completed once before entrance into middle school and once before entrance into high school. In the event that a player in injured during the course of their playing career, as note clearing the athlete must be given to the Athletic Director before that student can return to competition. The school may schedule physical exams; any student who misses the scheduled physicals must present evidence of a physical exam from his/her own licensed health care provider.

c. Any student athlete treated by a doctor after the pre-participation physical examination must have written medical clearance by their health care provider before being allowed to participate in interscholastic athletics.

d. Sports Medical Review: All students must have a Sports Medical Review completed before any athletic participation will be allowed. Prior to the start of an athletic season a Medical History Evaluation Form must be completed and signed by the student and parent/guardian prior to the time of the sports review.

e. Signed Athletic Policy Form from parent/guardian and athlete stating that the policies of the school and athletic department have been read and understood. One form will be required per school year when an athlete participates in additional sports that year, he/she will sign a declaration affirming that he/she still understands the contract commitment.

f. Team Rules Sign-Off Sheet, if applicable, based on team preference.

g. Eligibility Card, student-athletes will receive the card once eligibility in various categories including academics and letters a through g above have been verified by the Athletic Director. This card must be presented to the coach before an athlete can participate in try-outs or practice.

A. Scholastic Eligibility:

TBA: Policy Committee Approval
**Academic Probation:** Any student-athlete who fails one or more class(es), at the progress report but maintains scholastic eligibility will be placed on Academic Probation for the remainder of the quarter. The Athletic Director will check mid-quarter progress report grades and quarter grades of all student-athletes.

A. Within three days of being informed of his/her academic probation status, the student-athlete will need to meet with the teacher(s) for the class(es) failed to complete the "Plan for Academic Improvement" form and return it to the Athletic Director.

B. The Athletic Director will monitor the academic progress of any student-athlete on Academic Probation by the student-athlete hand carrying an "Academic Eligibility Sheet" to each teacher to sign and indicate effort and progress made on the plan for improvement.

C. The sheet should be completed on the first academic day of the week by all of the student-athlete’s teachers and submitted to the Athletic Director at the end of the day for review.

D. Failure to complete an "Academic Eligibility Sheet" will cause a student-athlete to be ineligible for participation until the sheet has been given to the Athletic Director. Exceptions may be made if a teacher is absent or out of the building when the student-athlete is attempting to obtain signatures.

E. Students will have two weeks to bring their grades up to the required levels.

**Attendance Requirements:** Students are expected to arrive at school on time and attend all scheduled classes.

A. In the event a student has an unexcused absence from school, he/she may not participate in any athletic contest or practice/ or activity that day.

B. For contest dates falling on nonschool days the student is expected to attend all classes on the previous school day. Permission for participation may be granted if the absence was due to illness, college visit, funeral, religious obligation or family emergency. A note from a parent explaining the reason for the absence must be provided to a coach.

C. Students who are tardy will be considered absent from school and may not participate in the day’s contest or practice without permission from the Athletic Director. Students who arrive late to school or is dismissed early due to illness cannot participate in any athletic contest or practice that day.

D. Students who arrive late and are excused, but arrive after 11:00am, will not be eligible to participate without the permission of the administration. Parents and students are expected to arrange appointments following school hours.

E. Legitimate tardiness or dismissal due to medical or dental appointments, accompanied by a note from the practitioner’s office is excused. Other personal family matters may be excused if a note from a parent is provided to the administration. Students are encouraged to provide documentation regarding absences and tardiness to the administration as soon as possible during the day.

F. Detention: Any student receiving a detention must serve detention on the assigned days, whether or not it conflicts with any athletic contest or practice.

G. Any questions of eligibility to participate will be resolved by a committee made up of the Athletic Director, the Principal, and the coach. The decision of the committee is final.

H. More specific requirements for practice or performance on given dates may be prescribed by the coach but shall not be in conflict with any other school or athletic policy.

I. A student-athlete who participates in practice or a contest and is later found to have been ineligible will be suspended for the next athletic contest.

**School Behavior Rules for all Athletes:** All athletes are to abide by school handbook regulations. Infractions of these rules resulting in suspension will result in the athlete being ineligible to practice or compete during the time of the suspension or restriction, along with game suspensions imposed by athletic department and/or coaching staffs.
Transportation Issues

Transportation Policy: All team members, managers, and coaches are expected to travel to and return from games, meets, or matches on the team bus. Exceptions to this rule require pre-approval by an administrator of a written request from the parent/guardian stating the reasons. WRSD Athletics would like to express that we do feel traveling to and from away contests are an important part of unity of the team.

A. Coaches have the option to allow athletes to leave the athletic event with a parent/guardian.
B. The parent/guardian of the athlete must fill out a Parent Authorization for Student Transportation Form and have that on file with the Athletic Director in advance of said event. One form will be required per school year.
C. Once the Athletic Director has the form on file, a parent/guardian must sign out the student-athlete with the coach before leaving the event site.
D. If transportation from an event is being provided by anyone other than a parent, written permission must be requested and granted in advance by the Athletic Director or administrator.
E. An athlete missing the bus shall not be allowed to play in the contest without prior administrative authorization.
F. Parents/guardians are expected to pick up their children within 30 minutes of the end of any practices or games.

Bus behavior: All athletes are expected to travel to away games on the team bus. All students should conduct themselves with respect at all times on the bus. The driver and coaches are in control on the bus and their decision is final. Failure to act responsibly on the bus will result in suspension from additional away games. In the event damage is caused on the bus, the student-athlete will be responsible for payment of damages caused and will not be permitted to attend any away games.

Dismissal from Classes: From time to time it is necessary to have a student-athlete dismissed from class to leave for a game. In the event this happens, the student-athlete is responsible for seeing their teacher(s) and making up any missed work a.s.a.p. Leaving the room and going to the locker room should be done with respect to those students and teachers in the classrooms and done so quietly and orderly so as to limit any distractions. Your communication with the teachers ahead of time will greatly help in this process.
NHIAA Policies and Procedures

Age of Athletes: A student who has reached the age of 19 on or before September 1\textsuperscript{st} may not represent the school in any interscholastic athletic contest during the school year.

Media Relations: Coaches, players, and other school officials should make an effort in their communications with the media to stress positive displays of sportsmanship by student-athletes, coaches, spectators and schools involved in the contest. At no time shall anyone be permitted to criticize officials or decisions made by officials during a game or event to the media. Any player or coach found in violation of this policy will be suspended for the next athletic contest.

Transfer Rule: A student who transfers enrollment without a corresponding move into a new school district by his/her parents or guardian shall be required to be in attendance in the new school for one year from the day of enrollment in order to establish athletic eligibility. This requirement will be waived, if all the following conditions are met:

A. The student has not transferred for the purpose of participating in interscholastic athletics, and there has been no recruiting of the student for athletic purposes.
B. The transfer rule Affidavit is completed and submitted to the NHIAA Executive Director.
C. In order to participate in post season NHIAA Tournament play, students who transfer without a corresponding move into the new school district by his/her parents or guardian must have been a member of that team for at least 50 percent of the team's regular scheduled contests.

Non-School Competition: A member of a school team is a student-athlete who is regularly present for, and actively participates in all team practices and competition. Bona fide members of a school team are prohibited from missing a high school practice or competition to compete with an out-of-school team. There is extended research on the benefits of being a multisport athlete and on the negative aspects on playing a single sport year round. It is our hope that the student-athlete will take advantage of all that the Athletic Department has to offer. Whenever a conflict arises between the high school team practice/competition and an out-of-school practice, competition, camp, or clinic on the same day, the student-athlete must honor the high school team practice/competition. Priority must be given at all times to the high school team's practices and contests.

Penalties: Any student-athlete who violates this rule for the first time shall be declared ineligible for the next four consecutive interscholastic events or three weeks of a season in which the student-athlete is a participant, whichever is greater. This penalty is effective from the date of his or her last participation in a high school sport. Any student-athlete who violates this rule a second time or subsequent time shall be declared ineligible for participation in any high school sport for the balance of the school year.
Winnisquam Due Process

When a student-athlete is suspected of violation of the WRSD Athletic Policies, the following steps must be followed:

A. The Athletic Director or School Administrator will meet with the student-athlete and advise him/her of the accused violation. The parents/guardians of the student-athlete will be notified of the accused violation should such violation potentially result in the removal of the student-athlete from the team.
B. The student should be informed of the facts on which the infractions are based.
C. The student-athlete will be given an opportunity to respond to the violation(s) and provide his/her version of the incident. The student should be asked to give a written or verbal statement concerning the incident.
D. The Athletic Director or School Administrator will provide written notification of the intended disciplinary action (including a written statement of appeal procedures) to the parent(s)/guardian.
E. The Athletic Director or School Administrator will provide written notification of the discipline action to the coach, other administrators and office personnel if such discipline results in the removal of that student from a team temporarily or for the season.

WRSD Code of Conduct

Sportsmanship: Athletes are expected to conduct themselves in a sportsmanlike manner both on and off the field of play. It is a privilege to participate and attend an athletic contest; violation of the sportsmanship code of conduct may result in removal of such privileges.

A. Unsportsmanlike behaviors that may include gestures, cheating, disrespect to officials, coaches, players or fans will not be tolerated.

B. Taunting in all sports is a flagrant unsportsmanlike foul. Taunting is defined as: Any action or comments by coaches, players or other game personnel which are intended to bait, anger, embarrass, ridicule, or demean others, whether or not the deeds or words are vulgar or racist. Included is conduct that berates, needles, intimidates, or threatens based on race, gender, ethnic origin or background, and conduct that attacks religious beliefs, size, economic status, speech, family, special needs, or personal matters or that would be considered "trash talking."

C. If a player or coach receives a game disqualification during an athletic event, that player or coach shall be ineligible for the next game or event (two games for a coach).

D. During a suspension the player or coach may not attend the game/event in which the suspension is imposed.

E. If any player or coach receives a second game disqualification during the season, that individual will be suspended from the sport, at all levels, for the remainder of the season.

F. If an athlete is observed by coach, athletic director, faculty or administration displaying a behavior of poor sportsmanship on or off the field of play, that individual may be removed from the field of play and forfeit his/her right to participate in future events.

G. An athlete at WRSD is to act responsibly and with respect whether on the field or off. Sportsmanship is Winnisquam Athletics' number one priority and failure to comply will not be tolerated.

Vandalism or Theft: Destroying, damaging, defacing or theft of any private or school property at a practice or contest, home or away, will result in at least one-week suspension from the team, depending on the severity of the incident, and a mandatory condition to pay restitution. If the school administrators take disciplinary action, such action supersedes other actions and may then result in additional penalties being imposed by both the school administrators and the Athletic Department.
Hazing: There shall be no activities by individuals or teams that are designed to humiliate, initiate, degrade or intimidate another student. Any form of hazing, or the knowledge of hazing taking place and failing to report it to school officials or law enforcement is prohibited and governed by state law. In addition, all sexual harassment and bullying policies will be strictly followed as per school student handbook. A student-athlete found in violation of the hazing policy will face the following consequences:

A. First Violation:
   A. Student-athlete will be ineligible for participation in athletic contest for the next two consecutive weeks or next two interscholastic contests, whichever is greater.
   B. It's expected that the student will remain at practice sessions as an active participant but will not be permitted to dress in uniform for contests.
   C. In addition to loss of eligibility, the student must take part in a counseling/diversion program to discuss the incident prior to his/her return.
   D. Administration may impose penalties in addition to these, as they deem necessary.
   E. If the end of the season comes prior to the conclusion of the penalty, that ineligibility shall carry over to the student's next athletic season, regardless of the sport.

B. Second and subsequent violations will have the student removed from interscholastic athletics for a minimum of 12 weeks. All penalties will be carried over to the next season of participation and are in addition to school policies and penalties.

Drug and Alcohol Violations: There shall be no use of tobacco, chewing tobacco, alcohol or illegal drugs by WRSD athletes. Uses of such substances are illegal and a violation of school policy. No student shall be present at a party or gathering in which there is the illegal possession and/or consumption of beverages containing alcohol or controlled substances/drugs. Substance abuse is detrimental to a student's academic and athletic performance, is illegal, and does not contribute to the success of the team. Participation in athletics requires that students refrain from the use (defined as ingestion, possession, transportation, dispensing, distributing, or being under the influence) of alcohol, tobacco, and illegal drugs.

When the school administration has determined the above alcohol and substance policy has been violated, the student will face the following consequences:

First Violation:
   A. The student-athlete will be ineligible to participate in athletics for the remainder of the season or eight weeks, whichever is greater.
   B. If the end of the season comes prior to the conclusion of the penalty, ineligibility shall carry over to that student's next athletic season, regardless of sport.

Second Violation:
   A. The student-athlete will be ineligible to participate in athletics for the next 24 consecutive weeks or interscholastic contest, whichever is greater.
   B. If the student, on his/her own volition, becomes a participant in a treatment program, approved by the school administration but at no cost to the school district, he/she may be certified or reinstated for participation after a minimum of 12 weeks. The director or counselor of a chemical dependence treatment center must issue such certification.

Third Violations:
   A. If there is a third or subsequent violation, the student shall lose eligibility for a period of one year.
B. The student must, following the third or subsequent violation, become a participant in a school approved chemical dependency program or treatment program, but at no cost to the school district. Following completion he/she may be certified or reinstated for participation after a minimum of 14 weeks and with approval of school administration.

All penalties shall be cumulative through the student's academic career. If a penalty is not completed prior to the end of one season or school year, it is continued to the next.

Suspension from school: In the event of a violation of school policy has occurred, and such violation results in that student being suspended from school, (this includes out-of-school, in-school and alternative to-out-of school suspensions) the student-athlete may not participate in athletic contests or practices during such suspension and may not attend practices or games during suspension from school. Furthermore, WRSD Athletic Code of Conduct may extend such suspended time for athletic eligibility as a result of predetermined team rules.
Awards and Letters

WRSD offers the some of the following awards annually and are presented at the seasonal awards banquet. Senior Awards, MVP, Coaches Award, Most Improved, etc. All participants who complete the season on a team at the JV or freshman level, as a player or manager, will receive a certificate.

In addition to these awards, several opportunities are presented time and again for awards, certificates, or scholarships, for those students who display positive sportsmanship and participate in community activities. The athletic department urges all athletes at WRSD to strive for excellence in the classroom and give to their community whenever possible. Many colleges, universities and employers are looking for those who excel off the field as well as on.

Each year the state sponsors two major events, the Male Scholar Athlete and Female Scholar Athlete Awards. These are presented to the senior athletes who meet the requirements. Included in the requirements is maintaining a B+ average in class, earning a varsity letter in two sports and performing community service.

Letters: Athletes on a varsity team, who complete the season and meet playing time requirements for a letter, will receive a varsity letter. For each season of varsity participation thereafter, a sports specific pin will be awarded. Adjustments to the playing time requirements may be allowed for injured athletes or in extreme circumstance with approval of both coaches and Athletic Director.

Participation Requirements for Earning a Letter:

Before the start of the season, the coach will provide the Athletic Director with participation requirements for earning a letter for that sport. Once approved by the Athletic Director, the coach will share the participation requirements with athletes and parents by the first regular season contest.

In order for a varsity manager to receive a letter, he/she must attend all practices and contests unless there is a reasonable excuse accepted by the coach.

It is the responsibility of the coaches to keep accurate records of playing time.

In addition, there are the following criteria for earning a letter:

A. Sportsmanship: Athletes should realize that he/she is representing his/her school and community and should conduct himself/herself in an appropriate manner. Those displaying unsportsmanlike behavior will not be issued a varsity letter or pin regardless of obtaining other qualifications needed.

B. Attendance: Athletes should attend all practices and games unless there is a reasonable excuse accepted by the coach. No athlete having missed 20% of athletic contests due to discipline purposes shall qualify for such awards.

C. Follow school and team rules: Athletes must abide by the training rules as set forth by the team and athletic department.
Team Try-outs, Selection, and Guidelines

Tryouts and Playing Time: At the varsity level, playing time is determined by the coach and is based on ability, compliance with team policies, and giving the greatest competitive edge. Junior Varsity playing time is determined by the coach and based on ability and compliance with team policies. It is our belief that every attempt shall be made to allow each Junior Varsity athlete playing time in each contest. In some instances particular sport rules restrict the amount of playing time and/or substitutions that may be made. At no time shall an athlete or parent of an athlete attempt to discuss playing time with a coach just prior to, or immediately following an athletic contest. Such conversations are best handled by requesting a time to speak with the coach. With issues concerning your son/daughter, the appropriate action is to contact the coach; if further discussion is needed, you may contact the Athletic Director. If still further discussion is needed, you may contact the Principal. See the parent/coach communication guide.

Team Guidelines Middle School Teams: This is considered an entry level for high school athletes and for those who may benefit from additional skill development. In some sports, if approved, we will offer A and B level teams. The idea behind these teams is to allow maximum participation while providing an avenue of improving skills to best give the student-athlete a better chance at moving on to the next level the following season.

The Middle School teams will work within the following concepts:
1. Development of fundamental skills.
2. Equal practice participation among team members.
3. The amount of game time is determined by the coach’s evaluation of the athlete’s attitude, safety, skills and team role, working toward equitable playing time.
4. Learning the rules of the game and desire to play the sport.
5. Development of an orientation toward team effort by each athlete.
6. Sportsmanship and fair play.
7. Development of skills and knowledge of the game to best help them move on to the next level of play.
8. Winning has a much lower priority than that of skill and character development.

Team Guidelines Junior Varsity: This level is considered a transitional level which emphasizes the following:

1. Reinforcement and refinement of fundamental skills.
2. The amount of game time is determined by the coach’s evaluation of the athlete’s attitude, skills, safety and team role.
3. Learning the rules of the game.
4. Sportsmanship
5. More sophisticated athletic strategies
6. Specific definition of the athlete’s role within the team concept.
7. Great emphasis is given to the concepts of commitment and team play.
8. Emphasis on physical condition and development.
9. Development of the ambition to achieve at the next level of competition.
10. The concept of competitiveness along with continued skill and character development.
Team Guidelines Varsity: This level is competitive and emphasizes the following:

1. Development of high proficiency in the physical and mental skills of the sport.
2. The amount of game time is determined by the coach’s evaluation of the athlete’s attitude, skills, safety and team role as it relates to the team’s overall success.
3. Sportsmanship and fair play.
4. Strategy, situation analysis and all mental components of the sport.
5. Specific definition of the individual athlete’s role within the team concept.
6. Maximum commitment to the athletic team.
7. Physical conditioning components of one’s sport.
8. Individual sacrifice for the betterment of the team.
9. Winning within the rules of sportsmanship and fair play.

Team Selection: All students are encouraged to participate in WRSD athletic programs. However, in the event of too many athletes attempting to make a team, some athletes will need to be cut from a team. Factors such as finances, facilities, and availability of qualified coaches may limit the number of students who can be accommodated within each sport. Once teams have been set, no player may be cut without first talking to Athletic Director and Principal. Coaches are given discretion to cut or place players on different teams within the program according to ability, desire, conditioning, and other specific coaches’ criteria. For example, seniors do not automatically qualify for varsity level or get more playing time, and freshmen are not limited to participation on a reserve or junior varsity programs. You do not automatically make a varsity team just because you were on the team the previous season. Each sport has a tryout period, and it is at this time that teams for Varsity, JV and/or Freshman are selected. Student-athletes have the right to request explanation as to reason for being cut and/or tips for improvement. At the coach’s discretion certain athletes may be designated as a swing player to benefit the program and the student-athlete’s development.

Student-Athlete Practice and Contest Regulations

Attendance: Due to the broad spectrum of educational opportunities available at WRSD, there are occasions when two or more interests compete or conflict. Students who participate in interscholastic athletics or other formalized clubs/organizations that require consistent, continuing commitment must occasionally choose between participation in the sport or club and participation in a family vacation, field trip, or other school-based activity --- including participation in elective courses that meet outside of the traditional school day.

A. Athletes are expected to attend all scheduled practices and competitions during the course of both the regular season and post-season (i.e. tournament competitions). An athlete who is planning to miss a practice or competition is expected to request an absence from the coach as soon as possible.
B. Attendance exceptions that may be reviewed by the coach include medical and dental appointments, family emergencies, religious obligations, tutorial assistance, or other school-based activities. Activities such as job commitments and driver’s education are not acceptable reasons to miss practice or contest.
C. As each sport varies in nature and team structure, a coach will evaluate a request based upon the unique nature and requirements of the respective sport and team.
D. Again, as each sport varies greatly, even pre-planned trips (both family and school based) may not be permissible based upon the specific nature and structure of the respective team.
E. For continuity of team strategies, conditioning, and safety reasons, an athlete that misses games or practices due to an approved, pre-planned trip will be required to practice one day for every three practices or athletic events missed before contest participation can resume. Before leaving on a trip the athlete and coach may agree to a fitness plan that the athlete will follow while away from the team that
may allow at the coach’s discretion a reduction in the number of days of practice needed before returning to contest participation.

F. Athletes who miss the beginning of any season and attempt to participate for a team must attend a minimum of five practices prior to playing in a game or contest.

The practice of setting team requirements for participation emphasizes the importance of commitment to the team, acknowledges the critical nature of athlete attendance, and recognizes that team success is rooted in the daily contributions made by all individuals on the team. So, coaches are asked to establish a team rule on participation based upon the unique needs of the respective sport, communicate this rule clearly to student-athletes and parents, and to review requests for absence based upon the specific interests of the team as well as the interests of the individual student-athlete.

**Return from injury/illness:** For continuity of team strategies, conditioning, and safety reasons, an athlete who does not participate in three consecutive athletic contests, practices or combinations of contests and practices due to illness or injury must participate in a minimum of one practice session to be eligible to return to participating in athletic contest. Following the athlete’s participation in the required practice session, the athletic trainer, in consultation with the coach, will determine when and under what conditions the athlete may return to participate in athletic contests.

**Preseason Mandatory Orientation Meeting:** At the beginning of each season, the Athletic Director will hold a mandatory meeting for all potential student-athletes and their parents/guardians. During this meeting the Athletic Handbook will be reviewed. Each coach will also hold a sport specific meeting during this time to introduce himself/herself and discuss the expectations specific to that sport. If a parent or guardian is not able to attend the mandatory pre-season meeting, direct contact with the coach will be required before students are allowed to participate in a contest or travel to an away contest.

**Two-Sport Athletes:** No athlete shall participate in two WRSD teams simultaneously during the same season without prior approval of coaches, athletic director, principal and parents/guardians. No athlete is to compete in one season in one sport and then join another team whose season is not yet concluded without prior approval of coaches.

**School cancellation:** If school is cancelled due to inclement weather, practices and contests may not occur unless approved by the Superintendent,

**School, Locker Room and Practice Fields Access:**

a. No one except assigned coaches and players are allowed in the locker rooms without prior approval.

b. Cleats are to be removed and cleaned prior to entering locker rooms.

c. Teams are responsible for maintaining the cleanliness of the locker rooms during their season.

d. Following the season, all lockers should be emptied and locks are to be returned to the Athletic Director, coach or office within 48 hours of final contest or event. Failure to do so will result in contents of locker being removed. If you are playing in a sport the following season, the lockers are still to be emptied until that coach has issued a new locker.

e. No athlete or team shall be in the gym, weight room or on practice field without prior authorization and proper supervision. It is the responsibility of the athlete to know when to be on the practice field.

f. No athlete or team shall be on a practice field or gym during another team’s assigned practice or pregame warm-up time.
g. Before or during practices or events, student-athletes should not enter any unauthorized part of the school, for any reason, without the coach's supervision.

Grooming and Dress Code: Once you have volunteered to be a member of a team or squad, you have made a choice to uphold certain standards expected of athletes at WRSD. All athletes and coaches at WRSD are expected to be well groomed and appropriately dressed in their travels to and from home or away games or events. Appearance, expressions and actions always influence people's opinions of athletes, the team, the school and the community. We expect that the opinion of WRSD and its athletes will be a positive one.

Dropping a Sport: If an athlete decides to drop from a team, he/she has a responsibility to the team and coach to see the coaching staff to explain reasons involved. At that time, all uniforms and equipment must be returned to the coach. In the event an item was purchased for the team (i.e. jackets, shirts), it is still the student's responsibility to make payment for those items ordered prior to leaving the team. Quitting to change sports once final cuts have been made and squads are established is prohibited. No athlete may quit and participate in another sport during the same season without prior approval from the Athletic Director and both Head Coaches.

Uniform Return: Uniforms are inventoried before and after each season by the coach on forms supplied by the Athletic Director. Coaches receive their stipend upon return of all equipment and uniforms assigned. Athletes are responsible for the care and regular cleaning of uniforms.

A. Uniforms are the property of WRSD and shall not be worn for personal use.
B. If a uniform is damaged in any way, the athlete should make the coaching staff aware of it.
C. The athlete will pay the replacement cost for uniforms lost or unnecessarily damaged.
D. The athlete will pay the replacement cost for equipment that is lost or unnecessarily damaged.
E. No athlete shall be allowed to try out for another sport until all uniforms and equipment are returned.
F. Seniors must have returned all uniforms and equipment before the Athletic Director will sign the graduation sign-out sheet.
G. Invoices will be sent 14 days following close of season, payment due upon receipt.
H. In the event a senior athlete wishes to purchase his/her uniform, arrangements must be made prior to the close of the season and payments made in full.

Captains: Each sport may or may not have designated captains; each coach will present a captain with the team's expectations of that role. The position of captain is one where the individual accepts the role of a leader and of a role model both on and off the competitive area. If a captain does not follow the athletic handbook rules once the role of captain has been accepted, whether this is during the off season or during the season, the position of captain will be removed for the remainder of the season and will not be returned.

School and Team Rules: Students must be in good standing in school to participate in interscholastic sports activities. Violation of any school or team rule can cause disciplinary action by the coach. Coaches have the authority to suspend any athlete from their team as part of a disciplinary response or limit an athlete's playing time, once approved by the Athletic Director.

Role Models: A student-athlete represents the Winnisquam Regional School District and the communities of Tilton, Northfield, and Sanbornton when he/she joins a team. It is expected all student-athletes are good role models for our school and communities at all times on and off the field as well as in and out of season. A student may be declared ineligible in any interscholastic activity in which he or she represents the school in a public appearance if he/she conducts himself/herself in a manner that, in the opinion of school authorities, would reflect unfavorably upon the school or other students.
Student-Athlete Medical and Health Concerns

Injuries: Athletes should be sure that all injuries are given proper attention and the athlete should immediately report to the coach and/or athletic trainer. If the athletic trainer is not present at the time of the injury, the athlete should see the Athletic Trainer that day, if possible, or the following day for evaluation. The Athletic Trainer will determine if assistance is needed. In the event an injury occurs during practice or competition, an accident report should be filled out. Injured athletes should remain as active a part of the team as possible. He/She should attend all practices and sit with the team, assisting in any way possible. WRSD and its employees are not liable for injuries that occur and the student-athletes and their families are solely responsible for all costs that occur due to injury. A supplemental insurance policy is available for purchase and is suggested for those participating in athletics. Information may be obtained from the school nurse.

Return to Participation: If an athlete has been held out of practice or competition by the athletic trainer, he/she may not return until cleared by the athletic trainer. Athletes must receive medical clearance to return to participation following a visit to a doctor or request by athletic trainer or coach to see a medical doctor. Athletes are not permitted to return to sports without the permission of the athletic trainer even in cases where medical clearance has been obtained.

Concussions: Returning prematurely from a head injury or concussion is a very serious concern of the WRSD Athletic Department, School Nurse and Athletic Training staff. To ensure the health and well being of our student-athletes, the following policy will be followed when an athlete is diagnosed with or, suspected to have suffered a concussion:

A. A mandatory rest period of at least seven days will occur.
B. A medical note must be provided which states the athlete has been symptom free for at least seven days.
C. After a medical note is received, the athletic trainer will conduct neurological and physical functional testing to determine readiness for return for partial or full participation. The athlete must be symptom free during and after testing to return to activity.

Athlete's Health and Well-Being: Athletes are encouraged to get sufficient rest each night and ensure they maintain a healthy, nutritious diet, both in and out of season.

Risk Factors in Sports: Parents and students must realize that participation in sports involves a certain degree of risk for injury. Such physical injury can occur in any type of sports activity and may vary in nature. Athletic injuries can include minor injuries such as bruises, scrapes and strains to the more serious injuries such as fractures, dislocations, concussions, paralysis and even death. Participants can and have the responsibility to help reduce the chance of injury. Players must obey all safety rules, report all physical problems to their coaches and/or athletic trainer, follow a proper conditioning program and inspect their own equipment daily.
NHIAA PARENT/COACH COMMUNICATION GUIDE

Both parenting and coaching are extremely difficult vocations. By establishing communication and understanding of each position, we are better able to accept the actions of the other and provide greater benefit to our student-athletes. To be successful, communication is vital and requires involvement, dedication, sacrifice, and commitment from parents, student-athletes, and coaches.

COMMUNICATION YOU SHOULD EXPECT FROM YOUR CHILD’S COACH:
1. Coach and program’s philosophy.
2. Individual and team expectations.
3. Location and times of all practices and games.
4. Team requirements, i.e., practices, special equipment, off-season conditioning.
5. Procedure followed should your child be injured during practice or games.
6. Any discipline that may result in the denial of your child’s participation.

COMMUNICATION COACHES EXPECT FROM PARENTS:
1. Concerns expressed directly to the coach.
2. Notification of schedule conflicts well in advance.
3. Specific concerns with regard to a coach’s philosophy and/or expectations.
4. Support for the program and the attributes of dedication, commitment, and responsibility that are essential ingredients for success and excellence. Encourage your child to excel.

While your child is involved in interscholastic athletics, he/she will experience some of the most rewarding and inspiring moments of their lives. It is also important to understand that there might also be times when things do not go the way you or your child wishes. At these times, discussion with the coach is encouraged.

APPROPRIATE CONCERNS TO DISCUSS WITH COACHES:
1. The treatment of your child, mentally and physically.
2. Ways to help your child to improve and develop.
3. Concerns about your child’s behavior.

It is very difficult to accept your child not playing as much as you may hope. Coaches are professionals. They make judgment decisions based on what they believe is the best for the team and all athletes involved. There are certain areas and issues that can and should be discussed with your child’s coach. Other things, such as those below, should be left to the direction of the coach.

ISSUES NOT APPROPRIATE TO DISCUSS WITH COACHES:
1) Playing time. 2) Play calling.
3) Team strategy. 4) Other student-athletes.

The 24-Hour Rule
If you have a concern, please make the coach your first telephone contact. Administrators and Athletic Directors cannot help to solve problems until that line of communication has first been opened. Also, please observe the “24 Hour Rule.” This rule means that parents should wait 24 hours before contacting a coach with a concern. Confrontations before, during, or immediately after a contest between parents and coaches rarely turn out well. These can be extremely emotional times for both parents and coaches, so it is best (and courteous) to give it a day before making contact. Both sides need a chance to cool down and gain some perspective. The exception to this is, of course, if an injury or other medical situation is involved. The most important part of athletics is the physical safety of the players.
IF YOU HAVE A CONCERN TO DISCUSS WITH A COACH:

1. Call to set up an appointment with the coach.
2. If the coach cannot be reached, call your Athletic Director. A meeting will be set up for you with the coach.
3. Please do not attempt to confront a coach before, after, or during a practice or game. These can be emotional times for both the parent and the coach, and this situation does not promote resolution or objective analysis.

WHAT A PARENT CAN DO IF THE MEETING WITH THE COACH DOES NOT PROVE A SATISFACTORY RESOLUTION:

1. Call and set up an appointment with the Athletic Director to discuss the situation.
Research indicates that students involved in athletics are most likely to succeed at their chosen profession and make creative contributions to their communities. Many of the character traits, qualities, and attributes required to be a successful student-athlete are exactly those that will promote a successful life after high school.
Activities Section
Winnisquam School High School

Purpose

The purpose of this handbook is to provide all stakeholders with helpful information on the expectations and procedures of conducting successful programs.
School Mission Statement

Winnisquam Regional High School is a community of learners committed to promoting a sense of PRIDE:

- Productive citizenship
- Respect for self and community
- Individual growth and achievement
- Determination to succeed
- Excellence in education

We are committed to a comprehensive system of support to assure these outcomes in a safe environment.

Expectations for Student Learning

- Develop skills in literacy across the curriculum
- Develop critical thinking skills across all content areas
- Develop problem solving skills across all content areas
- Develop communication skills across all content areas
- Develop skills for productive use of technology and information resources
- Develop career, educational and life-planning skills
- Understand the role of arts in society
- Demonstrate civic responsibility and environmental stewardship
- Demonstrate knowledge and behaviors that will foster the adoption of healthy lifestyles
- Practice civil, non-violent methods of communicating differences, resolving conflicts and collaboration
Student Activities

The school administration is legally responsible for the well being of all students, student groups, teams, and organizations and all financial accounts bearing the names of Winnisquam Regional High School. The responsibility includes representing the school, or appearing to represent the school, in any student enterprise, to the extent of safeguarding the good name and well being of the school.

All non-athletic school activities of a co-curricular nature must be approved and scheduled with the Athletic Director.

Advisors should, when possible, check with administration before suggesting an activity to any group.
Advisors are directly responsible for the duties which are connected with the group.

There are financial and accounting procedures to be followed when money is involved. This procedure should be coordinated with the principal's secretary when permission is given for the activity. Money received from any activity must be turned into the office on a daily basis. Never keep moneys in unlocked, unsupervised areas. All fundraising activities sponsored by any club or organization must be approved by the Athletic Director prior to final planning and be in accordance with school and state regulations.

At the end of the year all advisors will submit a group roster of active members to the Athletic/Activities Director

All activities will undergo an annual evaluation to determine the effectiveness, strengths, and weaknesses of the program.
Guidelines for Events

Club Advisors

The advisor is responsible for overseeing all operations of the club and to provide supervision when meeting or projects (fundraising, dances) take place.

Specific items include, but are not limited to:
- Meeting with members periodically to discuss matters pertinent to the club.
- Having on file, on the shared drive, a copy of the minutes for every meeting.
- Provide supervision before, during, and after any/all activities if the club (car washes, dance, etc.)
- Seeing that the proper requests are made, and forms submitted for a sponsored activity.
- Being a member of the Activities Council and attending the meetings.
- Submitting to the office an up-dated copy of the club’s By-laws or a description of said, including a statement of purpose, membership, meeting times, etc.
- Submitting to the office, at the end of April, you list of “active members”.
- Presenting awards at the Awards Program in May.
- Assuming financial responsibilities for club monies.

Activities
Following are some general criteria that should be considered when an organization is identifying possible projects and activities. In general, project should:

- Contribute to the educational growth of the students.
- Enable a majority, if not all, of the students to participate or receive benefit
- Encourage initiative, originality, creativity, and responsibility.
- Grow out of and meet students’ interests, needs and concerns.
- Be practical both as a purpose and outcome.
- Satisfy a need in the school or community.
- Be of moderate size so that the group can finish them within a short period of time, or within one school year at most.
- Be in accordance with school guidelines and State Laws.

All activities are scheduled in June for the following year, and are printed in the Parent-Student Activities Handbook-Calendar. Once a group has decided on a particular activity not listed in the Handbook, the application form should be submitted to the Administration at least 2 weeks in advance. If approved, an activity will be written in on the school calendar and entered into school dude.
Field Trips

Any advisor who finds it necessary to take his group on a field trip must meet the requirements of the Winnisquam Regional School District and complete field trip paperwork.
Student Government

Class Officers
Help the class develop class and school spirit and conduct business in an orderly fashion.

PRESIDENT: The Class President is the leader of the class and should promote the spirit and success of the class. The President is responsible for working with the officers to create and execute meeting agendas as well as running any meetings held. The President also commits to participating in all class activities and fundraising.

VICE PRESIDENT: The Class Vice President assists the Class President with all duties described above. This Vice President also serves as the class representative on the WRHS Student Council and is expected to be actively involved with that group.

SECRETARY: The Class Secretary assists the other officers with all class related activities. The Secretary is also responsible for keeping minutes of all meetings and records of all class activities. The Secretary will forward all such records to the class Director for monthly reporting. A binder will be provided for the Secretary that will be used for all four years at WRHS.

TREASURER: The Class Treasurer assists the other officers with all class related activities. The Treasurer is also responsible (with the Class Director) for all financial matters related to the class, including: class dues records, monetary deposits, fundraising, receipt writing, and monthly balance sheets. The Treasurer will work directly with both the class Director and Mrs. Foster in the Main Office to maintain accurate records in this area. A receipt book will be provided to the Treasurer as needed.

Election Process:
1. Nomination sheets for all positions.
2. Campaign a week before elections.
Class Director and Advisor
Directors and Advisor guide and direct their group towards developing class and school spirit and show members how to conduct business in an orderly fashion.

Freshmen Class

Expectations:
- **Coordinate 8th Grade step-up day.**
- Meet with the class officers prior to class meetings to generate an agenda.
- Participate in monthly meetings
- See that the proper timetable, request forms and procedures are followed for the sponsoring of any project or event. (dance, car wash, etc.).
- One representative chaperone at the Homecoming Coronation Dance and one the bonfire.
- Supervise the class booth at Homecoming.
- Help organize the class for Homecoming Activities.
- Help organize the class for the Winter Carnival Activities.
- Oversee at least two fundraising events during the school year.
- Be financially responsible for any fundraising activities.
- Help chaperone Activity Day and the Winter Carnival ball.
- Have a seat on and participate in the school’s Activity Council.

Note: The above expectations are not all inclusive and are shared between the Director and Advisor. The director is expected to be knowledgeable of all events within the class.

Sophomore Class

Same expectations as for the Sophomore Class with the following additions:
- Working with the company and the class for the school ring program.
- Meet with the class officers prior to class meetings to generate an agenda.
- Participate in monthly meetings
- See that the proper timetable, request forms and procedures are followed for the sponsoring of any project or event. (dance, car wash, etc.).
- One representative chaperone at the Homecoming Coronation Dance and one the bonfire.
- Supervise the class booth at Homecoming.
- Help organize the class for Homecoming Activities.
- Help organize the class for the Winter Carnival Activities.
- Oversee at least two fundraising events during the school year.
- Be financially responsible for any fundraising activities.
- Help chaperone Activity Day and the Winter Carnival ball.
- Have a seat on and participate in the school’s Activity Council.
Junior Class

Same expectations as the Junior Class, including the following additions:
- Aiding in the graduation exercises and the clean-up on the following day.
- Meet with the class officers prior to class meetings to generate an agenda.
- Participate in monthly meetings
- See that the proper timetable, request forms and procedures are followed for the sponsoring of any project or event. (dance, car wash, etc.).
- One representative chaperone at the Homecoming Coronation Dance and one the bonfire.
- Supervise the class booth at Homecoming.
- Help organize the class for Homecoming Activities.
- Help organize the class for the Winter Carnival Activities.
- Oversee at least two fundraising events during the school year.
- Be financially responsible for any fundraising activities.
- Help chaperone Activity Day and the Winter Carnival ball.
- Have a seat on and participate in the school’s Activity Council.
- Sponsors the Prom

Senior Class

Same expectations as the Senior Class, including the following additions:
- Have Gold Senior Privileges cards printed prior to the opening of school and provided to the Assistant principal.
- Must see that the organizational aspects of GRADUATION exercises, including Senior Night and Senior Breakfast, are properly done.
- Meet with the class officers prior to class meetings to generate an agenda.
- Participate in monthly meetings
- See that the proper timetable, request forms and procedures are followed for the sponsoring of any project or event. (dance, car wash, etc.).
- One representative chaperone at the Homecoming Coronation Dance and one the bonfire.
- Supervise the class booth at Homecoming.
- Help organize the class for Homecoming Activities.
- Help organize the class for the Winter Carnival Activities.
- Oversee at least two fundraising events during the school year.
- Be financially responsible for any fundraising activities.
- Help chaperone Activity Day and the Winter Carnival ball.
- Have a seat on and participate in the school’s Activity Council.
Student Council

The advisors to the Student Council are expected to work with the co-advisor in the attendance of all meetings of the council and the provision of supervision at any/all functions or activities of the council.

Expectations:
- Provide refreshments/hall guides to freshman orientation
- Plan and run homecoming events and activities
- Plan and run winter carnival events and activities.
- Announcements on inside and outside signs.
- Fundraising
- Facilitating student recognition days
- Organizing the 12 Days of Charity
- Participating in Earth Day/Community Clean-Up events
- Working with the co-advisor
- Option to attendance at regional and state council meetings
- Holding a seat on the school’s Activities Council
- Any other activity of the council

National Honor Society Advisor

Student Description:
NHS Student Description

A member of the National Honor Society has qualified by fulfilling this list of requirements. While a member they also need to maintain these high standards.

Scholarship:
Students who have a cumulative grade point average of 85 percent, B, 3.0 (on a 4.0 scale) or equivalent standard of excellence, or a higher cumulative average set by the local school's Faculty Council, meet the scholarship requirement for membership. These students are then eligible for consideration on the basis of service, leadership, and character (and citizenship for NJHS).

Service:
This quality is defined through the voluntary contributions made by a student to the school or community, done without compensation and with a positive, courteous, and enthusiastic spirit.

Leadership:
Student leaders are those who are resourceful, good problem solvers, promoters of school activities, idea-contributors, dependable, and persons who exemplify positive attitudes about life. Leadership experiences can be drawn from school or community activities while working with or for others.

Character:
The student of good character upholds principles of morality and ethics, is cooperative,
demonstrates high standards of honesty and reliability, shows courtesy, concern, and respect for others, and generally maintains a good and clean lifestyle.

Meetings:
We hold bi-monthly meetings of which members need to attend 75%.
We participate in Community service activities for which members need to regularly attend.

Advisor Description:
The advisor to the National Honor Society is expected to attend all meeting so the Society and provide supervision at any, all functions or activities of the Society.
Expectations:
- Participate in a Homecoming Booth
- Annual Blood Drive (help in the spring).
- Conduct the National Honor Society Initiation Ceremony
- Soup Kitchen help ever 5th Monday of the Month
- Hold bi-weekly meetings
- Any other activities of the society.
- Have a seat on and participate in the school’s Activity Council
- Help out at the Pines Halloween Event
- Work with the Tilton Welfare Department in providing Thanksgiving Baskets for needy families
- Provide Valentines for Veterans
- Organize an Easter Egg Hunt at the Pines Community Center

Yearbook
Student Description:
The WRHS Yearbook Club is open to all grades and experience levels. The Yearbook Club is responsible for taking photographs, providing input on yearbook production and assisting with yearbook and business ad sales. Members of the Yearbook Club will get preferential treatment for their application to join a future yearbook class.

The Yearbook Advisor to the ARCH is expected to produce an annual yearbook with the Dedication of the same in late May or early June* to be determined in coordination with the Senior Advisor and/or Director.

Advisor Description:
The Yearbook Advisor is responsible for teaching the Yearbook 1 and 2 classes. As part of those classes, the Yearbook Advisor is responsible for coordinating the layout of the book, producing pages, placing photographs, proofing pages and meeting all deadlines established in cooperation with the yearbook production company.

The Yearbook Advisor is the sole determiner of who shall be allowed to take the Yearbook 1 and 2 classes. All students wishing to take either class must complete an application process. The Yearbook advisor will work with the Guidance Office to select appropriate students for the class.
The Yearbook Advisor is responsible for conducting monthly meetings of the Yearbook Club. The Yearbook Club is responsible for taking photographs, providing input on yearbook production and assisting with yearbook and business ad sales. Members of the Yearbook Club will get preferential treatment for their application to join a future yearbook class.

* The Advisor may agree to a Fall delivery. This means work on the book goes through July.

**Yearbook Financial Advisor**

The Financial Advisor, with the cooperation of the Senior Class, will raise appropriate funds for the book, through solicitation of advertisements from area businesses and Senior parents. The Financial Advisor will work with send solicitation letters/contracts to area businesses over the Summer and market advertisements to Senior Parents via email, letter or other form of solicitation. The Financial Advisor is responsible for working with the Yearbook Business Manager (Student) to make deposits, pay work-in-progress invoices and track profit/loss of the book for the year.

The Yearbook Business Manager will track and record yearbook sales and provide weekly reports to the Financial Advisor.

**Math Team**

*Student Description:*
The WRHS Math Team is open to all students who excel in math topics. The students are responsible for competing at all Lakes Region Math meets scheduled throughout the year. Ten students from the team will be chosen to attend the NH State Math Meet held in March. Should a student be unable to attend a meet, it is their responsibility to alert the advisor or director.

*Advisor Description:*
The advisor to the Lakes Region Math League (LRML) is expected to attend all organizational meetings of the league.

Expectations:
- Attend all league meets.
- Attend the State meet.
- Coordinate transportation to meets.
- Coordinate and attend practice sessions for the teams.
- Supervise and be at all activities sponsored by the group.
- Have a seat on and participate in the school’s Activity Council.
Follow and enforce the student eligibility requirements set forth in the Athletics/Activities Handbook.

**FFA**

*Student Description:*

It is the mission of the FFA Organization to develop premier leadership, career success and personal growth through agricultural education.

*Membership:*

While all students are welcome to attend monthly FFA meetings, membership in the FFA is limited to students enrolled in an agricultural class for some or all of that academic year. The organization is intra-curricular, and some FFA-related activities take place during class.

In addition to monthly chapter meetings run by student-elected officers, the Winnisquam Chapter participates in a variety of civic, social, leadership and career-related activities. Offered below are just a few examples of some of the Chapter's activities:

- Helping with the Pines Community Center Halloween Party for younger kids.
- Visiting the Vets’ Home and playing cards and other games with the residents.
- Collaborating with local food pantries on food drives.
- Working with the local Rotary Club on various fund-raising activities.
- Participating in state and regional agricultural events such as the Deerfield Fair and Eastern States Exposition.
- Compete in a wide variety of career development events.
- Participation in annual state and local FFA conventions.

*Advisor Description:*

The FFA Advisor is a representative of the Agricultural Department because FFA is nationally recognized as an intra-curriculum activity.

*Expectations:*

- Assume the responsibilities of the FFA Chapter.
- Provide leadership training.
- Schedule regular meetings conducting using parliamentary procedures.
- Inform school officials and the public of FFA activities
- Have a seat on the school’s Activity Council.
- Conduct an annual awards program in conjunction with the Athletic Director
- Facilitate participation in all relevant career development events.
- Oversee the work of FFA’s standing committees.
- Follow and enforce the student eligibility requirements set forth in the Athletics/Activities Handbook.
Earth Support Group

Student Description:

Mission Statement

The WRHS Earth Support Group is committed to raising environmental awareness within our school and community. We aim to model and promote active participation in Earth management through education and action.

Goals

- To educate others in the importance of environmental stewardship and the protection of natural resources.
- To promote PRIDE by encouraging individuals to keep our school campus clean and conducive to learning.
- To help improve the school’s environment and save money on waste removal by supporting the school’s recycling program.
- To raise awareness of environmental issues that affects our local and global community.

Advisor Description:
The advisor to the Earth Support Group is expected to attend all meeting of the club and provide supervision to any/all functions of the club.

Expectations:

- Assist officers to scheduling work sessions for members.
- Coordinate events for Earth Day and National Recycling Day
- Facilitate recycling in the school.
- Have a seat on the school’s Activity Council.
- Present awards at the Awards Program in May
- Coordinate the field trip to the NorthEast Recycling Conference with the middle school.
- Follow and enforce the student eligibility requirements set forth in the Athletics/Activities Handbook.

Art Club

Student Description:

Anyone may join this afterschool club. A student does not need to be enrolled in an art class to participate. The group will decide on what school project we will work on for the year. We meet bi-monthly and attendance is important. (See below)
ATTENDANCE REGULATIONS

A. All students involved in any extra-curricular activity/event must attend school on the day of meetings/events. Any student dismissed from school due to an illness may not return to participate in the activity/event for that day.

B. All participants are expected to attend all scheduled meetings and events. It is very important to arrange with the advisor for schedule conflicts.

At the end of the school year, we honor students for their outstanding effort in extra-curricular activities. We will not honor any individual who has violated the above attendance regulations of our extra-curricular club.

Advisor Description:
Still NEED

Audio Visual

The AV Club introduces students to the basics of sound equipment as well as how to set up that equipment for a dance, party, or other function. No prior experience in audio work is required, but you do have to be careful with the very expensive equipment.
Chem Free

Student Description:
This group is only open to Graduating Seniors
1. Students participate in fundraising events and Chem Free activities.
2. Promote and encourage a chemical free lifestyle.
3. Students must walk across the stage and receive diploma to participate in Chem Free Trip.
4. Students must not get arrested/suspended for any alcohol or drugs in the current school year in order to participate in the Chem Free Trip.

Advisor Description:
The advisor to the Chem Free Program is expected to attend all meetings of the club and provide supervision at any/all function of the club.
Expectations:
- Plan and addend the Chem Free after graduation trip
- Attend Core Coalition meetings
- Plan and facilitate fundraising events such as Yankee Candle Sales, Craft Fair, and Talent Show
- Follow and enforce the student eligibility requirements set forth in the Athletics/Activities Handbook.

Ski Club

The Ski Club is a recreational non competitive club open to students of all ages and abilities. Five trips are taken each year to Mountain throughout New England.

Student Description:
Students are expected to attend all meetings and give input into the scheduling of trips. Students are expected to notify the advisory one day in advance if they cannot attend a trip. Students are expected to have the ability to ski or snowboard on their own.

Advisor Description:
The advisor to the Ski Club is expected to attend all meetings of the club and provide supervision at any/all function of the club.
Expectations:
- Plan and attend the ski club trips
- Attend ski club meetings
- Follow and enforce the student eligibility requirements set forth in the Athletics/Activities Handbook.
Challenge Team

*Student Description:* New Hampshire Quiz Bowl/Granite State Challenge is an academic team that competes in the New Hampshire Quiz Bowl League (yearly) and New Hampshire Public Television's show "Granite State Challenge" (every other autumn). Four person teams compete against those of other schools, answering questions about literature, history, math, science, current events, pop culture, and other "trivial" pursuits. Tryouts are open to all, but the coach selects competitors based on skill, reliability, and the ability to work well with the team(s).

*Advisor Description:* The Challenge Team Coach is responsible for evaluating potential team members, for scheduling and supervising practice sessions, for requisitioning materials to facilitate practice, for forming four-student teams, for arranging transportation to meets, and for providing assistance to the New Hampshire Quiz Bowl League when necessary (reading questions, judging competitions, etc.). Every other year it is the coach's responsibility to form a four person "Granite State Challenge" A-team plus alternates, to apply for a competition slot on "Granite State Challenge," and to represent the school in interviews, etc. as necessary.

Expectations: **NEED**

- Follow and enforce the student eligibility requirements set forth in the Athletics/Activities Handbook.

Gay/Straight Alliance

*Student Description:* The Winnisquam Gay/Straight Alliance is an all-inclusive student advocacy group, open to any student regardless of sexual orientation. The GSA provides an open and supportive forum for all members (and guests) to come and talk about any issues concerning them. While the focus tends to be on LGBT (Lesbian, Gay, Bisexual, and Transgender) issues, the GSA is in no way limited to these subjects.

*Advisor Description:* The GSA advisor is responsible for establishing a procedure for selecting officers, for scheduling and supervising meetings, and for providing a safe, non-judgmental environment and system of support for students. The advisor facilitates WRHS's Civic Expectations to practice civil, non-violent methods of communicating differences, differentiate and accept various points of view, and demonstrate sensitivity to diversity, both within the GSA and the larger Winnisquam community. The advisor may also need to provide informal counseling to members, and is responsible for referring said members to the appropriate counselors (guidance, school psychologist, nurse, etc.) if and when the situation warrants.
Expectations: **NEED**

**Drama Club**

*Student Description:*

Still **NEED**

*Advisor Description:*

Expectations:

- Attend/supervise all practices/rehearsals of the club
- Schedule rehearsals/work sessions for members in conjunction with the Athletic and Activities Director
- Work with the set designer and set builder in a timely manner
- Produce one school play throughout the year.
- Help with clean-up of all drama activities
- Have a seat on and participate in the school’s Activity Council.
- Follow and enforce the student eligibility requirements set forth in the Athletics/Activities Handbook.

Expectations: **NEED**

**Set Design**

The Set Design Advisor is responsible for working with the Drama club advisor in the design of the sets needed for the school play and with clean-up and storage.

**Set Build**

The Set Build Advisor is responsible for working with the Drama club advisor in the construction of the sets needed for the school play and with clean-up and storage.
NH State Scholars

Student Description:

- Application to the program.
- Dedication to meeting with NH State Scholars advisor and attendance to career cluster meetings when applicable.
- State Scholar “officers” will help with fundraisers and organization of the program within the school.
- Determination and completion of the following course of study within the requirements of the Winnisquam Regional High School diploma requirements:

<table>
<thead>
<tr>
<th>COURSES</th>
<th>YEARS</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3.5</td>
</tr>
<tr>
<td>Languages</td>
<td>2</td>
</tr>
</tbody>
</table>

Advisor Description:
NH State Scholars
Advisor Duty Outline
Winnisquam Regional High School
Awarding Scholarship

- Advertise the program and its merits throughout the school and community.
  Disseminate information to parents about the program.
- Popularize the program and update its image to be more positive.
- Recruit students in grade 8, encourage students in grades 9 and 10 to enroll.
  Presentations may be made to mentor groups/in Freshman Seminar to promote program.
- Track students throughout high school years to ensure continuation and commitment to program.
- Encourage students to plan post-secondary education goals during earlier years in high school by completing career and personality inventories.
- Bring in speakers for career days/ State Scholars meetings, and coordinate job shadows.
- Enroll students in summer internships (as well as advise them in other self-driven initiatives) related to their career path
- Meet with NH State Scholars during course enrollment time to ensure continued eligibility in the program.
- Connect to businesses throughout the community and state in order to expose students to a variety of careers. Examples: Delta Dental, Franklin Savings, Benson Auto, etc.
• Meeting frequently with community businesses to augment student-fundraising.
• Raise funds for program and scholarships. Example: UNO's, group competitions, calendars, "Mr. Winnisquam," chocolate roses, lollipops, bake sales, etc.
• Meet with students regularly to coordinate events/fundraisers. Delegate responsibilities to students.
• Maintain contact with NH State Scholars program director, Scott Burns.
• Maintain website for NH State Scholars and bulletin board outside of guidance. Recognize students during school events. Coordinate speaker for awarding medals at class day.
History Club:

Student Description:

Any WRHS student who is interested in the study, discussion, and presentation of history is welcome to join this club. Students must be willing to actively participate in a variety of school sponsored assemblies and academic competitions. Public speaking, event planning, and collaboration are emphasized and developed as a contributing member of this group.

Advisor Description:

The advisor of history club serves as a role model in the pursuit of expanding one’s understanding of history in the context of our society. In addition to the responsibilities outlined below, the advisor annually recruits members as needed to engage more students in this academic supplement to their social studies education at WRHS.

Responsibilities:

- hold bi-weekly meetings with group members
- facilitate democratic decision making within the group
- elect officers annually as group deems necessary
- motivate students to plan, facilitate and evaluate the following school-wide events:
  - 9-11 Remembrance
  - Constitution Day Exposition (as mandated by NH State law)
  - Veteran’s Day Assembly (in conjunction with NHS Tapping Ceremony)
  - Memorial Day Recognition
  - WRHS History Day Competition in January
- inform and mentor member participation in Annual NH History Day at Plymouth State University in April
- register student entries into NHD Competition
- hold at least one fundraiser annually (helps defray cost of NHD Entry fees)
- inform Social Studies Department members of club activity and progress

Inform student body and administration of club activity and progress
- Follow and enforce the student eligibility requirements set forth in the Athletics/Activities Handbook.
S.T.E.M.

**STEM (Science, Technology, Engineering, and Mathematics) Club** - The focus of STEM Club is to provide interested students with more opportunities for inquiry and investigation of various topics in math, science, and engineering. The club’s activities involve hands-on explorations which give students a chance to build mini-solar-powered vehicles, wind turbines, electric circuits, popsicle-stick bridges, and competition-level robots. In addition, special guest speakers are invited to club meetings to share information about new technologies or career options that students may be interested in. The club typically meets two Tuesday afternoons each month. Regular club attendance is required for participation in the WRHS STEM Academy (details below).

**STEM ACADEMY** - The goal of the STEM Academy at WRHS is to improve science, technology, engineering, and math education for our students. The basic structure of the program consists of **three** main priorities:

- Increased course focus on STEM classes
- Active participation in monthly STEM program meetings and after-school activities
- Completion of an internship/apprenticeship

Students who successfully complete the STEM Academy program will receive recognition in the form of a special endorsement on their diploma and WRHS transcript, as well as a special cord and award to wear with the student’s cap and gown at graduation.

Program requirements are listed below:

**Coursework Requirements**

- A minimum of 11 credits in science, math, computer programming, graphic design, computer-aided design (CAD), some agriculture education courses, as well as some specialized courses at the HUOT Technical Center in Laconia that include Introduction to Engineering, Principles of Engineering, Modern Robotics, and Biotechnology, which may be further aligned as follows:
  - A minimum of 7 math and science courses in grades 9-12 (included above)
  - An additional 4 courses (any STEM area) at any time during WRHS career

**STEM Meetings and Activities** (regular attendance at monthly STEM meetings/activities after school)

- Exploration of STEM careers
- Computer, science, or engineering projects (including robotics team)
- Math, science, or computer games
- Other activities that students/faculty advisors will plan and organize
Additional Graduation Requirements

- Students would have to complete an internship/career exploration centered in one STEM field of a minimum of 30 hours
- Students’ portfolios must show proficiency in STEM content areas which may include science fair projects
- Students must achieve a minimum score of 2 on both Math and Science NECAP tests
DECA

Student Description:
The WRHS DECA Club is a student lead organization for individuals who are interested in learning more about careers that involve leadership and/or business. The WRHS DECA Club is affiliated with NH DECA and National DECA. As a member of NH DECA, students join an organization that has over 700 student members statewide at over 27 high schools. Internationally, DECA has over 180,000 members with new chapters forming in Germany, England, and Mexico. DECA also sponsors a program called Collegiate DECA for college students.

The goals for DECA are to develop leadership abilities, social and business etiquette, civic responsibility, ethical behavior in business relationships and to understand the role of the free enterprise system in a global economy. With a history going back to 1946, DECA has had a major impact on millions of students throughout the years.

Membership in DECA is recognized at many post-secondary schools, and there is ample opportunity to win scholarships. Local colleges that are currently involved in with the NH DECA are Southern New Hampshire University, Plymouth State University, Franklin Pierce, St. Anselm’s College, and Rivier University.

Advisor Description:
The Advisor for DECA is expected to attend all meetings of the organization, including meetings held by the NH DECA Council. The Advisor is also responsible for providing supervision to any and all functions or activities of the club.

Expectations:
- Assist officers in scheduling and running meetings
- Attend State Advisor meetings (annually)
- Attend State and International Career Conferences as needed
- Organize student membership and register students with NH and National DECA
- Provide guidance and supervision with academic projects for submission to Career Conferences
- Aid in fundraising activities/assist the treasurer in making deposits and/or withdrawals
- Supervise and be responsible for all activities of DECA
- Have a seat on the school’s Activity Council

Some of the career paths explored through DECA are:
- Accounting
- Sales/Retail Management
- Hospitality
- Public Relations
- E-Marketing
- E-Commerce
- Advertising
- Finance
- Sports Marketing
- Economics
- International Business
- Event Planning
- Web Page Design
- Promotional Agent
Upon signing this sheet I acknowledge that I have read the WRSD Athletic/Activities Handbook. I agree to abide by all rules and procedures needed to participate in WRSD athletics and activities. My coach/advisor has discussed program rules and clarified any questions I may have concerning the athletic/activities policies and procedures. Furthermore, I understand that participating in any sport/activity comes with potential for injury and agree that we will not hold the WRSD or its employees responsible for personal injuries during any organization's activities.

As a student-athlete at WRSD I understand I must abide by all rules and procedures contained in the Athletic/Activities Handbook, which includes:

- Understand that I am a student first, athlete/activity member second.
- Be on time for school and attend all classes, including study halls
- Attend all events of my team and/or club unless I notify and am excused by my coach in advance
- Promptly report all injuries to my coach or advisor
- Be a positive role model at all times
- Treat teammates/activity member, coaches/advisors and officials with respect at all times
- Display good sportsmanship and fair play when participating for WRSD
- Refrain from taking part in any activities that could be considered hazing
- Refrain from using tobacco products, illegal drugs or alcohol or attending events where illegal drugs or alcohol are present
- Promptly return all uniforms and equipment to your coach/ at the end of the season

Please sign and return to the Athletic Director.

________________________________________________________
Student/Athlete Name Printed

________________________________________________________
Signature Date

________________________________________________________
Student/Athlete
WRSD HIGH SCHOOL  
ATHLETIC/ACTIVITIES DEPARTMENT  
TIILTON, New Hampshire  
2012-2013

Parent Acknowledgement Statement

I, as parent/guardian of the above named student/athlete, have read and discussed the policies, rules and regulations contained in the WRSD Athletic/Activities Handbook. I will do my part in seeing that he/she follows these rules and regulations concerning the athletic/activities policies and procedures. I give my son/daughter permission to participate in the athletic/activities program at WRSD and understand the risk for injury during participation in any sport/activity and that the school does not cover any cost of injury. Furthermore, I understand that participating in any sport/activity comes with potential for injury and agree that we will not hold the WRSD or its employees responsible for personal injuries during any organization's activities.

As a parent of a student-athlete at WRSD I understand I must abide by all rules and procedures contained in the Athletic/Activities Handbook, which includes:

- Be a positive role model through your own actions to make sure my child has the best athletic/activities experience possible.
- Know that addressing negative or taunting comments at student-athletes from opposing teams will lead to removal from the athletic contest. Remember they are just children and may not always make the best decisions.
- Be respectful of all officials' decisions. They provide us with a valuable service and try to do the best job possible but may make mistakes just like our players and coaches.
- Understand your behavior and actions at athletic contest are a reflection of the team, athletic program and school community. We want others to have a positive opinion of our fans and athletes.
- Let your child’s coach handle the coaching....don't instruct your children before, during or after a game, because it may conflict with the coach's plans and strategies.
- Take time to talk with coaches/advisors in an appropriate manner, never right before or after an event.
- Wait at least 24 hours before contacting a coach/advisor about a concern
- Discuss concerns about playing time with your child....most of the time they know why they are not playing as much as you think they should be. Coaches are not required to discuss playing time with parents but MAY decide to do so only in the presence of the athlete.
- Be sure to follow the designated chain of command.

_________________________________________  ________________________________  
Signature (Mother)                      Date

_________________________________________  ________________________________  
Signature (Father)                      Date

This form is required once per school year.
WRSD
PHYSICAL EXAMINATION CLEARANCE FORM
Team: ____________ Grade: ____________

**NOTE:** Physical examination clearance forms must be turned into the Athletic Director prior to start of tryouts.

<table>
<thead>
<tr>
<th>NAME:</th>
<th>ADDRESS:</th>
<th>MALE</th>
<th>FEMALE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>CITY:</th>
<th>STATE:</th>
<th>ZIP:</th>
<th>PHONE NUMBER:</th>
<th>BIRTH DATE:</th>
<th>AGE</th>
</tr>
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<tbody>
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</tbody>
</table>

The following section must be filled in by an authorized medical practitioner and authenticated by the same:

<table>
<thead>
<tr>
<th>SIGNIFICANT MEDICAL CONDITIONS</th>
<th>YES</th>
<th>NO</th>
<th>IF YES, EXPLAIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALLERGIES</td>
<td></td>
<td></td>
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<tr>
<td>ASTHMA</td>
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<td></td>
<td></td>
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<tr>
<td>CARDIAC</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>CHEMICAL DEPENDENCY</td>
<td></td>
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<tr>
<td>DRUGS</td>
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<tr>
<td>ALCOHOL</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>DIABETES MELLITUS</td>
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<td></td>
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</tr>
<tr>
<td>GASTRO-INTESTINAL DISORDER</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEARING DISORDER</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HYPERTENSION</td>
<td></td>
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<tr>
<td>NEUROMUSCULAR DISORDER</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ORTHOPEDIC CONDITION</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RESPIRATORY ILLNESS</td>
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<tr>
<td>SEIZURE DISORDER</td>
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<tr>
<td>SKIN DISORDER</td>
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<tr>
<td>VISION DISORDER</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>OTHER (SPECIFY)</td>
<td></td>
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</tbody>
</table>
# Report of Physical Examination

<table>
<thead>
<tr>
<th></th>
<th>Normal</th>
<th>Abnormal</th>
<th>If Abnormal, Explain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Height (Inches)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weight (Pounds)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pulse (    )</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blood Pressure</td>
<td>/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hair/Scalp</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eyes - Visual Acuity R / L</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eyes - Color Vision</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ears - Hearing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nose and Throat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teeth and Gingiva</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lymph Glands</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heart - Murmur</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lung - Adventitious</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abdomen</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Genitalia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neuromuscular System</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extremities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spine (Presence of Scoliosis)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Immunizations (Up to Date)</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

**Date of Examination:**

Cleared to play all sports ______ Non-Contact Only ______

**Signature of Examiner:**

*Please return this form to the Athletic Director prior to tryouts.*
Transportation Release Form:

By signing below you give permission for your child's coach to release him/her to you for the purpose of transporting your child home after an athletic contest in which WRSD provided transportation to the athletic event. If you do wish to take your child home after a contest the following procedure must be followed:

- The coach must okay athletes not riding home on the bus with the team after contest
- The parent/guardian must sign the "Athletic Transportation Sign-out Sheet" provided to the coaches by the Athletic Department before leaving the event.
- Only the parents/guardians that sign this form below are permitted to take their child from an athletic event.
- In order for any other adult to take your child home after an athletic event, notes seeking permission for an exception to the transportation policy must be given to the Athletic Director in advance by both the parent of the athlete and the adult providing transportation.

We (I) authorize the coach to release our (my) daughter or son to be taken home by parents from contest where WRSD provides transportation to the event.

Athlete's Name_________________________ Sport_________________________

Authorization

<table>
<thead>
<tr>
<th>Mother/Guardian (Print Name)</th>
<th>Mother/Guardian Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Father/Guardian (Print Name)</th>
<th>Father/Guardian Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please note: This form must be returned to the Athletic Office before travel may occur. One form will be required per school year.
WRSD Medical History Evaluation Form

Student Name: ___________________________ DOB: ________ Grade: ________

Address: ___________________________ Phone: __________________

City: __________________ Zip: ____________ Sport: __________________

**Answers to questions 1-9 should be events since the student’s last physical exam.** Please note that “YES” answers do not mean automatic disqualification from the sport indicated. They may require review by a health care provider. **Failure to provide honest and accurate information can lead to a student being declared ineligible for athletic participation until medical documentation is provided.**

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Any illness lasting more than five days?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Any Chronic disease?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Any injuries requiring medical attention?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Treated in a hospital or ER?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Surgical operations or fractures?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Take any medication or under a Dr.’s care at this time?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Any known allergies?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Wear glasses or contact lens?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Any feeling of faintness, dizziness, or fatigue after heavy exertion?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Any body piercing? No jewelry can be worn in any sport.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If yes to questions 1-9 describe: ____________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

Permission: These questions are asked to decide if this student is in condition to participate in this athletic activity. Answers are correct as of the date this form is signed.

Signature Parent/Guardian ___________________________________________ Date ____________

Signature Student _________________________________________________ Date ____________

******************************************************************************

Authorization to speak with medical provider:

I authorize the Athletic Trainer, Athletic Director or School Nurse at WRSD to contact a physician who may be treating the student listed above for the purposes of consultation and direction when my child is sick or injured, as well as to obtain medical information, treatment orders and physical exams.

Signature Parent/Guardian ___________________________________________ Date ____________
WRSD
Athletic Department
Emergency Medical Information Form

Student/Athlete Name: __________________________________________________________

Address: ___________________________________________________________________

Grade: _______________ Date of Birth: ____________________________

Sport: ____________________________

Parent or Guardian that student resides with: ______________________________________

Relationship with student: ______________________________________________________

PLEASE COMPLETE INFORMATION FOR EACH PARENT/GUARDIAN

Father: ___________________________ Mother: ___________________________

Address: __________________________ Address: ___________________________

Place of Work: _____________________ Place of Work: _______________________

Home Tel. _________________________ Home Tel. _________________________

Work Tel. _________________________ Work Tel. _________________________

Cell Tel. _________________________ Cell Tel. _________________________

Email __________________________ Email __________________________

INSURANCE INFORMATION:
Name of Insurance Carrier: __________________________

Policy Group Number: _______________ Policy Certificate Number: _______________

MEDICAL INFORMATION:
Medications Presently Being Used: _____________________________

Medication That The Student Is Allergic To _____________________________

_________________________________________________ ___________________________

Please list any other important medical history/data about this student:

________________________________________________________________________

________________________________________________________________________

MEDICAL AUTHORIZATION FORM

In the event that I can not be reached and/or the team is out of district during an interscholastic event, I hereby authorize and give permission to the designated coach at WRSD, if it is deemed necessary, to take my child to the nearest hospital emergency room or doctor's office and to admit my child for treatment.

I further understand that all expenses and liability for said expenses incurred with respect thereto shall be full assumed by me.

Date: __________________________

Parent/Guardian Signature __________________________ Parent/Guardian Printed Name __________________________

PLEASE RETURN THIS FORM TO THE ATHLETIC DIRECTOR
Poll Vote on May 24, 2013

To approve the resignation of Jennifer Cloutier as Math teacher at WRMS for the 2013-14 school year upon finding suitable replacement.

Vote:
Michael Gagne - yes
Jasen Stock – yes
Wayne Crowley – yes
Tom Fulweiler – yes
Sean Goodwin – yes
Tim Lang - yes
Julie Lonergan - yes
Patricia Sawicki – yes
Kevin Washburn – yes
Poll Vote on May 29, 2013

To accept the Finance Committee recommendations as follows:

* Award Southwick roof bid to low bidder MC Contracting for $129,000 roof replacement; $112 per sheet replace rotted deck; $40/lineal foot for gutters; and $3,430 performance bond. There will be a contingency built into the PO for roof deck replacement.

* Approve an additional $99,000 from the current year general fund (fund balance) for safety & security to improve main entry areas at all schools to include card access systems, intercom, and cameras. The areas we hope to address are identified in the attached maps.

* Approve $6,000 from the current year general fund (fund balance) for a facilitator, Bill Bryan of CSSR, Inc. to work with the School Board to refine and finalize Board goals which they began in March 2013. This work will create a foundation for the strategic plan.

Vote:
Michael Gagne - yes
Jasen Stock – yes
Wayne Crowley – yes
Tom Fulweiler – no reply
Sean Goodwin – yes
Tim Lang - yes
Julie Lonergan - yes
Patricia Sawicki – yes
Kevin Washburn – yes
Poll Vote on June 4, 2013

To accept the resignation of Dr. Ronna Cadarette as principal at WRHS effective June 30, 2013.

Vote:
Michael Gagne - yes
Jasen Stock – yes
Wayne Crowley – yes
Tom Fulweiler – yes
Sean Goodwin – no reply
Tim Lang - yes
Julie Lonergan - yes
Patricia Sawicki – yes
Kevin Washburn – yes
Winnesquam Regional School District
Non Bargaining Groups

Computation for merit increases FY 2014/15

<table>
<thead>
<tr>
<th></th>
<th>Estimated 2013/14</th>
<th>4%</th>
<th>5%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Administrators</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries</td>
<td>$ 1,121,578</td>
<td>$ 44,863</td>
<td>$ 56,079</td>
</tr>
<tr>
<td>FICA</td>
<td>$ 3,432</td>
<td>$ 1,341</td>
<td>$ 1,731</td>
</tr>
<tr>
<td>NHRS</td>
<td>$ 5,623</td>
<td>$ 2,249</td>
<td>$ 2,812</td>
</tr>
<tr>
<td>WC</td>
<td>$ 193</td>
<td></td>
<td>$ 241</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$ 1,121,578</td>
<td>$ 54,111</td>
<td>$ 67,639</td>
</tr>
<tr>
<td><strong>Professionals</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries</td>
<td>$ 350,673</td>
<td>$ 14,027</td>
<td>$ 17,534</td>
</tr>
<tr>
<td>FICA</td>
<td>$ 1,073</td>
<td></td>
<td>$ 1,341</td>
</tr>
<tr>
<td>NHRS</td>
<td>$ 3,178</td>
<td></td>
<td>$ 3,972</td>
</tr>
<tr>
<td>WC</td>
<td>$ 60</td>
<td></td>
<td>$ 75</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$ 350,673</td>
<td>$ 18,338</td>
<td>$ 22,922</td>
</tr>
<tr>
<td><strong>Secretaries</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries</td>
<td>$ 519,866</td>
<td>$ 20,795</td>
<td>$ 25,993</td>
</tr>
<tr>
<td>FICA</td>
<td>$ 1,591</td>
<td></td>
<td>$ 1,988</td>
</tr>
<tr>
<td>NHRS</td>
<td>$ 1,870</td>
<td></td>
<td>$ 2,336</td>
</tr>
<tr>
<td>WC</td>
<td>$ 89</td>
<td></td>
<td>$ 112</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$ 519,866</td>
<td>$ 24,345.15</td>
<td>$ 30,431</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries</td>
<td>$ 233,682</td>
<td>$ 9,347.26</td>
<td>$ 11,684.08</td>
</tr>
<tr>
<td>FICA</td>
<td>$ 715.07</td>
<td></td>
<td>$ 894</td>
</tr>
<tr>
<td>NHRS</td>
<td>$ 462.00</td>
<td></td>
<td>$ 577.50</td>
</tr>
<tr>
<td>WC</td>
<td>$ 40.19</td>
<td></td>
<td>$ 50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$ 233,682</td>
<td>$ 10,564.52</td>
<td>$ 13,206</td>
</tr>
</tbody>
</table>

**Total General Fund**

<table>
<thead>
<tr>
<th></th>
<th>Estimated 2013/14</th>
<th>4%</th>
<th>5%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>$ 2,225,799</td>
<td>$ 89,032</td>
<td>$ 111,290</td>
</tr>
<tr>
<td>FICA</td>
<td>$ 6,810.94</td>
<td>$ 841.68</td>
<td>$ 1,002.34</td>
</tr>
<tr>
<td>NHRS</td>
<td>$ 11,132.82</td>
<td>$ 1,311.66</td>
<td>$ 1,639.30</td>
</tr>
<tr>
<td>WC</td>
<td>$ 382.84</td>
<td>$ 47.17</td>
<td>$ 59.86</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$ 2,225,799</td>
<td>$ 107,359</td>
<td>$ 134,198</td>
</tr>
</tbody>
</table>

**Food Service**

|                  |                   |      |      |
| Salaries         | $ 236,396         | $ 9,456 | $ 11,820 |
| FICA             | $ 723             |        | $ 904 |
| NHRS             | $ 198             |        | $ 248 |
| WC               | $ 321             |        | $ 402 |
| **Total**        | $ 236,396         | $ 10,699 | $ 13,374 |
Winnisquam Regional School District
S.A.U. 59

New Hampshire Department of Education
State Technology Plan

Submitted: May 2013

Contact: Kevin Sousa
Winnisquam Regional School District
433 W. Main Street
Tilton, NH 03276
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1.0 Introduction

Winnisquam Regional School District (WRSD) is in the process of creating an integrated and comprehensive information technology environment that supports all aspects of the system-wide initiatives articulated in the district’s strategic plan. During the 2010-2011 school year, the district engaged the Center for Educational Leadership and Technology (CELT) to conduct an extensive assessment of the district’s then current and desired Information Technology System. The information collected has assisted WRSD in developing a plan that “supports the educational mission of the district through technology.” This study included a comprehensive review, gap analysis, and recommendations for improvement to provide the basis for updating the district’s technology plan. Since then, WRSD has engaged CELT in an advisory capacity to systematically address these recommendations and prioritize the district’s technology needs going forward. The WRSD Technology Plan 2013-16 has been built upon the identified areas of recommendations and developments that are being put in place. The plan has been compiled by Kevin Sousa, Director of Technology, Laurie Keating, EdD, Center for Educational Leadership and Technology, Suzan Gannett, Director of Curriculum and Maria Pearson, Integration Technology Specialist.

1.1 District Demographics

The Winnisquam School District is located in central New Hampshire and is typical of communities in the rural central region of the state. The communities that the district covers include Northfield, Tilton, and Sanbornton. As of February, 2013, the district consists of the following schools and student populations:

<table>
<thead>
<tr>
<th>School</th>
<th>Grades</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Union Sanborn School</td>
<td>PreK-2</td>
<td>279</td>
</tr>
<tr>
<td>Southwick School</td>
<td>3-5</td>
<td>233</td>
</tr>
<tr>
<td>Sanbornton Central</td>
<td>K-5</td>
<td>194</td>
</tr>
<tr>
<td>Winnisquam Regional Middle School</td>
<td>6-8</td>
<td>370</td>
</tr>
<tr>
<td>Winnisquam Regional High School</td>
<td>9-12</td>
<td>444</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1520</strong></td>
</tr>
</tbody>
</table>

1.2 Methodology

The methodology used in developing this plan involves a qualitative and quantitative approach with an outcome that aligns the status and goals of the district as a whole. The project team conducted an assessment of the district’s information technology needs using quantitative measures designed to gain a generalized understanding of information technology across the district and qualitative methods that included conducting focus-group sessions, interviewing key stakeholders, and reviewing WRSD documents.
Key Stakeholder Interviews

The CELT team conducted key stakeholder interviews with the Director of Curriculum, Director of Technology, the Business Manager, and the Director of Human Resources, the Superintendent, and each of the principals. Interviews were conducted face-to-face often with the CELT team traveling to the interviewee’s office.

Focus Groups

CELT also led four 90-minute topical focus groups with teachers, principals, assistant principals, and district staff. The focus groups explored topics related to Curriculum and Instructional Technology, Organizational and Staff Development, Administrative Systems, and Network and Communications Infrastructure.

School Site Visits

Each of the five schools participated in the onsite school visits. School site visits lasted approximately 90 minutes to 2 hours. This time was divided an interview with the principal/principal’s designee, a guided school tour, and a mini focus group with teachers, and a mini-focus group with students.

Document Review

CELT received numerous existing documents from WRSD which provided recent background on the availability and use of technology. The CELT team reviewed these documents to provide additional data as well as clarification on the current status.

Teacher Survey

To gather data about teacher proficiencies, teachers will complete a technology self-assessment and attitude survey. The survey is designed to provide aggregate baseline data about the level of technology proficiencies in each school as well as the district as a whole, and to help determine priorities for professional development.

The raw data collected as a result of these strategies was reviewed, summarized, and presented in a Key Findings document that described the current status of the district, and made recommendations based on the best practices of other districts in these areas. Follow-up visits have been conducted at each school since the initial assessment.

To further quantify this assessment, the School Technology and Readiness (STaR) chart has been completed and attached to this document.
2.0 Goals

This section lists WRSD’s mission and vision as well as the goals to be addressed through this technology plan.

Mission Statement

The mission of the Winnisquam Regional School District is to engage students, parents, and the community in creating a safe environment, providing a rigorous curriculum with relevant and appropriate learning opportunities to inspire all students to challenge themselves to reach their potential.

Technology Vision Statement

The district believes that we need to prepare our students for a global economy and a society that is rapidly changing with developments in technology and the electronic information age.

Technology Goals

In support of the district mission and vision, WRSD is pursuing the following technology goals:

1. Continuously assess the current needs of the district to provide equity of, access to, and support for technology resources for students, faculty, staff and the communities we serve. (Access to Technology)

2. Ensure that all students demonstrate grade-appropriate levels of technology proficiency. (Technology/ICT Literacy)

3. Provide opportunities for students to become more culturally aware through global collaboration opportunities and/or online learning. (Technology/ICT Literacy)

4. Provide professional development opportunities for faculty and staff to better integrate technology in curricular areas via software and online accessibility to increase student learning. (Professional Development)

5. Increase the use of national, state and local assessment data to evaluate technology resources and needs in order to assess progress toward these goals. (Professional Development)

6. Increase the use of online tools for parent communication. (Community Collaboration)
3.0 Action Plans

WRSD envisions a high-performing learning organization in which all students achieve proficiency with rigorous standards of intellectual thought and knowledge. To that end, technology planning is a priority for WRSD since lifelong learning is a critical survival skill for 21st century learners who must be able to access, analyze, and communicate information in a fast-paced and constantly changing world. Access to information in WRSD for improved teaching, learning, and management requires a comprehensive technology infrastructure that provides voice, video, and data resources to every classroom and office, as well as to learning environments in the community. In addition to information access, students need teachers who are flexible and capable to use emerging technology applications to help them reach the highest level of performance. This technology plan will assist district staff in identifying new ways to enable schools to provide every student with the most appropriate learning technology and contemporary learning opportunities.

This section includes the data gathering, recommendations, and action plans for achieving the goals described in the previous section.

3.1 Access to Technology Resources

Accessibility of Technology and related resources and services is critical in order to ensure that all students have the opportunity to use the tools that they will be expected to use in higher education and today’s workforce. This not only includes sufficient student and teacher devices during the school day, but also access to technology outside the school day, adequate bandwidth to access instructional materials and resources, and adequate staff and professional development services to support these resources.

Data Gathering

Classroom Configurations:

The school district has invested significant funds in classroom mounted projection devices, resulting in good coverage at the middle and high schools. High school staff stated that they have all they require. Various tablets have also been purchased for projection capacity and to encourage interactive learning for math classes at the high school. Math and science classes also use graphing calculators. At the elementary schools, WRSD has been introducing mobile projectors with document cameras.

To define a standard classroom configuration for technology devices, WRSD convened a task force including elementary, middle school, and high school teachers and administrators. The task force researched various approaches to classroom technology and defined its vision for developmentally appropriate, technology-enhanced learning environment prototypes for each level (elementary, middle, and high school).
As a next step, the district is working on a strategy for implementing these classroom configurations. The current student-computer ratio is shown in the following table. The age of these computers varies from new to 6 years. The School Board has approved a 5 year technology refresh budget (included in Budget section.) In addition, WRSD is exploring options for Bring Your Own Device (BYOD) and is developing a policy for the use of personal devices by staff.

<table>
<thead>
<tr>
<th>School</th>
<th>Students</th>
<th>Systems*</th>
<th>Student: Computer Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Union Sanborn School</td>
<td>279</td>
<td>30</td>
<td>9.3 to 1</td>
</tr>
<tr>
<td>Southwick School</td>
<td>233</td>
<td>59</td>
<td>3.9 to 1</td>
</tr>
<tr>
<td>Sanbornton Central</td>
<td>194</td>
<td>85</td>
<td>2.3 to 1</td>
</tr>
<tr>
<td>Winnisquam Regional Middle School</td>
<td>370</td>
<td>103</td>
<td>3.6 to 1</td>
</tr>
<tr>
<td>Winnisquam Regional High School</td>
<td>444</td>
<td>257</td>
<td>1.7 to 1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1520</strong></td>
<td><strong>534</strong></td>
<td></td>
</tr>
</tbody>
</table>

*includes desktops, laptops, netbooks, and iPads

**Cloud Applications:**

Relative to network infrastructure, The IT department has been setting up virtual servers and implementing web-based applications where possible to work towards a cloud-oriented solution that would enable users to access files anytime, anywhere. During the 2012-13 school year, WRSD implemented Google Apps for Schools with an email strategy to replace the former GroupWise product that was no longer meeting the needs of the district. The Google solution was well-received and teachers and students are using Google Drive/Docs and other functions for productivity tools.

**Network Access:**

Wireless access has been redesigned with a Wireless Access Management System throughout the district. This has increased coverage throughout all school buildings. The next step is to increase the capacity of the system to allow greater quantities of wireless appliances connection to the Internet. In addition, the Centrex phone system and cabling infrastructure that is maintained for voice services is outdated and no longer meeting the needs of the district. A Voice over Internet Protocol (VoIP) solution would be better.

A recent migration to a broadband cable/virtual private network (VPN) wide area network (WAN) solution has created some bandwidth capacity issues that impact access to local and online resources.

**Staffing:**

The Technology Department consists of 1 director, 2 technicians, and 1 secretary. In December 2012, the district hired an Instructional Technology Specialist (ITS) to support
the use of technology in the classroom. The ITS role will be a pivotal position in providing skills training, integrating technology into the curriculum and other activities.

**Action Plan**

<table>
<thead>
<tr>
<th>Goal 1:</th>
<th>Continuously assess the current needs of the district to provide equity of, access to, and support for technology resources for students, faculty, staff and the communities we serve.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evaluation Criteria:</strong></td>
<td>Minimum developmentally appropriate technology-enhanced learning environment prototypes and guidelines for each campus, classroom, and facility type by instructional level are defined and formally endorsed.</td>
</tr>
<tr>
<td></td>
<td>Minimum standards for peripherals are established.</td>
</tr>
<tr>
<td></td>
<td>All technology standards and prototypes are periodically reviewed and revised as needed.</td>
</tr>
<tr>
<td></td>
<td>Procurements are carried out according to plan and timeline.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Establish developmentally-appropriate technology-enhanced learning environment prototypes for each school type. Include guidelines and standards for computing resources configurations by grade, classroom, discipline, specialist areas (art, gym, music), and large group areas (cafeteria, auditorium, and conference rooms). Incorporate “models of flexibility” for the technology in each configuration.</td>
<td>X</td>
<td></td>
<td>IT, LESF Task Force</td>
<td></td>
</tr>
<tr>
<td>2. Research feasibility of developing a BYOD program for teachers and students.</td>
<td></td>
<td>X</td>
<td>IT, ITS</td>
<td></td>
</tr>
<tr>
<td>3. Compare the cost of implementing a BYOD program against the 5 year refresh program.</td>
<td></td>
<td>X</td>
<td>IT, ITS</td>
<td></td>
</tr>
<tr>
<td>4. Define standards for peripheral devices, including digital cameras, printers, scanners, video cameras, projection capacity including document cameras, etc.), in keeping with prototypes to guide selection and purchase.</td>
<td>X</td>
<td></td>
<td>IT, ITS</td>
<td></td>
</tr>
<tr>
<td>5. Develop a rubric to assess the effectiveness and usage levels of desktop-based stationary labs and the mobile computer labs across all disciplines. Identify and support successful implementations and repurpose labs that are no longer being used efficiently.</td>
<td>X</td>
<td></td>
<td>IT, ITS</td>
<td></td>
</tr>
<tr>
<td>6. Provide training for staff to ensure that all are confident in using these devices for teaching and learning.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>ITS</td>
</tr>
<tr>
<td>7. Continue to deploy wireless access to support the use of personal devices.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>IT, ITS</td>
</tr>
</tbody>
</table>

**3.2 Technology / ICT Literacy**

To prepare students for both higher education and the workforce in the 21st century, they must master information technology as well as information literacy skills. While
this has long been an expectation, it has not always been achieved. WRSD has adopted the National Educational Technology Standards for Students (NETS•S) and Teachers (NETS•T), including the Information Literacy Skills needed for digital citizenship. As the school district refreshes classrooms with interactive and multimedia technologies and refreshes the teachers’ computing devices, it will embark on a professional development program to prepare teachers to integrate these skills not their curriculum. No longer will technology be reserved for a weekly visit to the computer lab; it will be seamlessly integrated into daily teaching and learning.

Data Gathering

None of the technology standards have been formally endorsed or embraced by the school district, with the exception of developing ICT literacy portfolios in the middle school computer class to meet the NHDOE grade 8 computer literacy requirements.

Technology skills checklists have been developed for grades K-8, but the practice and mastery of these skills have not been systemically integrated into daily practice within the content areas.

Challenges to more effective use of available technology resources include the following:

- Not enough time to learn how to use the devices
- Limited technical assistance at the classroom level
- Lack of integration support for teachers
- Bandwidth issues
- The wireless network’s lack of stability/consistency
- Availability and reliability of technology resources

With the addition of the Instructional Technology specialist and the implementation of this technology plan, these barriers will be broken down.
**Action Plan**

**Goal 2:** Ensure that all students demonstrate grade-appropriate levels of technology proficiency.

**Evaluation Criteria:**

- Scope and sequence for technology competencies is completed at all grade levels.
- Teachers at all instructional levels will be observed integrating the technology skills scope and sequence into instructional practice.

**Action Steps**

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Denotes that step has already started.</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Analyze, identify, and document where technology competencies are embedded in the Common Core State Standards by grade and content level.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>ITS, CURR</td>
</tr>
<tr>
<td>2. Define a WRSD specific technology skills scope and sequence that incorporates these skills into classroom teaching and learning (NETS-T).</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>ITS, CURR</td>
</tr>
<tr>
<td>3. Define and secure necessary resources to ensure district wide implementation.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>ITS, CURR</td>
</tr>
<tr>
<td>4. Provide content and grade specific professional development to support integration activities.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>ITS, CURR</td>
</tr>
<tr>
<td>5. Select and implement strategy(ies) to monitor student attainment of these skills (E-Portfolios).</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>ITS, CURR</td>
</tr>
<tr>
<td>6. Conduct periodic observations, including principal and peer review teams, to monitor and document levels of teaching integration.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>ITS, CURR</td>
</tr>
</tbody>
</table>
Action Plan

Goal 3: Provide opportunities for students to become more culturally aware through global collaboration opportunities and/or online learning.

Evaluation Criteria:
- At each grade level, students have an opportunity to participate in a collaborative project with one or more classrooms within the state, across the country, or around the world.
- All students have an opportunity to take an online course before graduating.

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explore programs such as ePals that provide opportunities for teachers from different countries to partner on classroom activities in multiple languages.</td>
<td></td>
<td></td>
<td></td>
<td>ITS, CURR</td>
</tr>
<tr>
<td>2. Encourage foreign language teachers to explore opportunities for learning through primary sources, such as international television, newspapers, journals, and websites.</td>
<td></td>
<td>X</td>
<td>X</td>
<td>ITS, CURR</td>
</tr>
<tr>
<td>3. Ensure that the acceptable use policy includes provisions for the use of student email and images.</td>
<td>X</td>
<td>X</td>
<td></td>
<td>ITS, IT</td>
</tr>
<tr>
<td>4. Explore the use of video streaming, video conferencing, and online learning as vehicles for distance learning.</td>
<td></td>
<td></td>
<td></td>
<td>ITS, CURR, IT</td>
</tr>
<tr>
<td>5. Develop a pilot program to engage students in a project with students from another country. Develop a rubric for evaluating the success of the project and revise goals based on results.</td>
<td>X</td>
<td>X</td>
<td></td>
<td>ITS, CURR</td>
</tr>
</tbody>
</table>

3.3 Professional Development

Studies upon studies have demonstrated that a technology initiative can only be successful if it is accompanied by a sustained professional development effort. Technology Professional Development provides not only training on how to use technology tools, but development on how to effectively integrate them into classroom teaching and learning. In addition to this, school and district leadership must adopt and support a vision for educational technology and disseminate this to teachers.

Data Gathering

The organizational structure for instructional IT services at WRSD includes the following positions:

- Instructional Technology Specialist (recently hired)
- Three computer lab aides, one serving each elementary school.
- Two computer teachers provide technology instruction in the middle and high school computer labs.

The computer teachers and lab aides hold classes in the computer labs, but do not provide (and are not trained to provide) support for teachers. The newly hired
Instructional Technology Specialist will support the integration of grade-appropriate instructional technology resources. This individual will work collaboratively with the Directors of Curriculum and Technology and will be responsible for some or all of the following:

- Training teachers on using technology resources and integration strategies
- Working with teachers to develop technology-rich lesson plans
- Grant writing
- Identifying and modeling best practices in direct classroom instruction
- Mentoring teachers

**Action Plans**

**Goal 4:** Provide professional development opportunities for faculty and staff to better integrate technology in curricular areas via software and online accessibility to increase student learning.

**Evaluation Criteria:**
- All teachers will complete self-assessment.
- Baseline for meeting proficiency will be determined and each year will increase by 15%.

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Adopt a set of recommended technology standards (NETS-T) for all staff that are required for them to perform their job responsibilities.</td>
<td>X</td>
<td></td>
<td></td>
<td>ADMIN, ITS</td>
</tr>
<tr>
<td>2. Conduct a web-based self-assessment survey for teachers, principals, and non-instructional staff to assess current technology proficiency levels. From the survey results, identify the major gaps between current and required staff proficiencies.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>IT, CURR, ITS</td>
</tr>
<tr>
<td>3. Identify specific training needs for each division or department based on the gaps between actual requirements and assessed proficiencies.</td>
<td></td>
<td>X</td>
<td>X</td>
<td>ITS</td>
</tr>
<tr>
<td>4. Develop and/or adopt a series of targeted training modules for professional development topics and to address specific gaps in skills.</td>
<td>X</td>
<td>X</td>
<td></td>
<td>ITS</td>
</tr>
<tr>
<td>5. Define an embedded professional development model for working with teachers on integrating technology into the classroom and addressing skill needs during that process.</td>
<td>X</td>
<td>X</td>
<td></td>
<td>ITS</td>
</tr>
</tbody>
</table>
### Action Plan

#### Goal 5: Increase the use of national, state and local assessment data to evaluate technology resources and needs in order to assess progress toward these goals.

**Evaluation Criteria:**
- Assessment data is accessible to appropriate audiences via an assessment portal that is secure, reliable, and linked to the district portal.
- Teachers use data to differentiate instruction meeting the diverse needs of students within their classrooms.

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analyze current strategies used to electronically store and access student assessment data of all varieties. Determine the interdependencies and interoperability among and between all assessment databases and the student information system to optimize reporting options.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>IT, Admin</td>
</tr>
<tr>
<td>2. Based upon this analysis, define role-based access for unique audiences (administrators, principals, teachers, parents) with the capacity to clearly and consistently present scores, charts, trends, and challenges.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>IT, Admin</td>
</tr>
<tr>
<td>3. Investigate the appropriateness and capacity of storing all assessment data in the student information system or a data warehouse. Determine the most efficient and effective strategy or system for storing and accessing digital assessment data.</td>
<td>X</td>
<td>X</td>
<td></td>
<td>IT, Admin</td>
</tr>
<tr>
<td>4. Provide training for teachers on accessing, analyzing, and using data to differentiate instruction.</td>
<td>X</td>
<td>X</td>
<td></td>
<td>Principals, ITS, Curriculum</td>
</tr>
<tr>
<td>5. Ensure that secure student information is only available via the portal to teachers directly involved with instruction of individual students.</td>
<td>X</td>
<td>X</td>
<td></td>
<td>ITS</td>
</tr>
</tbody>
</table>

### 3.4 Community Collaboration

The strategic implementation of technology resources can provide better and more diverse vehicles and opportunities for parents, the business community, and higher education to interact with the school district. This availability interaction enables the community to see their schools’ work-in-progress and view and study the information that they will use to hold the system accountable for results. This empowering of the community contributes more effectively to the education system. Listening to what the community expects and wants from its schools and developing accountability tools to help the public understand the school district’s performance are keystones to any a successful public engagement effort.
Data Gathering

The school district website and the websites for each school were updated recently. The individual school websites are currently maintained by the ITS. Teachers do not maintain classroom websites, though this is a goal of the school district.

The portal feature of MMS is used at the middle and high schools, but not available at the elementary school. Both parents and students log in regularly to check assignment, term grades and competencies as well as attendance. Students take advantage of the ability to check their own progress.

Action Plan

<p>| Goal 6: Increase the use of online tools for parent communication. |
|---|---|---|---|---|
| <strong>Evaluation Criteria:</strong> | Increased views of school and teacher websites (e.g. Google Analytics to track.) | Increased electronic communication between parents and teachers, principal and parents, students and teachers. |</p>
<table>
<thead>
<tr>
<th><strong>Action Steps</strong></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Conduct a survey of parents to determine the types of information that they find helpful and the frequency and methods with which they prefer it to be disseminated.</td>
<td>X</td>
<td>X</td>
<td>ITS, principals</td>
<td></td>
</tr>
<tr>
<td>2. Continue to review the content of the current school websites and determine a hierarchy for revision where needed. Include links to pages that should be accessed from multiple areas.</td>
<td>X</td>
<td>X</td>
<td>ITS, principals</td>
<td></td>
</tr>
<tr>
<td>3. Develop a template for teacher (class) Web pages to include class descriptions, syllabi, rubrics, assignments, and other information.</td>
<td>X</td>
<td>X</td>
<td>ITS, principals</td>
<td></td>
</tr>
<tr>
<td>4. Provide professional development, tutorials, FAQs, and quick reference sheet for teachers on how to create and maintain pages.</td>
<td>X</td>
<td>X</td>
<td>ITS, principals</td>
<td></td>
</tr>
<tr>
<td>5. Deploy the online portal feature of MMS at the elementary level to enable parents, students and faculty to have role-based easy access to information about grades, attendance and communications with teachers.</td>
<td>X</td>
<td>X</td>
<td>ITS, principals</td>
<td></td>
</tr>
<tr>
<td>6. Expand visibility of district and communications in areas of social network tools such as Facebook, Twitter and Pinterest</td>
<td>X</td>
<td>X</td>
<td>ITS, principals</td>
<td></td>
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</table>
4.0 Budgeting

Budgeting for technology is one way that district support their technology goals and vision. For WRSD, with limited resources for technology, this is especially true. As a district that plan to apply for E-rate reimbursement, the district is careful to budget funding to pay for the non-discounted portion of their costs for the services procured through E-rate. In addition, the district strives to meet the following best practices:

1. The district recognizes that technology plays a critical role in achieving its goals. The district has a budget that will ensure the implementation of its long-range technology plan.
   
   *This is evidenced by the School Board’s annual review of the technology budget and funding of a technology Capital program.*

2. The budget includes staffing, infrastructure, hardware, software applications, professional development, support, and contracted services.
   
   *The technology budget is presented in detail with each line item reviewed and approved as appropriate.*

3. The district seeks funding for technology programs from federal, state, and private resources, as well as from academic departments that are supported by technology. The district explores ways that technology can reduce costs and create efficiencies in other areas of the district budget.
   
   *The district consistently applies for all funding that is available through state, federal, and private sources. Grant funding has enabled WRSD to provide interactive whiteboards for several classrooms and has provided programming and professional development for teachers leading to a noted increase in student achievement.*

The tables on the following pages outline the 5 year technology refresh budget and the 5 year Technology Capital Improvement Plan.
## Winnisquam Regional School District Technology Plan 2013-2016

### 5 Year Technology Equipment Replacement Schedule Summary

**October 2012**

<table>
<thead>
<tr>
<th>School</th>
<th>1 FY 13-14</th>
<th>2 FY 14-15</th>
<th>3 FY 15-16</th>
<th>4 FY 16-17</th>
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<th>5 FY 17-18</th>
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### Sanbornton Central School

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### Union Sanborn School

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### SAU

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### Winnisquam Regional SD, SAU 59
5 Year Technology Capital Improvement Plan
November 2012

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<th>3 FY 15-16</th>
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<td></td>
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* Offset with RILS grant funds
5.0 Evaluation

An Ongoing Evaluation Process focuses on monitoring and assessing the effectiveness of the delivery of curriculum content, and supports the assessment of student achievement as well as best business practices. The integration of scientific-researched best practice teaching and learning technologies into the Winnisquam Regional School District enables district leaders and stakeholders to know whether changes in resources are improving student learning and to observe best-of-class business practices with technology.

The following outcomes are anticipated by working towards this plan. The outcomes will be assessed on an annual basis through quantitative and qualitative means. Outcomes include:

- Mastery of technology proficiencies by students (evidenced by portfolios, Google docs, and anecdotal observations)
- Increased student achievement. (evidenced through grade reports and test scores)
- Increased student engagement (evidenced through principal observation and anecdotal reporting)
- Increased attendance and punctuality rate (evidenced through daily and period attendance)
- Decreased discipline referrals (evidenced through student information system)
- Mastery of technology proficiencies by teachers (evidenced by self-assessment survey, lesson plans, and principal observation)
- Integration of technology in classroom activities (evidenced through teacher lesson plans and principal observation)
- Increased parent communication through website and email (evidenced by Google Analytics and anecdotal reference)
6.0 Policy & Procedure

High School / Middle School Student
WRSD Information Network
Acceptable Use Policy

The intent of this document is to serve as a statement on the proper and acceptable use of computer technology and the WRSD Information Network (WRSD IN) for all students and staff users in the school district.

**Definition:**

The definition of "Information Network" is any configuration of hardware and software that connects users. The network includes all of the computer hardware, operating system software, application software, stored text and data files. This includes the Internet, electronic mail, web pages, local databases, externally accessed databases, CD-ROM, recorded magnetic or optical media, clip art, digital images, digitized information, communications technologies, and new technologies as they become available. Stand-alone workstations are also governed by this acceptable use procedure.

**Educational Purpose:**

The purpose of the WRSD IN is educational. Its purpose is to serve as a resource for improving, extending, and enriching teaching and learning in the Winnisquam Regional School District. Users are responsible for ensuring that their activities adhere to generally accepted educational standards and that they conduct themselves in a responsible, decent, ethical and polite manner while using the system. The user is ultimately responsible for his/her actions in accessing the network services. Within reason, freedom of speech and access to information will be honored.

These procedures do not attempt to articulate all required for proscribed behavior by its users.

**Internet:**

One component of the Information Network is a connection to the Internet. The Internet is a vast, global information network, linking computers at universities, high schools, science labs and other sites. Through the Internet one can communicate with people all over the world and obtain files and programs of educational value. The WRSD provides district level Google Apps for Education for staff and students. This suite of applications includes Google Drive/Docs and additionally district Gmail accounts for students in grades 6 – 12. The use of these tools must be limited to instructional and school-related activities and in line with Internet safety, appropriate online behavior, digital footprint and cyberbully awareness training. Students should not access any other Email accounts through the use of the WRSD IN. Chat rooms, gaming sites and personal blogs/journal sites are not allowed.

Due to the Internet’s limitless access to computer systems located all over the world, the potential for abuse exists. Users and parents/guardians of users who are minors must understand that neither the WRSD nor any district staff member controls the vast content of the information available on these other systems. Families should be aware that some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. The Winnisquam Regional School
District does not condone the use of such materials. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to or accidentally access other material. **For this purpose and in compliance with the CHILDREN’S INTERNET PROTECTION ACT, Pub. L. 106-554**, we do maintain current filtering and logging technology that can and does reduce this occurrence. The filtering system is updated continually to block sites that are harmful or inappropriate for students. As with any filtering system websites emerge constantly that may not be immediately identified by the software. If a student comes across a site that is suspicious they should immediately report it to a teacher or supervisor. Students who attempt to circumvent the filter will be disciplined under the terms of this policy. Log files are maintained and monitored for a two (2) week period after which time they are purged from the system and no longer available.

**Responsibilities:**

All users shall assume full liability - legal, financial or otherwise - for their actions when using the WRSD IN. Users are expected to report policy violations that they observe to the appropriate authority, teacher/supervisor or administrator.

**Unacceptable behaviors that can result in disciplinary action or limitation of access include, but are not limited to:**

- involvement in any activity prohibited by law
- using profanity, vulgarity, obscenity or other language which tends to be offensive to or degrade others
- using the network for financial and/or personal gain or for political lobbying except as expressly allowed during a school activity
- intentional use of invasive software such as "viruses", "worms", and/or other detrimental activities such as hacking, spamming, using proxies or any other attempts to override the systems in any manner.
- attempts to capture other user’s login information, log-on to the network as the system administrator or any user other than oneself
- viewing, storing or transferring obscene, sexually explicit or pornographic materials
- "chain" type letters, hate mail, anonymous messages, threatening messages, harassment, racial, sexist, or discriminatory remarks or other antisocial behaviors
- sharing passwords or using someone else’s password
- transferring, utilizing or storing material in violation of copyright laws or license agreements
- intentionally infringing upon the intellectual property rights of others in computer programs or electronic information including plagiarism and/or unauthorized use or reproduction
- trespassing in another’s folder, work or files
- using or attempting to use any of the systems when privileges have been revoked

**Responsible use of the WRSD IN requires that users NOT:**

- interfere with the normal and proper operation of the network, computers, printers or the Internet, intentionally or unintentionally
- change computer settings, displays, or any other configurations without appropriate authority
- download files or programs without express permission from an instructor or supervisor
- load unauthorized programs or files onto the computers (e.g. games, video clips, wav files, unlicensed software, etc.)
- adversely affect the ability of others to use equipment or services
- conduct themselves in ways that are harmful or deliberately offensive to others
- use the network for illegal purpose
- change computer files that do not belong to the user
- store / download or transfer unnecessarily large files
- create, transfer or otherwise use any text, image, movie, or sound recording that contains pornography, profanity, obscenity, or language that offends or tends to degrade others

The WRSD reserves the right to change and/or include additional activities that can result in disciplinary
actions or limit access privileges.

All users of the network will be held fully responsible for the use of their account to transfer or store materials. Any inappropriate activities carried out will be considered to be the actions of the account holder. Therefore, passwords must not be shared or transferred.

Students are not to reveal their name, personal home address, home phone number, or other personal information about themselves or any other individual on the Internet. Students must notify a parent/guardian and teacher or the system administrator immediately if anyone is trying to contact them for illicit or suspicious activities.

**Copyrighted and other proprietary materials:**

All users shall respect copyright and ownership rights of any materials accessed through the WRSD IN. Users may not duplicate copyrighted software, including school owned software, without permission from the copyright holder, whether for personal use or the use of others. Duplicating copyrighted materials or the use of such materials are offenses subject to criminal prosecution.

**Disciplinary actions:**

The use of the WRSD IN is a privilege and not a right. Inappropriate use will result in disciplinary actions. These actions will be determined by factors such as the actual incident of inappropriate use, the particular user (grade level / staff position). Violation of this Acceptable Use Policy may result in one or more of the following disciplinary actions:

**Students:**
- Suspension / revocation of use of any equipment to access the WRSD IN
- Suspension / revocation of access to the Internet
- Removal from a class activity
- Removal from a course
- Student detention, suspension or expulsion
- Financial retribution for damages
- Referral to the appropriate legal authorities for possible criminal prosecution

**Staff:**
- Incident(s) referred to appropriate district administrator(s) for further action which may lead up to and include dismissal
- Referral to the appropriate legal authorities for possible criminal prosecution

**Privacy:**

The WRSD IN is maintained and managed by the system administrator in such a way as to insure its availability and reliability in performing its educational mission. Users have no reasonable expectation of privacy concerning any materials transferred over or stored within the network. These total materials remain the property of the WRSD. The WRSD will cooperate fully with legal services that may require this information.

**Liability:**

The responsibility of the user is to familiarize himself/herself with, understand and abide by the rules of the Acceptable Use Policy and make appropriate use of the available resources. The school district shall not be liable for any direct or indirect, incidental, or consequential damages (including lost data or information)
sustained or incurred in connection with the use, operation, or inability to use district networks and resources.

**Internet Access and Parent/Guardian permission**

This policy is in place to insure an understanding of the correct use of technology in the school district by all users and to assure its respected and educational purpose. It is standard that the WRSD allows all students full privilege of the WRSD IN including access to the Internet unless he/she is under a previous restriction or limitation. However, parents/guardians have the right to prohibit their student's access to the Internet. **If you want your student's Internet access denied, you must indicate this on the return signed form of the student handbook.** Parents/guardians may revoke their student's access to the Internet anytime during the course of the year(s) by putting the request in writing and presenting it to the particular school attended.

(The form below must be signed and returned to Homeroom Teachers by September 10th)

**WINNISQUAM REGIONAL HIGH/MIDDLE SCHOOL**

**Parent/Guardian/Student Acknowledgement**

I am the parent/guardian of __________________________. My signature below indicates that the above named student has received a copy of the Winnisquam Regional High/Middle School Student Handbook, that the student and I have discussed the information contained therein, and that the student understands the rules, regulations and consequences for infractions contained in the handbook.

_________________________________      ___________      ________________________________
Parent/Guardian's Signature  Date          Student's Signature   Date

**INTERNET USE**

By signing below, I am requesting that my student **not be given access to the Internet** in the WRSD.

Parent/Guardian’s Signature          Date

No student will be given access to the Internet until this complete form is returned.
ELEMENTARY SCHOOL
Acceptable Use Policy

Winnisquam Regional School District’s policy is that all computers are to be used in a responsible, efficient, ethical and legal manner. Using the Internet is a privilege. Internet access and other online services, available to students and teachers, offer a multitude of global resources. Our goal in providing these services is to enhance the educational development of our students. Please know that the entire administration and staff of the school district is committed to ensuring our students use computers and Internet access only for educationally sound and productive learning activities. During school activities teachers and other staff will guide students toward appropriate materials. Furthermore, it is the policy of the Winnisquam School District that students will be actively monitored by an adult staff member or volunteer whenever they use a school computer with Internet access.

One rule that we consistently emphasize is that students should never give out personal information (home address, phone #, etc.) about themselves or others when using the Internet. Please reinforce this rule with you child.

The Winnisquam School Board has adopted an updated Acceptable Use Policy to comply fully with the federal Children’s Internet Protection Act. A copy of that policy is included with this agreement.

Please read this together with your child, sign, and return this document to the school.

Terms of Agreement

Using the computer correctly and responsibly is important. I promise to follow these rules:

1. I promise to use all computer equipment carefully and not damage, change or tamper with the hardware, software, settings, or the network.

2. I promise never to use any form of electronic communication to harass, frighten, or bully anyone.

3. I promise to use the computer and the Internet for schoolwork only. I will use the programs and websites that my teacher has approved.

4. I promise not to share my passwords.

5. I will not view, send or display inappropriate messages or pictures.

6. I promise to tell an adult if I read or see something on the computer that is inappropriate.

7. I promise to obey copyright laws.

8. I will not use my personal e-mail account or any personal electronic device at school except with the permission of a staff member.

9. I promise to print only when my teacher tells me to.

10. I promise to only use my own file or my own folder on the student server.

11. I understand that if I break any of my promises, I might not be able to use the computers.

I will sign my name to show that I will follow these rules.

Student Name (Print)____________________________________________________

Student Signature_______________________________________________________

Teacher’s Name _____________________________ Grade _______ Date__________
I have read this Acceptable Use Agreement and have discussed it with my child:

Parent/Guardian Name (Print) ____________________________________________

Parent/Guardian Signature ________________________ Date ________________

FACULTY / STAFF / ADULT AUP ADDENDUM

School Year 2013-14

All WRSD Staff are encouraged to be familiar with the Policy Manual available on the WRSD website. Along with the district AUP is the requirement for all adults to know and abide to any specific policies that pertain to the use of technology in the WRSD. These policies are:

Policy JIEA (Student Records – Content, Access, Disclosure, and Confidentiality Protocol)

Policy EHAA (Computer Security, E-Mail and Internet Communications Policy)

Policy GBC (Policy Regarding Off-Duty Internet/Email use)

Policy GBEBD (Employee Use of Social Technologies)

Policy EDCA (Employee Use of Cellular Telephones)

Policy GBEF (School District Internet Access for Staff)

________________________________     __________
Faculty/Staff/Adult Signature      Date

______________________________  __________
Principal/Supervisor/Admin Signature Date

STATEMENT OF RECOGNITION and ACCEPTANCE

Any violation of WRSD Policies may result in disciplinary action up to and including termination.

I have read the WRSD IN “Acceptable Use Policy”, “Faculty/Staff/Adult AUP ADDENDUM” and the referred to policies and I agree to follow and enforce them.

________________________________  
Faculty/Staff/Adult Signature

Date

________________________________
Principal/Supervisor/Admin Signature

Date
Appendix
## NH School Technology and Readiness Chart (STaR)

<table>
<thead>
<tr>
<th>Focus Areas / Levels of Progress</th>
<th>Early Tech</th>
<th>Developing Tech</th>
<th>Proficient Tech</th>
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<th>Our District Levels</th>
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<tbody>
<tr>
<td>T&amp;L 1 Impact of Technology on Teacher Role</td>
<td>Mostly teacher-centered lectures. Minimal student use of technology in instruction.</td>
<td>Mostly teacher directed learning. Students use technology to work on individual projects</td>
<td>Mostly teacher facilitated learning. Students use technology for cooperative projects in their own classroom.</td>
<td>Mostly student-centered learning, teacher as mentor/facilitator. Students use technology to communicate and collaborate outside the classroom.</td>
<td>2</td>
</tr>
<tr>
<td>T&amp;L 2 Patterns of Teacher Use</td>
<td>85% of teachers use technology as a productivity tool (e.g. e-mail, grades) and/or as a classroom supplement (e.g. drill and practice).</td>
<td>85% of teachers explore using technology to support curriculum goals (e.g. research, lesson planning)</td>
<td>85% of teachers use technology for research, lesson planning, multimedia and graphical presentations and simulations, and share technology uses with colleagues.</td>
<td>85% of teachers integrate evolving technologies that transform the teaching process by allowing for greater levels of access, interest, inquiry, analysis, collaboration, creativity, and content production.</td>
<td>3</td>
</tr>
<tr>
<td>T&amp;L 3 Design of Instructional Setting</td>
<td>Mostly computer labs or libraries; scheduled use only.</td>
<td>Labs, libraries, many classrooms; flexible scheduling.</td>
<td>Lab, libraries, all classrooms, and portable technology (e.g. wireless laptops or handheld electronic devices); flexible scheduling.</td>
<td>Seamlessly integrated throughout classes and all content areas. Technology is available anytime both in school and within the community.</td>
<td>3</td>
</tr>
<tr>
<td>T&amp;L 4 Curriculum Areas</td>
<td>Limited to teaching technology skills at different grade levels.</td>
<td>Use of technology is minimal in a few curricular areas across grade levels.</td>
<td>Integrated into most Framework curricular areas and activities at all grade levels.</td>
<td>Integral to all curricular areas at all grade levels.</td>
<td>2</td>
</tr>
<tr>
<td>T&amp;L 5 Patterns of Student Use</td>
<td>85% of students are developing some of the ICT literacy skills and artifacts as described in Ed 306.42.</td>
<td>85% of students show proficiency in some of the ICT literacy skills and artifacts as described in Ed 306.42.</td>
<td>85% of students show proficiency in all of the ICT literacy skills as described in Ed 306.42 and demonstrated within their digital portfolios.</td>
<td>All students show proficiency in all of the ICT literacy skills as described in Ed 306.42 and demonstrated within their digital portfolios.</td>
<td>2</td>
</tr>
<tr>
<td>PD 1 Content of Training</td>
<td>Technology skills (email, word processing, internet browser use, etc.) for teachers' professional use.</td>
<td>Training encompasses more complex professional uses (district applications such as attendance and report cards, scanners, cameras) and curriculum integration strategies.</td>
<td>Training directly ties technology to its use in content areas and how to effectively manage it in the classroom.</td>
<td>Training focuses on modeling, mentoring and adopting new technologies as well as the integration of Universal Design and access considerations for all students.</td>
<td>2</td>
</tr>
<tr>
<td>PD 2 Capabilities of Educators</td>
<td>10% meet ISTE and/or local district teacher technology competencies and implement them into the school environment.</td>
<td>30% meet ISTE and/or local district teacher technology competencies and implement them into the school environment.</td>
<td>60% meet ISTE and/or local district teacher technology competencies and implement them into the school environment.</td>
<td>90% meet ISTE and/or local district teacher technology competencies and implement them into the school environment.</td>
<td>2</td>
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# NH School Technology and Readiness Chart (STaR)

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<tr>
<td>PD 3 Leadership and Capabilities of Building Principals and District Administrators</td>
<td>Recognizes benefits of technology in instruction to improve learning outcomes for all students. Minimal personal use (email, word processing, internet browser use, etc.). Awareness of national standards for administrators.</td>
<td>Supports use of technology in instruction. Uses technology in daily work. Approaching proficiency of national standards for administrators.</td>
<td>Recognizes and identifies exemplary use of technology in instruction. Uses technology skills in daily work such as research and communication and models appropriately with staff. Provides constructive feedback to teachers on their technology use.</td>
<td>Promotes exemplary use of technology in instruction. Models and uses in daily work in communication, presentations, online collaborative projects, and management tasks. Develops a school culture that expects all teachers to use technology. Advocates in the community for the integration of technology in instruction. Expects all teachers to use technology well.</td>
<td>4</td>
</tr>
<tr>
<td>PD 4 Models of Professional Development</td>
<td>Whole group, skill based training with minimal follow-up.</td>
<td>Whole group curriculum-based training with follow-up to facilitate classroom implementation.</td>
<td>Coaching, modeling best practices, district-based mentoring. Involvement in a development / improvement process. Study groups.</td>
<td>Creates a culture of inquiry, sharing and knowledge building. Anytime learning available through a variety of delivery systems (e.g. Just in time support, mentoring, peer observation).</td>
<td>2</td>
</tr>
<tr>
<td>PD 5 Levels of Understanding</td>
<td>Most at entry or adoption stage (Students learning to use technology; teachers use technology to support traditional instruction).</td>
<td>Most at adaptation stage (technology used to enrich curriculum). Most beginning to use with students.</td>
<td>Most at appropriation stage (technology is integrated, used for its unique capabilities).</td>
<td>Most at invention stage (teachers discover and accept new uses for technology).</td>
<td>2</td>
</tr>
<tr>
<td>PD 6 Universal Access: Integration of Universal Design and Assistive Technology</td>
<td>Emerging awareness of universal design and assistive technologies (hardware/software) limited to special educators; few examples across the district of universal design strategies or assistive technology used to promote access to the general curriculum.</td>
<td>Awareness of universal design and assistive technologies (hardware/software) by special educators &amp; some general educators; universal design strategies or assistive technology used to promote access to the general curriculum demonstrated across all grade levels.</td>
<td>Awareness of universal design and assistive technologies (hardware/software) by special educators &amp; most general educators; universal design strategies or assistive technology used to promote access to the general curriculum demonstrated across all grade levels; staff are designated to provide AT assessment, procurement, support (training) and maintenance.</td>
<td>Systemic adoption of universal design curriculum development strategies and the seamless integration of assistive technology to promote access to the general curriculum for all students; staff are designated to provide AT assessment, procurement, support (training), and maintenance.</td>
<td>2</td>
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T&A - Teaching Learning  
PD - Professional Development  
A&S - Administration Support  
IN - Technology
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<tr>
<td><strong>A&amp;S 1</strong> Vision and Planning</td>
<td>Minimal technology plan; technology used mainly for administrative tasks such as word processing, budgeting, attendance, grade book.</td>
<td>The technology plan is approved by the School Board &amp; supported by the Superintendent. The plan is collaboratively developed by key stakeholders (e.g., teachers, parents, community members, local business &amp; individuals with disabilities), guiding policy &amp; practice. Addresses local district teaching &amp; learning standards.</td>
<td>The technology plan is integrated into the district professional development and school improvement plans; used for internal planning, budgeting, applying for external funding and discounts. Teachers / administrators have a vision for technology use in support of student learning, teacher professionalism, and data management.</td>
<td>The technology plan &amp; vision are focused on improving the success of all students based on needs, research, proven teaching and learning principles and is actively supported by the School Board and Superintendent. The plan is collaboratively developed, guiding policy &amp; practice; updated at least annually.</td>
</tr>
<tr>
<td><strong>A&amp;S 2</strong> Technical Support (hardware, operating system, network)</td>
<td>Technical support call-in; response time greater than 24 hours. Problems cause major disruptions to curriculum delivery using technology.</td>
<td>At least one technical staff per 350 computers. Same-day technical support for infrastructure problems by call-in. Problems sometimes cause major disruptions to curriculum delivery using technology. Network Administrator.</td>
<td>At least one technical staff per 200 computers. Same-day in-classroom technical support available. Problems infrequently cause major disruptions to curriculum delivery using technology. Network administrator.</td>
<td>At least one technical staff per 150 computers for just-in-time support. Technical support is readily available on-site for both infrastructure and application problems. Problems do not cause major disruptions to curriculum delivery using technology. Network administrator.</td>
</tr>
<tr>
<td><strong>A&amp;S 3</strong> Technology Integration Specialist</td>
<td>No district level Technology Director. Local instructional technology support is inconsistent.</td>
<td>District level Technology Director. One-half instructional technology specialist per 60-120 staff.</td>
<td>District level Technology Director. Dedicated instructional technology specialist - one half person per 30-60 staff. Dedicated staff at district level for data management and assessment.</td>
<td>District Technology Director. Dedicated instructional technology specialist - one half person per 30-60 staff. Dedicated staff at district level for data management and assessment and to help produce integrated curriculum content.</td>
</tr>
<tr>
<td><strong>A&amp;S 4</strong> Budget Levels</td>
<td>Budget for hardware and software purchases and professional development.</td>
<td>Budget for hardware and software purchases (new and replacement) and professional development, minimal staffing support, and some ongoing costs.</td>
<td>Budget for purchases, professional development, adequate staffing support, and ongoing costs. Other state, federal, and local programs directed to support technology funding. Business partnerships, donations, and other local funding designated for technology.</td>
<td>Budget for purchases, incentives for professional development, sufficient staffing support, and ongoing costs. Appropriate budget to support district technology plan.</td>
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<tr>
<td><strong>A&amp;S 5</strong>&lt;br&gt;<strong>Budget Allocated for Technology (Total Cost of Ownership)</strong></td>
<td>Less than $175 per student.</td>
<td>Between $175 - $300 per student.</td>
<td>Between $300 - $425 per student</td>
<td>$425 or more per student</td>
</tr>
<tr>
<td><strong>IN 1</strong>&lt;br&gt;<strong>Universal Design and Accessible Technology Considerations (e.g. Section 508)</strong></td>
<td>Considerations for universal design and accessible technologies are limited to the Individual Education Program (IEP) process for students with disabilities. Procurement policies for information and instructional technologies do not ensure usability, equivalent access, or interoperability.</td>
<td>Considerations for universal design and accessible technologies are established in areas of high student use (e.g., libraries, computer labs); inconsistent implementation of procurement policies for information and instructional technologies that ensure usability, equivalent access, and interoperability.</td>
<td>Considerations for universal design and accessible technologies are established in areas of high student use (e.g., libraries, computer labs); some classrooms and administrative offices; routine implementation of procurement policies for information and instructional technologies that ensure usability, equivalent access, and interoperability.</td>
<td>Universal design and accessible technologies considerations are established throughout the district; procurement policies for information and instructional technologies that ensure usability, equivalent access, and interoperability in accordance to the guidelines established by Section 508.</td>
</tr>
<tr>
<td><strong>IN 2</strong>&lt;br&gt;<strong>Students Per Instructional Computer</strong></td>
<td>10 or more students per modern computer; no firm computer replacement policy established by district. [Modern is defined by the most recent NH annual tech survey computer levels.]</td>
<td>Less than 10 students per modern computer; replacement policy established; one computer per teacher.</td>
<td>Less than 5 students per modern computer; replacement cycle established for 6 years or less; one computer per teacher - possibly a laptop for homework. Most students have access to handheld electronics (e.g., tablets, Kindles, graphing calculators, Smartphones).</td>
<td>One student per modern computer or other electronic device. Replacement cycle established for 5-6 years or less; one computer per teacher - possibly a laptop for homework. 75% of computers meet modern standards. School works with community to provide equitable access to technology for students and community members after school hours.</td>
</tr>
<tr>
<td><strong>IN 3</strong>&lt;br&gt;<strong>Internet Access Connectivity/Speed</strong></td>
<td>Dial-up connectivity to the Internet available only on a few computers. District wide acceptable use policy in place.</td>
<td>Direct connectivity to the Internet available at each school and in most rooms. Adequate bandwidth to the school to avoid most delays.</td>
<td>Direct connectivity to the Internet available in all rooms in all schools. Adequate bandwidth to each classroom over the LAN (10/100mb) to avoid most delays. Easy access for students and teachers including some wireless.</td>
<td>Direct connectivity to the Internet available in all rooms in all schools. Adequate bandwidth to each classroom over the LAN (10/100mb). Easy access for students and teachers including most wireless connectivity to enable interactive presentations and video.</td>
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<td><strong>IN 4</strong> E-Learning Environments</td>
<td>Limited web- and/or satellite-based interactive learning opportunities delivered synchronously, or asynchronously, on a scheduled or unscheduled basis, primarily for professional development and limited exploration of web 2.0 technologies.</td>
<td>Expanded interactive learning opportunities with the possible addition of asynchronous video streaming or synchronous videoconferencing; addition of courses for teachers and student courses at the high school and college level (K-16); some use of web 2.0 technologies.</td>
<td>Improved access to web-based and/or interactive IP-based video learning on the local, state, regional, national, and international level; applications include courses, cultural projects, virtual field trips, etc.; expanded use of web 2.0 technologies by both teachers and students.</td>
<td>Seamless IP-based infrastructure expanded to K-16 to allow development of high-quality web- and video-based content. Content distribution available for all students and teachers. Archives allow for content review asynchronously and sharing/distribution of these resources. Extensive use of web 2.0 technologies.</td>
<td>2</td>
</tr>
<tr>
<td><strong>IN 5</strong> LAN/WAN</td>
<td>Limited print/file sharing network at each school for lab, administration, and some classrooms. Some shared resources and providing some secure storage space.</td>
<td>Most rooms connected to Internet via LAN/WAN and wireless connectivity where possible at each school with student access. Minimum 10/100 mb Cat 5 switched network. Servers for providing secure storage, backups, schedule, e-mail, web. Students, teachers and parents have easy access to educational resources from home and school (e.g., web portal).</td>
<td>All rooms connected to Internet via LAN/WAN with significant wireless connectivity at each school with sufficient bandwidth for effective student access. Minimum 10/100 mb Cat 5 switched network. Servers for providing secure storage, backups, schedule, e-mail, web. Students, teachers and parents have easy access to educational resources from home and school (e.g., web portal).</td>
<td>All rooms connected to Internet via LAN/WAN with significant wireless connectivity at each school with sufficient bandwidth for effective student access. All schools connected to the WAN (100 mb/ gb switched network) have sufficient servers and bandwidth for content delivery through resources such as video streaming and conferencing. Students, teachers and parents have easy access to educational resources from home and school (e.g., web portal).</td>
<td>3</td>
</tr>
<tr>
<td><strong>IN 6</strong> Other Technologies</td>
<td>Shared teacher use of resources such as telephone, TVS, VCRs, DVDs, and classroom sets of programmable calculators.</td>
<td>Shared use of resources such as telephone, TVS, VCRs, DVDs, classroom sets of programmable calculators, digital cameras, and scanners. Computer/Video projectors available.</td>
<td>Dedicated and assigned use of common technologies such as telephone, TVS and VCRs and DVDs. Programmable calculators assigned to each student as needed. In each school there is shared use of specialized technologies, digital cameras, scanners, handheld electronic devices, and computer/video projectors.</td>
<td>Fully equipped classrooms with computer/video projectors and technology that will enhance student instruction readily available as above as well as using new and emerging technologies (i.e., interactive whiteboards, student response systems, netbooks, etc.)</td>
<td>2.5</td>
</tr>
<tr>
<td><strong>IN 7</strong> Security</td>
<td>Backup and restoration procedures and virus protection to guard individual computers.</td>
<td>Basic firewall protection and diligent upgrading of network vulnerabilities added to protect against external threats.</td>
<td>Adequate server and availability protection added to above for expanded capabilities and to ensure dependable access.</td>
<td>Usage authentication added to above for mobile computer and home/external access requirements.</td>
<td>3</td>
</tr>
</tbody>
</table>

T&A - Teaching Learning  
PD - Professional Development  
A&S - Administration Support  
IN - Technology
May 20, 2013

5.12 Policies for Approval

IKF – High School Graduation Policy – recommended change in bold italics (Graduation/Diplomas) Graduation Requirements section approved at December School Board meeting – recommended changes in bold italics

IHBG – Home Education Instruction – updated by NHSBA (revised RSA) – recommended changes in bold italics

IHBG –R – Home Education/Dual Enrollment – new addendum to policy IHBG – recommended changes in bold italics

GBAA- Sexual Harassment and Other Illegal Harassment, Discrimination and Sexual Violence Policy for School District Employees – revised by legal counsel

JBAA - Sexual Harassment and Other Illegal Harassment, Discrimination and Sexual Violence Policy for Students – revised by legal counsel

ACE – Procedural Safeguards Nondiscrimination on the Basis of Disability – revised by legal counsel

ACE-R – WRSD ADAAA/504 Policy – revised by legal counsel

5.13 Policy for Removal

JIEA – Student Records – old WRSD policy which has since been replaced by JRA – Student Records and Access – recommends removal
**IKF - HIGH SCHOOL GRADUATION POLICY**

*Category R*

*See also ILBAA and IMBC*

## Graduation Requirements

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Class of 2014 Required Credits</th>
<th>Class of 2015 Required Credits</th>
<th>Class of 2016+ Required Credits</th>
<th>Winnisquam Regional High School Graduation Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4.0</td>
<td>4.0</td>
<td>4.0</td>
<td>○ English 9 – 1 credit</td>
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<tr>
<td></td>
<td></td>
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<td></td>
<td>○ English 10 – 1 credit</td>
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<td>○ English 11 – 1 credit</td>
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<td></td>
<td></td>
<td>○ English 12 – 1 credit</td>
</tr>
<tr>
<td>Math</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
<td>○ Algebra I AB</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>○ 2 additional credits of math (minimally)</td>
</tr>
<tr>
<td>Science</td>
<td>3.0</td>
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<td>3.0</td>
<td>○ Physical Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>○ Biological (Life) Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>○ Science elective – 1 credit (minimally)</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
<td>○ World History &amp; Geography</td>
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<td></td>
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<td>○ US History II</td>
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<td></td>
<td>○ American Economy</td>
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<tr>
<td>Fine Arts</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>○ Visual or Performing Art (minimally)</td>
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<tr>
<td>Other</td>
<td>1.5</td>
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<td>1.5</td>
<td>○ Physical Education</td>
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<td>1.0</td>
<td>1.5</td>
<td>○ Seminar Program</td>
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<td>P</td>
<td>P</td>
<td>P</td>
<td>○ ICT-Computers</td>
</tr>
<tr>
<td></td>
<td>6.5</td>
<td>6.5</td>
<td>6.5</td>
<td>○ Electives</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>23.0</strong></td>
<td><strong>23.5</strong></td>
<td><strong>24.0</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Awarding of Credit

A unit of credit or fraction thereof shall be given upon satisfactory completion of a course or learning experience in compliance with the district-specified curriculum and assessment standards. In some cases, course credit may also be awarded based on demonstrated mastery of the required competencies for the course. Assessment of mastery will be the responsibility of the building principal, and will be in accordance with Policy ILBAA, Competency Assessments. Credit will be awarded only once for a specific required course with the same content during the secondary school experience.

### Alternative Credit Options

In some cases, credit may be earned through alternative methods outside of regular classroom-based instruction offered by the district schools. Awarding of credits to be applied toward high school graduation will be determined by the high school principal, and will be granted according to the provisions of Policy IMBC, Alternative Credit Options.
Graduation/Diplomas

The School Board will not award certificates or diplomas to home educated students. Students must be enrolled in the regular school program and complete all necessary graduation requirements of the District and the state to be eligible for a certificate or diploma and to graduate with their class.

Legal Reference:
NH Code of Administrative Rules, Section Ed. 306.04(a)(14), Policy Development
NH Code of Administrative Rules, Section Ed. 306.14(f), Basic Instructional Standards
NH Code of Administrative Rules, Section Ed. 306.27(d, m), Required Subjects and Unit of Credit for High School Graduation

Approved by the WRSB: February 21, 2012
Approved by the WRSB: September 21, 2009
Revised and Approved by the WRSB: June 15, 2009
Revised: March 2009
Revised: October 2005
Revised and Adopted: December 18, 2006
IHBG - HOME EDUCATION INSTRUCTION

Category: Recommended

See also JEA, JG, JH

Eligibility

The Board recognizes the right of parents to pursue home education within the parameters RSA 193-A and other applicable state laws and regulations.

Enrollment Procedures

Any parent commencing a home education program for a child who withdraws from the school district shall notify the New Hampshire Department of Education, the Superintendent, or a non-public school within five (5) business days of commencing the home education program. Such notification shall include the names, addresses and birth dates of all children who are participating in the home education program. If notice is provided to the Superintendent, he/she will acknowledge receipt of notification within fourteen (14) days.

Annual notification of intent to home education is not required.

If requested by the parent, the Superintendent will assist parents in making such notification and in complying with applicable statutory requirements.

State attendance laws and district attendance policies shall apply to all students within the district until the commissioner of education, the Superintendent, or principal of a non-public school receives notice from a student’s parent/guardian of the commencement of a home education program, consistent with the requirements of RSA 193-A:5.

Evaluation Procedures

Parents electing to request the school district’s participation in the annual evaluation must make arrangements to do so with the appropriate building administrator prior to the end of the public school year provided the school district is acting as the participating agency. In this case, the Superintendent shall provide evaluation services, if the parent so requests. If the district is not acting as the participating agency, the Superintendent shall provide evaluation services at his/her discretion.

The Superintendent will review the results of the annual education evaluation of children in home educational programs. If the home-educated child has not demonstrated educational progress, the Superintendent will notify the parent in writing that educational progress has not been achieved. Likewise, the Superintendent or his/her designee will notify the parent in writing within 21 days of the evaluation if the child has demonstrated educational progress.

The Superintendent will ensure that the evaluation includes all information, dates and signatures required by state statute and/or regulation.

Parents shall maintain a portfolio of records and materials relative to the home education program and must provide for an annual evaluation documenting the child’s demonstration of educational progress at a level commensurate with the child’s age and ability, in accordance with RSA 193-A and NH Code of Administrative Rules, Section Ed 315.
Re-enrollment into the School District

Parents deciding to re-enroll their children into the school district following a period of home education will make arrangements with the principal for an evaluation to determine appropriate placement in the district’s program. Placements will be consistent with the School Board policy governing student placements (NHSBA Sample Policy JG) and are subject to the same appeal process.

The process used by the Winnisquam Regional High School to determine credits for students entering into the public school system at the secondary level from an approved home education program are as follows:

- A copy of the student’s acknowledged home education plan will be submitted to the high school guidance department for review. The approved plan and proof of course completion will be reviewed by a team of principal, parent/student and guidance counselor to determine what credits will be awarded. The plan will be reviewed to determine the match between secondary course and courses taught in the plan. If the parties cannot agree on what credits will be awarded, the parent/student may appeal to the Superintendent.

- Class placement will be determined by credits awarded. Students must have six credits to be considered a sophomore, 11 credits to be considered a junior, and 16 credits to be considered a senior.

- Before home educated students who have re-enrolled may graduate from Winnisquam Regional High School, all credit requirements must be met.

- Class rank will be determined on the basis of the level of difficulty of the course taken and the grade assigned for each of those courses. Final decisions will be made by the building principal and guidance counselor after a review of the content of each course by the appropriate members of the teaching staff responsible for teaching those courses at the high school.

Parents should be attentive that when re-enrolling a student, there may be discrepancies between the home schooling level of achievement and the scope and sequence of the district’s curriculum.

Graduation/Diplomas

The School Board will not award certificates or diplomas to home educated students. Students must be enrolled in the regular school program and complete all necessary graduation requirements of the district and the state to be eligible for a certificate or diploma and to graduate with their class.

Participation in School Curricular and Co-Curricular Activities

Regulations regarding the participation of home education students in district curricular and extra-curricular programs are established in Appendix IHBG-R. The Superintendent is charged with establishing such regulations. Consistent with RSA 193:1-c, any regulations shall not be more restrictive for non-public or home educated pupils than they are for students enrolled in the district.
NHSBA Note, September 2012: Amendments to RSA 193-A:3, effective August 2012, remove the requirement that parents provide annual notification to the Superintendent of the parent's intent to home education. A single notification at the commencement of a home education program is sufficient. This provision is addressed in the “Enrollment Procedures” section.

Legal References:
RSA 193-A, Home Education
RSA 193:1, Duty of Parent; Compulsory Attendance by Pupil
RSA 193:1-a, Dual Enrollment
RSA 193:1-c, Access to Public School Programs by Nonpublic or Home Educated Pupils
NH Code of Administrative Rules, Section Ed 315, Procedures for the Operation of Home Education Programs
Appendix IHBG-R

Revised: September 2012
Reviewed: July 2004
HOME EDUCATION/DUAL ENROLLMENT

The Board acknowledges the right of every parent to choose to home educate their child(ren) in compliance with RSA 193-A or to send their child(ren) to a nonpublic school. Recognition of home education and nonpublic school programs will be limited to students ages 6 to 16 years at least 6 years of age and under 18 years of age.

I. Participation in Classes/Activities

All requests by home educated or nonpublic school students for participation in an educational program or co-/extra-curricular activity shall be made in writing by the parent/guardian, in duplicate to the principal of the appropriate school and to the Superintendent. After consulting with the principal (who shall consult with appropriate staff), the Superintendent or his/her designee shall, in writing, grant or deny the request.

A request by a home educated or nonpublic school student for the following related services of physical therapy, occupational therapy, speech therapy, counseling, psychological, guidance, etc., and/or other special education services shall generally be denied.

Resident home educated or nonpublic school students may enroll in specific classes or activities provided the following conditions are met:

A. General Participation

1. There is space available in the class/activity.
2. The admission of the student will not have an adverse effect on the class/activity.
3. There are no extra costs incurred by the district.
4. The class/activity is deemed to be developmentally and academically appropriate.
5. Prerequisite class/activity requirements are met.
6. Transportation, other than regularly scheduled school bus service, is provided by the parent/guardian.
7. No substantial administrative or staff burden is created.
8. There are no other factors impacting why the request should be granted or denied.

B. Participation in Regular Class

1. Notification of desire to participate is received by the Superintendent and school principal at least thirty (30) days in advance of the first class meeting. Requests will be processed on a first come first served basis. In case of a tie, requests will be accepted by drawing lots.
2. Attendance is regular, behavior is appropriate, and the parent/guardian and student demonstrate a willingness to follow the district’s/school’s rules and regulations.
3. The student completes all assignments and tests as are required of other students in the class.
4. Credit/grade is granted only after the successful completion of the class.

5. Enrollment is for a full semester only and not so extensive to warrant full-time participation.

C. Participation in Co-Curricular Activities

(Field trips, assemblies, science fairs, etc.)

1. Prior written permission has been given by the parent/guardian.
2. Prior written permission has been given by the principal.
3. The student has agreed to abide by the same code of conduct as the regularly enrolled students participating in the activity.
4. The parent/guardian accepts responsibility for transportation to and from the school and/or activity.
5. The parent/guardian agrees to chaperone an event if deemed advisable by the applicable principal.
6. Requests for participation in activities which are purely social, such as school dances, will be determined in accordance with the school’s guest policies or practices.

D. Participation in Extra-Curricular Activities

(OM, band, chorus, school clubs, intramural sports, etc.)

1. The student meets the same academic, physical examination, age and eligibility requirements and standards as regularly enrolled students (documentation of such must be provided when requested by the principal).
2. The transfer student from a home education or nonpublic school program meets the same eligibility requirements as enrolled transfer students.
3. The student maintains the same code of behavior as required of other regularly enrolled school participants.
4. The student must travel to and from team events with the team.
5. The student may not be enrolled in another public school.

II. Use of Facilities and Equipment

Students may use school facilities and equipment on the same basis as regularly enrolled students provided the following conditions are met:

A. The use does not disrupt regular student, staff, or special program use.
B. The use has been approved by the building principal prior to use.
C. The use will not create additional expense to the school district.
D. The use is directly related to the home instruction educational program.
E. The use does not involve removing furniture or equipment from the school premises.
III. Use of School Texts and Library Books/Materials

Students may be permitted to use school texts and library books/materials provided the following conditions are met:

A. Sufficient copies are available.
B. The text is appropriate to the student's age and grade.
C. The text is signed out to the student and/or parent/guardian for a period of no longer than one year.
D. Library books are signed out according to the library loan policy.
E. The student and/or parent/guardian agree to pay the school district for all lost, damaged and/or non-returned texts and/or library books. The district may require a security deposit.

IV. Eighth Grade Diploma Certificate Eligibility

Nonpublic school or home educated students are not eligible to receive a school diploma certificate.

V. Evaluation

Students being home educated may participate in regularly scheduled, standardized testing program administered by the district or annual evaluation services provided the following conditions are met:

A. The parent/guardian notifies the building principal as to the intention to participate at least three (3) months in advance of the testing dates.
B. The student attends the scheduled testing sessions/dates.
C. The parent/guardian complies with state standards for home school annual evaluations.

See Policy IHBG
GBAA – SEXUAL HARASSMENT AND OTHER ILLEGAL HARASSMENT, DISCRIMINATION AND SEXUAL VIOLENCE POLICY
FOR SCHOOL DISTRICT EMPLOYEES

I. GENERAL STATEMENT OF POLICY

Objective

The District will not discriminate against any employee or applicant for employment because of race, color, sex (including pregnancy and medical conditions which result from pregnancy), genetic information, marital status, sexual orientation, national origin, religion, age, physical or mental disability, or veteran status, or any other characteristic protected by law. Such discrimination constitutes illegal discrimination in the District. All aspects of employment are covered by this policy, including selection, job assignment, compensation, advancement, workforce reduction or transfer, leaves of absence, discipline, termination and/or access to benefits and training.

Details

The District has established the following Complaint Procedures to address all complaints based on illegal discrimination. Employees have the right to use these procedures without jeopardizing their current or prospective employment status.

The District believes that each individual employed by us has the right to be free from illegal discrimination or harassment because of race, creed, color, religion, national origin, age, sex (including pregnancy and medical conditions which result from pregnancy), genetic information, marital status, sexual orientation, physical or mental disability or veteran status. All employees should be able to work in an environment free from all forms of discrimination, intimidation and harassment, including sexual harassment. All members of the School community must treat each other with courtesy, consideration and professionalism.

To achieve our goal of providing a school environment free from sexual and other illegal harassment and discrimination and sexual violence, the conduct that is described in this policy will not be tolerated and the District has provided a procedure by which inappropriate conduct will be dealt with. Where inappropriate conduct is found, the District will act promptly to eliminate the conduct and impose such corrective actions as are necessary including disciplinary action or termination where appropriate.

Please note that while this policy sets forth the District’s goals of promoting a school environment that is free of sexual or other illegal harassment, the policy is not designed or intended to limit our authority to discipline or take remedial action for conduct which we deem unacceptable, regardless of whether that conduct satisfies the definition of illegal discrimination, sexual harassment or sexual violence.
II. ILLEGAL HARASSMENT/SEXUAL VIOLENCE DEFINED

A. Illegal harassment refers to unreasonable conduct or behavior, which is personally offensive or threatening, impairs morale, and/or interferes with the work effectiveness of employees. Examples of harassment include conduct or comments that threaten physical violence; offensive, unsolicited remarks; unwelcome gestures or physical contact, display or circulation of written materials, items or pictures degrading to any gender, racial, ethnic, religious, age, disability or other group listed above; and verbal abuse or insults about or directed at any employee, or group of employees because of their relationship in any of the groups listed above.

B. Sexual harassment is a form of sex discrimination which violates Section 702 of Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. B2000e, et seq., and Title IX. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when:

   a. submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of employment or as a basis for employment; or

   b. such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual’s work performance by creating an intimidating, hostile, humiliating or sexually offensive work environment.

Under these definitions, direct or implied requests by a supervisor for sexual favors in exchange for actual or promised job benefits such as favorable reviews, salary increases, promotions, increased benefits, or continued employment constitutes sexual harassment.

The legal definition of sexual harassment is broad and, in addition to the above examples, includes other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating a workplace environment that is hostile, offensive, intimidating, or humiliating to male or female workers.

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct, which, if unwelcome, may constitute sexual harassment depending upon the totality of the circumstances including the severity of the conduct and its pervasiveness:

1. Verbal: sexual innuendoes, racial or sexual epithets, derogatory slurs, off-color jokes, propositions, threats or suggestive or insulting sounds;

2. Visual/Non-verbal: derogatory posters, cartoons, or drawings; suggestive objects or pictures; graphic commentaries; sexual or gender-based emails, staring or leering; or obscene gestures;
3. Physical: unwanted physical contact including touching, interference with an individual’s personal space and/or normal work movement, or assault;

4. Sexual violence, which is a physical act of aggression that includes a sexual act or purpose.

Each employee must exercise his or her good judgment to avoid engaging in conduct that may be perceived by others as harassment.

Harassment can come from superiors, fellow employees, students, independent contractors, parents, visitors or vendors. Men as well as women can be victims of sexual or other harassment. It cannot be stressed enough that the District will not tolerate any form of illegal discrimination or harassment. Violations of this policy, whether intended or not, will not be permitted.

All employees should take special note that retaliation against an individual who has complained about sexual or other harassment or discrimination, and retaliation against individuals for cooperating with an investigation of a sexual or other harassment or discrimination complaint is illegal and will not be tolerated by the District.

III. REPORTING PROCEDURES

Any employee who believes he or she has been the victim of illegal discrimination, illegal harassment or sexual violence, or any third person with knowledge or belief of conduct which may constitute illegal harassment or sexual violence should report the alleged acts immediately to an appropriate District official as designated by this policy. The District encourages the reporting party or complainant to make a written complaint. However, a written complaint is not mandatory.

Reports should be made to your school principal or to the Superintendent.
If the complaint involves the Superintendent, the complaint may be filed directly with the Chairperson of the Winnisquam School Board.

The District will respect the confidentiality of the complainant and the individual(s) against whom the complaint is filed as much as possible, consistent with the School District’s legal obligations and the necessity to investigate allegations of illegal harassment and sexual violence and take disciplinary actions when the misconduct has occurred.

IV. INVESTIGATION AND RECOMMENDATION

By authority of the District, the school principal and/or the Superintendent, upon receipt of a report or complaint (verbal or written) alleging illegal discrimination, harassment or sexual violence, shall promptly authorize an investigation. This investigation may be conducted by District officials or by a third party designated by the District. The investigating party shall
provide a written report of the status of the investigation within ten working days to the Superintendent. A final written report with recommendations for action by the Superintendent shall be submitted at the conclusion of the investigation. If the Superintendent is the subject of the complaint, the report shall be submitted by the Chairperson of the School Board.

In determining whether alleged conduct constitutes illegal harassment or sexual violence, the District will consider the surrounding circumstances, the nature of the conduct, relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes illegal harassment or sexual violence requires a determination based on all of the facts and surrounding circumstances.

The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator. Employees are required as a condition of employment to cooperate with the investigation.

In addition, the District may take immediate steps, at its discretion, to protect the complainant pending completion of an investigation.

V. SCHOOL DISTRICT ACTION

A. Upon receipt of a recommendation that the complaint is valid, the District will take such action as appropriate based on the results of the investigation.

B. The School District may take such remedial action it deems necessary and appropriate, including but not limited to training, counseling, warning, suspension or immediate discharge to end illegal discrimination, harassment and/or sexual violence and to prevent its recurrence. If the person engaged in the inappropriate conduct is not a District student or employee, the District will take whatever corrective action is reasonable and appropriate under the circumstances.

C. The District shall provide the complainant with a summary of the result of the investigation (subject to FERPA and privacy obligations).

D. The complainant or person allegedly engaged in the inappropriate conduct may appeal the investigation recommendations to the Superintendent unless the Superintendent is the subject of the complaint, in which case the appeal is made to the Chairperson of the School Board.

E. If the appeal is accepted by the Superintendent or the School Board, the Superintendent or the School Board (or a personnel committee formed by the School Board) shall review the appeal and issue a written response within ten working days of the acceptable of the appeal.
VI. RETALIATION

Retaliation against any person who in good faith opposes illegal discrimination or harassment, initiates a complaint, or cooperates in any investigation violates state and federal law and is a violation of this policy. The School District will take prompt remedial action against any individual who retaliates or intimidates. Disciplinary action may include, but is not limited to, suspension or termination.

VII. SEXUAL HARASSMENT OR SEXUAL VIOLENCE AS SEXUAL ABUSE

Under certain circumstances, sexual harassment or sexual violence may constitute sexual abuse under New Hampshire law. In such situations, the District shall comply with said law.

Nothing in this policy will prohibit the School District from taking immediate action to protect victims of alleged sexual abuse.

VIII. RESOURCES/BY-PASS

Questions regarding this policy and/or issues of illegal harassment or sexual violence may be directed to the Superintendent.

While the District encourages the use of this policy, employees are entitled to by-pass this policy and proceed directly to the New Hampshire Commission for Human Rights, 2 Chennell Drive, Concord, NH 03301-8501, (603) 271, 2767, or the Office of Civil Rights, Region I, John W. McCormack PO and Courthouse, Room 222, Post Office Square, Boston, MA 02109-4557, (617) 565-1340.

IX. NOTICE AND PUBLICATION

The District shall provide notice of this policy to school employees by including it in the policy manual and by posting it in each school. The District shall also use its discretion in developing programs and/or procedures to further inform employees about the substance of this policy and procedures.
ACKNOWLEDGMENT

I certify that I have read and understood the School District's Sexual Harassment and Other Illegal Harassment, Discrimination and Sexual Violence Policy for School District Employees.

Date

Employee Signature

Employee Name – Please Print
I. GENERAL STATEMENT OF POLICY

Objective

The District will not discriminate against any student because of race, color, sex, marital status, sexual orientation, national origin, religion, age, physical or mental disability, or veteran status, or any other characteristic protected by law. Such discrimination constitutes illegal discrimination in the District.

Details

The District has established the following Complaint Procedures to address all types of discrimination complaints. Students and/or legal guardians have the right to use these procedures without jeopardizing their current or prospective student status.

The District believes that each student in the District has the right to be free from illegal discrimination or harassment because of race, creed, color, religion, national origin, age, sex, marital status, sexual orientation, physical or mental disability or veteran status. All students should be able to learn in an environment free from all forms of discrimination, intimidation and harassment, including sexual harassment. All members of the School community must treat each other with courtesy, consideration and professionalism.

To achieve our goal of providing a school environment free from sexual and other illegal harassment and discrimination and sexual violence, the conduct that is described in this policy will not be tolerated and the District has provided a procedure by which inappropriate conduct will be dealt with. Where inappropriate conduct is found, the District will act promptly to eliminate the conduct and impose such corrective actions as are necessary including but not limited to counseling, training, warning, suspension, disciplinary action and/or termination of employment where appropriate.

Please note that while this policy sets forth the District’s goals of promoting a school environment that is free of sexual or other illegal harassment, the policy is not designed or intended to limit our authority to discipline or take remedial action for conduct which we deem unacceptable, regardless of whether that conduct satisfies the definition of illegal or sexual harassment or illegal discrimination or sexual violence.
II. ILLEGAL HARASSMENT/SEXUAL VIOLENCE DEFINED

A. Illegal harassment refers to unreasonable conduct or behavior, which is personally offensive or threatening, impairs morale, and/or interferes with the education of students or work effectiveness of employees. Examples of illegal harassment include conduct or comments that threaten physical violence; offensive, unsolicited remarks; unwelcome gestures or physical contact, display or circulation of written materials, items or pictures degrading to any gender, racial, ethnic, religious, age, disability or other group listed above; and verbal abuse or insults about or directed at any student, or group of students because of their relationship in any of the groups listed above.

B. 20 USCA §1681 ("Title IX") provides that, "[n]o person in the United States shall, on the basis of sex, be excluded from participation in, denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Sexual harassment is a form of sex discrimination which violates Title IX. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when:

a. submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of education or as a basis for educational decisions; or,

b. such advances, requests or conduct have the purpose or effect of undermining and detracting from the student’s educational experience by creating an intimidating, hostile, humiliating or sexually offensive educational environment.

The legal definition of sexual harassment is broad and in addition to the above examples, includes other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating an educational environment that is hostile, offensive, intimidating, or humiliating to male or female students.

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct, which, if unwelcome, may constitute sexual harassment depending upon the totality of the circumstances including the severity of the conduct and its pervasiveness:

1. Verbal: offensive sexual and/or gender-based statements, jokes, slurs, propositions, comments about private parts of the body, threats or suggestive or insulting sounds;

2. Visual/Non-verbal: derogatory posters, cartoons, or drawings; suggestive objects or pictures; graphic commentaries; sexual or gender-based emails, staring or leering; or obscene gestures;
3. Physical: unwanted physical contact including touching, interference with an individual's personal space and/or normal movement, or assault;

4. Sexual violence, which is a physical act of aggression that includes a sexual act or sexual purpose.

Each student must exercise his or her good judgment to avoid engaging in conduct that may be perceived by others as harassment.

Harassment can come from fellow students, teachers, administrators, staff, independent contractors, visitors or vendors. Boys as well as girls can be victims of sexual or other harassment. It cannot be stressed enough that the District will not tolerate any form of illegal discrimination or harassment. Violations of this policy, whether intended or not, will not be permitted.

All students should take special note that retaliation (attempts to punish or get back at someone) against an individual who has complained about sexual or other harassment or discrimination, and retaliation against individuals for cooperating with an investigation of a sexual or other harassment or discrimination complaint is illegal and will not be tolerated by the District.

III. REPORTING PROCEDURES

Any student who believes he or she has been the victim of illegal discrimination, illegal harassment or sexual violence, or any third person with knowledge or belief of conduct which may constitute illegal harassment or sexual violence should report the alleged acts immediately to an appropriate District official as designated by this policy. All District employees and independent contractors are required to report any possible violations of this policy of which they are aware. The District encourages the reporting party or complainant to make a written complaint. However, a written complaint is not mandatory.

Reports should be made to your School Principal or to the Superintendent. If the complaint involves the Superintendent, the complaint may be filed directly with the Chairperson of the Winnisquam Regional School Board.

The District will respect the confidentiality of the complainant and the individual(s) against whom the complaint is filed as much as possible, consistent with the School District's legal obligations and the necessity to investigate allegations of illegal harassment and sexual violence and take disciplinary action when the misconduct has occurred.

IV. INVESTIGATION AND RECOMMENDATION

By Authority of the District, the School Principal or the Superintendent, upon receipt of a report or complaint (verbal or written) alleging illegal discrimination, harassment or sexual violence, shall promptly authorize an investigation. This investigation may be conducted by District officials or by a third party designated by the District. The investigating party shall provide a written report of the status of the investigation within ten working days to the Superintendent. A
final written report with recommendations for action by the Superintendent shall be submitted at the conclusion of the investigation. If the Superintendent is the subject of the complaint, the report shall be submitted to the Chairperson of the School Board.

In determining whether alleged conduct constitutes illegal harassment or sexual violence, the District will consider the surrounding circumstances, the nature of the conduct, relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes illegal harassment or sexual violence requires a determination based on all of the facts and surrounding circumstances.

The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.

In addition, the District may take immediate steps, at its discretion, to protect the complainant pending completion of an investigation.

V. SCHOOL DISTRICT ACTION

A. Upon receipt of a recommendation that the complaint is valid, the District will take such action as appropriate based on the results of the investigation.

B. The School District may take such remedial action it deems necessary and appropriate, including but not limited to training, counseling, warning, suspension or immediate discharge to end illegal discrimination, harassment and/or sexual violence and to prevent its recurrence. If the person engaged in the inappropriate conduct is not a District student or employee, the District will take whatever corrective action is reasonable and appropriate under the circumstances.

C. The District shall provide the complainant with a summary of the result of the investigation (subject to FERPA and privacy obligations).

D. The complainant or person allegedly engaged in the inappropriate conduct may appeal the investigation recommendations to the Superintendent unless the Superintendent is the subject of the complaint, in which case the appeal is made to the Chairperson of the School Board.

If the appeal is accepted by the Superintendent or the School Board, the Superintendent or the School Board (or a personnel committee formed by the School Board) shall review the appeal and issue a written response within ten working days of the acceptable of the appeal.

E. As stated previously, this sexual and anti-harassment and discrimination policy is not designed or intended to limit the District’s authority to discipline or take remedial action for conduct which we deem unacceptable,
regardless of whether that conduct satisfies the definition of illegal harassment or discrimination.

VI. RETALIATION

Retaliation (attempts to intimidate, punish or get back at someone) against any person who in good faith opposes illegal discrimination or harassment, initiates a complaint, or cooperates in any investigation violates state and federal law and is a violation of this policy. The School District will take prompt remedial action against any individual who retaliates. Disciplinary action may include, but is not limited to, suspension or termination.

VII. SEXUAL HARASSMENT OR SEXUAL VIOLENCE AS SEXUAL ABUSE

Under certain circumstances, sexual harassment or sexual violence may constitute sexual abuse under New Hampshire law. In such situations, the District shall comply with said law.

Nothing in this policy will prohibit the School District from taking immediate action to protect victims of alleged sexual abuse.

VIII. RESOURCES/BY-PASS

Questions regarding this policy and/or issues of illegal harassment or sexual violence may be directed to the Superintendent.

While the District encourages the use of this policy, employees are entitled to by-pass this policy and proceed directly to the New Hampshire Commission for Human Rights, 2 Chestnut Drive, Concord, NH (603) 271-2767, or the Office of Civil Rights, Region I, John W. McCormack PO and Courthouse, Room 222, Post Office Square, Boston MA 02109-4557, (617) 565-1340.

IX. NOTICE AND PUBLICATION

The District shall provide notice of this policy to students and school employees by including it in the student handbook and by posting it in each school. The District shall also use its discretion in developing programs and/or procedures to further inform students and employees about the substance of this policy and procedures.

Approved by the WRSB: August 17, 2009
ANTHARASSMENT POLICY FOR YOUNG STUDENTS

Your Rights and Responsibilities
All children have a right to learn and play in a school that is free from harassment

At Winnisquam Regional School District, we believe that:

We should respect ourselves and the rights of others.
We all have a right to feel safe and to be treated with respect.
We must learn, practice and understand the procedures for reporting harassment.
All children have a right to learn and play in a school that is free from harassment.

HARASSMENT IS WRONG

Harassment is when someone such as a student, adult, or a group of people, repeatedly do things or say things that make you feel:

afraid
upset
angry
unsafe
embarrassed
uncomfortable

Harassment is:
not wanted
not asked for
not welcome

Harassment includes words or conduct involving:

gender (boy or girl)
race (White-American, Asian, African-American, for example)
religion (such as Protestant, Catholic, Jewish, for example)
the color of your skin (black, for example)
whether someone is married or not
what country you or your family come from (Ireland, France, or Nigeria, for example) and
whether you speak English at home
a disability or handicap (if you have an illness or condition that makes it hard to walk or
participate in certain activities or if it is hard to think and talk like other students)
genetic information (information about your genetic history or condition)
Some kinds of harassment are:
- teasing and name calling
- dirty jokes or talk
- bullying
- rude signs
- offensive pictures, drawings or language
- offensive writing, notes or messages
- inappropriate touching, particularly of private body parts
- putting people down because of their gender, family background, religion, or disability.

A HAPPY SCHOOL IS HARASSMENT FREE

You can be kind and thoughtful and respect others by:
- greeting people with a smile
- saying nice things to others
- including people in games and activities
- being aware of how your behavior affects others
- changing your behavior when it is upsetting someone
- getting to know new people and making them feel welcome

If you are being harassed:

1. TALK TO THE PERSON WHO IS HARASSING YOU:
   Stand up for yourself.
   Take a friend with you if that makes you feel more comfortable.
   Tell the person you don’t like whatever it is he/she is doing and that you want it to stop.
   Tell the person he/she is breaking the school rules.

   AND/OR

2. TALK TO ADULTS:
   Go to any teacher or Guidance Director and tell him/her what is happening and ask him/her to help you talk to the Principal or Superintendent.
   Go to the Principal or Guidance Director.
   Go to the Superintendent of the School District
   If the complaint involves the Superintendent, Go to the School Board.
   Go to a parent or other adult for help in talking to the school.
   Tell everything about what happened.
   Remember that a school rule is being broken.
   The Principal or Superintendent, Guidance Director OR WHOEVER ELSE will decide what action to take.
   Know that there are people outside of at the school who can help you.
HARASSMENT IS SERIOUS

At this school the staff will:

Listen when you tell.
Let you know that telling is a sensible thing to do.
Work out the best way to handle the situation.
Keep the matter as quiet as possible.
Protect you from anyone that bothers or threatens you for talking about it.
Punish people who do or say things that are wrong.
Punish people who try to get back at you for telling the School about it.

THEN WHAT HAPPENS?

The Principal, Superintendent, other adult in charge of handling your problem will talk or meet with you to find out what happened.
He or she may talk to whoever else is involved and/or other people who saw the behavior.
He or she will write a report.
After that, the person who broke school rules may be punished or the school will do something else to make you feel more comfortable at school.
They will try to do this within 10 days, but it may take longer.

The Superintendent is someone you or your parents or guardian can talk to if you are not satisfied with the outcome. If your complaint involves the Superintendent, you or your parents can talk to the School Board. Also, you, your parents or guardian can contact:

Office of Civil Rights, Region I, John W. McCormack PO and Courthouse, Room 222, Post Office Square, Boston MA 02109-4557, (617) 565-1340.

NOTICE AND PUBLICATION

The District shall provide notice of this policy to students and school employees by including it in the student handbook and by posting it in each school. The District shall also use its discretion in developing programs and/or procedures to further inform students and employees about the substance of this policy and procedures.
The District provides the following Notice of Procedural Safeguards to parents/guardians and disabled handicapped persons, as required by 34 C.F.R. Sections 104.7, 104.8, 104.22(4)(f), and 104.36 of the Regulations implementing Section 504 of The Rehabilitation Act of 1973.

The District does not discriminate on the basis of disability in admission or access to, or treatment of or employment in, its programs and activities.

The District provides a grievance procedure with appropriate due process rights. The Director of Special Education is the designated employee, charged with coordinating efforts to comply with Section 504. The parent/guardian of disabled handicapped students or any disabled handicapped person may use the grievance procedure established by the Board.

Grievance Procedure

Parents/guardians of a student with a disability have the right to notify the above-designated employee with their complaint. Additionally, any disabled individual also has the right to notify the above-designated employee with their complaint.

The designated employee will provide an initial response within ten (10) days of receipt of the complaint. The parties will attempt to work out their differences informally in a prompt and equitable manner. A written record of the complaint resolution should be made within ten (10) working days of completion. Both parties will receive a copy of the written record. Additionally, the Superintendent will keep a copy on file.

If the issue is not resolved after the informal resolution process, the complainant may: (a) request that the Board places this matter on its agenda; or (b) notify the Superintendent of the complaint. The Superintendent will notify the Board if he/she receives such a complaint.

If the Board schedules the matter for a hearing, the complainant may be represented by any person the complainant chooses, including legal counsel. The complainant may present information through documents and other evidence and witnesses, and may examine witnesses presented by the School District.

Within ten (10) working days of either of the above options, a written record should be made of the decision. Both parties will receive a copy of the written record. Additionally, the Superintendent will keep a copy on file.

Procedural Safeguards

As required by 34 C.F.R. Section 104.36, parents/guardians of a student who needs or is believed to need special instruction and related services have the right, with respect to any action regarding identification, evaluation, and placement to:

1. Notice of referral/identification, evaluation, and placement process, with
appropriate consent form.

2. Examine all relevant records.

3. An impartial hearing, at any time, with respect to any actions regarding identification, evaluation, or placement of persons who need or are believed to need special education and related services; an opportunity for participation by the parent/guardian and representation of counsel as provided under the Individuals with Disabilities Education Act.

4. A review process.

**Legal References:**

*34 C.F.R. Part 104, Nondiscrimination on the Basis of Handicap*

*Section 504 of The Rehabilitation Act of 1973*

Approved by the WRSB: June 20, 2011
Revised: September 2008
Reviewed: February 2004
Revised: July 1998, February 2008
ACE-R

Winnisquam Regional School District
Americans with Disabilities Amendments Act (ADAAA)/504 Policy

Winnisquam Regional School District is committed to providing equal employment opportunities to qualified individuals with disabilities, which includes providing reasonable accommodation to qualified applicants and employees to allow them to perform essential job duties and to allow the equal enjoyment of benefits and privileges of employment. In general, it is the employee’s responsibility to notify the Building Principal or the Director of Human Resources of the need for an accommodation for any physical or mental disability which substantially limits a major life activity.

If an employee asks for legal protection under the Americans with Disabilities Amendments Act (ADAAA)/504 they must provide the District with a written medical certification stating that he/she is disabled for non-obvious disabilities. In certifying whether the person is disabled under the ADAAA, the physician should be given the ADAAA definition of the disability and a list of the essential job functions (including a copy of the current job description if available). The certification must also answer the following questions:

1. Are you disabled under the ADAAA/504?
2. What limitations do you experience?
3. How do these limitations affect your job performance?
4. What specific job tasks are problematic as a result of these limitations?
5. What accommodations do you believe are available to reduce or eliminate these limitations?

All medical information will be treated as confidential in accordance with the Americans with Disabilities Amendments Act (and/or RSA 354-A). The District will consider all requests for accommodations in good faith seriously and will promptly determine whether the employee is a qualified individual with a disability and whether a reasonable accommodation exists which would allow the employee to perform the essential functions of the job without imposing an undue hardship on the District. The District will not tolerate any retaliation against anyone requesting accommodation. If an employee believes that he/she is being subjected to retaliation, the employee should contact the Building Principal or the Director of Human Resources so that the complaint can be investigated.

ADAAA Definitions:

DISABILITY:

A) A physical or mental impairment that substantially limits one or more major life activities of such individual;
B) A record of such an impairment; or
C) Being regarded as having such impairment

Major Life Activities

In general, major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

Major bodily functions

A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.
Student Records – Content, Access, Disclosure, and Confidentiality Protocol
December 8, 2006

The Winnisquam Regional School District, in compliance with the federal Family Education Rights and Privacy Act (FERPA) of 1974, adopts the following policy as it relates to the access and disclosure of student records on file:

The Winnisquam Regional School District acknowledges and supports giving parents certain rights with respect to their children’s education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are “eligible students.”

- Parents or eligible students have the right to inspect and review the student’s education records maintained by the school. The District is not required to provide copies of records unless, the parents or eligible students cannot review the records. The District may charge a fee for copies.

- Parents or eligible students have the right to request that school correct records, which they believe to be inaccurate or misleading. If the District, or its designee, determines not to amend the record, the parent or eligible student then has the right to request in writing, a hearing with the Principal and/or Superintendent. A meeting will be scheduled within 10 days of that request. At the conclusion of the hearing, if the District maintains its stance to not amend or alter the record in question as requested, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

- Parents have the right to inspect, upon request, a survey created by a third party before the survey is administered or distributed by a school to students. The District schools will notify parents of students who are scheduled to participate in the surveys to provide the opportunity for the parent to opt his or her child out of participation in the survey.

- The District requires written permission from the parent or eligible student in order to release any information from a student’s education record, however, the District will disclose those records, without consent, to the following parties or under the following conditions:
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.

The District may disclose, without consent, “directory” information such as a student’s name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, the District will notify parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. The District will notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a home handout, student handbook, or newspaper article) will be left to the discretion of the District.

The District shall investigate reported incidents of alleged violations of a student’s right to privacy and/or breach of confidentiality regardless of the source or severity of the claim. Any student’s education record that has been used, released or disclosed by a staff member or employee of the District in an inappropriate manner as determined by the District after said investigation has been satisfactorily completed, may result in disciplinary action taken against that person up to and including termination.

Revised and Approved by the WRSB: September 17, 2007
Approved by the WRSB: February 20, 2007
## WINNISQUAM REGIONAL SCHOOL DISTRICT
### Enrollment Report By Classroom
#### June 1, 2013

#### Agenda Item 7.3

### Kindergarten

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#### Total Elementary

| 40 | 41 | 54 | 122 | 120 | 126 | 116 | 102 | 721 |

#### Middle School

| 120 | 121 | 127 | 368 |

#### High School

| 109 | 109 | 110 | 111 | 439 |

#### Total District

| 40 | 41 | 54 | 122 | 120 | 126 | 116 | 102 | 120 | 121 | 127 | 109 | 110 | 111 | 1528 |

### Comparison (to above)

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May 2013 dropouts - 0  Total dropouts to date - 10
May 2012 dropouts - 0  Total dropouts to date - 13
From the Office of Curriculum and Instruction

June 6, 2013

To: Tammy Davis

From: Suzan Gannett

RE: Board Report for June

GRANTS:

Funding amounts for Title I and Title II-A have not come out yet from the state.

Title I tutoring will be offered again this summer for students transitioning to new schools. This includes qualifying fifth grade students from both Southwick and Sanbornston Central; second grade students from Union Sanborn School and eighth grade students from WRMS.

Dr. Miller is training with me on the writing of the Title II-A and the Title I grants.

PROFESSIONAL DEVELOPMENT:

Professional Development for the summer will revolve around training for writing common assessments that align with the Common Core and Smarter Balanced sample questions. Teachers will revise their assessments for the fall and present them to colleagues along with their building principal. Richard Dubuisson will be here for the first two days to work with teachers.

Professor Sharma, Kathy Beliveau and I have been reviewing the new Go Math program and have embedded strategies for K-2 teachers to use throughout the 2013-14 school year. All resources will be available on Google Drive and the WRSD website.

CURRICULUM:

After an extensive review of the Go Math program and the Math in Focus Program the district will be purchasing Go Math. Dr. Miller and I met with the consultant from Houghton Mifflin to ready the order and to discuss professional development. At the middle school, teachers have chosen Big Ideas for all grades. Mrs. Beliveau felt that the transition from the Go Math series to this series would be smooth.

RESTRUCTURING PLANNING AT SOUTHWICK SCHOOL

The restructuring plan has been submitted to the state in May. The school-wide proposal for Southwick School has been written in conjunction with the restructuring plan and it is ready to be sent to the state. Next year, Union Sanborn will begin the process for becoming a school-wide school. As a Title I School-Wide School all students can receive Title I supplemental services.
Business Office

The Business Office completed the year end roll over of records and created our working databases for next 2013-14. Schools are putting together their orders for next year and entering purchase orders.

We also received a packet of materials from our auditors, Plodzik & Sanderson and are preparing documents for them as we close out the year and prepare for the year ending 6/30/2013 audit.

Facilities

The facility staff at the High School has been busy preparing for graduation. UGL/Unicco (now DTZ) provided two staff members, at no expense to WRSD, for four evenings to paint areas of the lobby, gym and the entire first floor hallway. It really brightened up the areas and looks great for visitors at graduation.

Workers are hired to assist custodians in summer clean up and fill in for staff vacations.

Food Service

Food service has scheduled serving it safe class for staff on August 22 and 23rd. The class is presented by the University of New Hampshire Cooperative Extension and will be open for surrounding school food service workers to participate.
MEMO TO: Tammy Davis, Ph.D., Superintendent
FROM: Janice Grenier, Director of Human Resources/Accounting
SUBJECT: June School Board Report
DATE: June 7, 2013

May was open enrollment for all benefits. Per the Healthcare Reform Act, a “Summary of Benefits and Coverage (SBC)”, describing the benefits and limitations of coverage under each health insurance plan option must be distributed. The SBC is intended to help benefits-eligible employees compare their employer-provided medical benefit options with other available coverage options such as those provided through the 2014 healthcare exchanges. The SBC’s for all of our health insurance groups were distributed at the beginning of May.

Business Office

The Business Office is preparing for the payroll roll over for fiscal year 13-14. The teacher and professional final payroll was completed on June 7, 2013, so the data base can be update, positions vacated, and roll into 2014. We will then be able to work on entering the new contract/salary amounts, position changes and benefit changes.

We have created the 2013-14 general ledger data base, and have made FY 2013-14 available to all school secretaries to enter purchase orders.

All letters of assurance for non-contracted, at will employees have been issued.

Paraprofessional Collective Bargaining Teams

The negotiation teams met on June 5, 2013 to discuss the Health Care Reform Act, and what that means for the members of the Paraprofessional bargaining unit.

Professional Development

I attended the Tri-State ASBO conference held May 15th – May 17th. Tena DiRuocco attended a Department of Labor training on May 13th.
By the Numbers:
Special Education Students by Grade:
Preschool: 30
USS: 36
SCS: 21
SS: 35
WRMS: 44
WRHS: 65 – 9 Graduating Seniors
Out of District: 10
Total: 241

iPads:
The teachers continue to enhance the tools available on the iPads to support instruction and student achievement. A few of the Apps used on a regular basis include:
Learning Ally: This app provides for audio books. Currently at the high school are special education students are able to access all the textbooks for the common courses through Learning Ally. In addition to utilizing the App at school, the students can access the books at home on a tablet or computer. The district has an annual account of 100 books.
Math Splash: This app for grades 1 through 5 supports math computation as aligned to the common core. Each student as a log in and is able to progress through the levels at their own rate. It is aligned also with the new math program.
Sentence Builder: This app supports writing and developing sentences and paragraphs with appropriate subject/predicate agreement. It complements the Framing Your Thoughts program that we have implemented this school year.

In addition teachers have used the video option so that students can view themselves learning, reading, speaking and role playing social situations. The individual videos of children have been shared with parents at IEP meetings. The parents have enjoyed watching their children demonstrate school skills.

Document Scanning:
The Special Education Secretaries and I have been working with Cheryl to set up the process and program for creating the system that will hold our special education files. We will move to having one original paper copy, and one electronic copy. We will begin this will our preschool students and storing the files on our graduates, as required until their 28th birthday.

IDEA allocation:
We have received our allocation for the IDEA funds for 2013-2014. For grades IDEA we are allotted $343,222; last year was $406, 240.77. Preschool allocation is $11, 980, last year was $12, 757.20.

Submitted by: Lori Krueger
To: Dr. Tammy Davis  
From: Kevin Sousa  
Date: June 7, 2013  
Re: Technology Monthly Report for May 2013

1. NWEA Spring testing has been completed for grades 2 – 8 throughout.

2. End of the Year technology equipment management has been organized with librarians and main office workers at all schools for collection of school issued technology devices. Classroom equipment will be brought to librarians who manage inventory with the Destiny library software system. All laptops are collected in the main office and inventoried for summer cleanup/update installations by the Tech staff. The procedure for this process has been updated and communicated to district staff and administrators.

3. Planning with the Technology Integration Specialist is ongoing with preparations for district webpage redesign, Google websites for departments and Google Calendars for individual schools and district events. This involves identifying and standardizing types of events for various calendars and providing training for school secretaries who will be managing their school calendar.

4. Provided information and reviewed the report from SpyGlass regarding the district’s phone line and billing audit.

5. The technology department’s Google site is almost ready to be shared district wide. This site includes instructional information for frequently asked questions coming to the technology department, policies, procedures and practices in use and “How To” documents for various systems and classroom equipment. It will include an area for “What’s New in Technology” and link to popular and useful software tools.

6. Preparations are being made to simulcast the high school graduation ceremony to the Cafetorium.
Security, Radios: The radio antenna located at the SAU for Sanbornton communications will be upgraded with higher grade cable and relocated to improve reception.

Southwick Roof: Materials are ordered and the contractor will begin work soon after they are delivered. Garland roofing is coordinating the delivery with the contractor. The work is schedule for completion before school begins.

Middle School Health Inspection: I met with Katherine Dawson, Tilton Health Inspector and reviewed our plan of action to address all of her comments following her inspection. She accepted the proposed plan and all items are to be addressed before the start of school. We will be placing reflective delineating markers at the culvert locations along the access roads and she removed the requirement for adding protective coverings on the top of the middle school softball field fence.

Grounds: Areas adjacent the driveways and sidewalks were filled with loam and reseeded. The loam pile will be seeded with rye to stabilize the soil and prevent erosion. Harbour Enterprises will begin mowing the High and Middle Schools campus in July.

Respectfully Submitted,

Joseph Stone
Director of Facilities
School Board Report for Athletics and Co-Curricular Activities
June 2013

Below is brief overview of the Athletic/Co-Curricular programs at both the Middle School and High School during the month of June 2013.

Athletics:

- Winnisquam Regional High School’s Unified Volleyball team is comprised of nine members and has completed their season with a record of 3-1. The team, which is comprised of a combination of developmentally disabled and regular education students, has represented the school very well in its first season advancing to the State Semifinals.
- The Boys Varsity Baseball team finished their season with a 12-6 record. They lost to Laconia in the second round of the playoffs 4-2.
- The Girls Varsity Softball team finished their season with a 9-10 record. They lost in the second round to White Mountains 4-0.
- The Girls Varsity Track team finished third in the Wilderness League Championships.
- Erin McNamara, Jaila Remmilard, and Carissa Archibald all qualified for the Meet of Champions for track.
- Jaila Remmilard placed fourth in the State at the Meet of Champions and qualified for the New England Championships in Connecticut.
- Please see attached handbook for athletics and activities
- Please find attached additional coaching nominations for the 2013-2014 School Year

Activities:

- Please find attached activities nominations for the 2013-2014 School Year
- Please see attached handbook for athletics and activities

Regards,

Zack Medlock MS, RAA
Athletic/Co-Curricular Director
Winnisquam Regional School District
To: Dr. Tammy Davis, Superintendent  
From: Dr. Ronna Cadarette, Principal  
Date: June 7, 2013  
Re: WRHS Administrator’s Report

Curriculum, Instruction, Professional Development and Assessment

- Competencies are reported on progress reports and report cards. We will continue to refine with IT for the most effective way of calculating and reporting progress and for parent viewing. We are offering many ways for students to make up competencies and receive course credit; to include PLATO and A+.
- Faculty continues to collect formative assessment data and reviewing for Level 3 and 4 higher order questioning. To track consistent implementation, administration continues to conduct walkthroughs and it is noted that there is an increase in Level 3 questions, along with use of released testing questions. Teachers are scaffolding and deconstructing questions and information with students for open response questions.
- Many end of year assessment have been conducted with Assignments in preparation for Smarter Balanced electronic testing format. Data will be compiled and reviewed by teachers to identify learning and teaching gaps.
- On June 7, 2013, at Class Night we awarded $51,445 in local scholarships in cash/checks; 15 $600 community college vouchers; $2,225 for post graduates. These were all based on student applications and selections by organizations and community sponsors, for a total of $62,670! We are very thankful for the continued support.
- On June 8, 2013, 97 students participated in graduation. Two more are on track to finish in the next two weeks. Four others have plans to complete as fifth year students.
- To date, 70% of our graduates plan to attend two or four year colleges.
- Eight graduates will be entering military service.
- There are 26 State Scholars and five NHIAA Scholar Athletes.
- The Music Department received three medals at the Great East Music Festival May 31, 2013.

Recognition

- The Shining Star was awarded to the following individuals: Janet Rosequist.

Attachments: ___ Behavior ___ Drop Out

Proudly serving the communities of Northfield, Sanbornton and Tilton

Winnisquam Regional High School is committed to promoting a sense of PRIDE:  
Productive Citizenship ~ Respect for Self and Community ~ Individual Growth and Achievement 
Determination to Succeed ~ Excellence in Education
To: Dr. Tammy Davis  
From: Officer William A Patten  
Reference: May Board Report

Dr. Davis,

It is now June and I’m wrapping up my second year at WRHS. I truly hope you’ve seen a difference in the students this year as opposed to last year. I intend on returning for my third year if you’ll have me back. My summer months are going to be very dark, as I will be working the midnight shift until football practices start. The following is a list of Calls for Service (CFS) that I handled during the month of May.

Student transport-1  
Motor Vehicle Accident-2  
Theft-1  
Sex Offenses-1  
Disorderly Conduct-1  
Truancy-2  
Juvenile Delinquent-1  
Assault-1  
Paperwork Service-1

In closing I would just like to say that I hope everyone has a safe summer and remains in great health. I look forward to starting the 2013-2014 school years with you. If there is anything I can do for you, please don’t hesitate on calling me. Take care.

Respectfully Submitted

[Signature]

William A. Patten
To: Dr. Tammy Davis
From: Dr. Pamela Miller
Re: Middle School Principal's Report
Date: 6-7-13

Curriculum, Instruction, Professional Development and Assessment
- Middle school eighth grade students took their science NECAP assessments in May
- Dr. Davis and middle school administrators conducted walkthroughs in social studies and science classes
- District administrators attended an introductory meeting to discuss the Focus monitoring process for next year. A district level Data Team will be formed to monitor student achievement progress.
- We invited Cindy Currier from the DOE to conduct training on using the Assessment Builder component of Performance Plus. We discussed the use with the common assessments.

Community and parent Activities
- Transition Night for incoming sixth grade students and their parents was held on June 5th. Parents had the opportunity to meet the new middle school Principal, Rob Seward.
- The WRMS Spring Band and Choral concert was a great success! A assembly was also done for the student body

Student Activities
- Middle school students had their annual Weirs Beach trip which is a Gotcha Activity in our PBIS program. There was plenty of sunshine and everyone had a great day.
- Other field trips included the 7th grade trip to York’s Wild Kingdom, sixth grade trip to the Christa McAuliffe Planetarium, the 8th grade trip to Fischer Cat’s Stadium on Education Day.
- Extracurricular field trips included The Wizard of Oz at the Palace Theater for Drama and the Leadership and Recycling conference for the Earth Group and Kids That Care.
- This year all middle school students participated in a Step Up Day to meet with their next year’s teachers.
- An assembly on bullying by country singer Lexi James was presented for the student body

Recognition
- Congratulations to Carolyn Aube on her retirement and 30 years of secretarial service to the middle school! The interview process for her replacement has started.
- Congratulations to Phil Mead on his retirement and fourteen years of service to the district!

Other
- Dr. Miller met with Joe Stone to address the findings in the Health and Fire Inspection and to schedule re-inspections.
TO: DR. TAMMY DAVIS, SUPERINTENDENT OF SCHOOLS
FROM: RICH HINES, SOUTHWICK PRINCIPAL
DATE: JUNE 5, 2013
RE: MONTHLY REPORT

Curriculum, Instruction, Professional Development and Assessment:
- Suzan Gannett has sent data sheets to classroom teachers so grade level teams can review the Core Curriculum Assessment Results. This will allow teams to make recommendations on how questions might be changed for this coming year.
- The SINI Restructuring Plan was completed and sent in to the NH Dept. of Education on May 15. A brief overview of the plan will be provided.
- Transition meetings have taken place for all 504 and IEP students.

Community and Family Activities:
- The Third Grade Recorder and Poetry Night was a huge success. We had lots of compliments on student poetry, art work and music abilities.
- The Third Grade Team and I met with second grade parents for a Power Point presentation to help parents and students with the transition from USS to SS.
- Carol Benton has arranged for both SS and SCS Fifth Grade Bands to perform together for parents. This is an annual event that students always enjoy, as well as their parents.

Student Activities:
- The Third Grade Teachers visited with the entire second grade students to fill them in on what third grade is like. The big question was about homework!
- The Fourth Grade students will be going to the Flume and Cannon Mountain as part of their NH Social Studies curriculum.
- The Southwick School Talent Show, organized and run by the Southwick School Student Council, will be taking place on June 6.
- Fifth Grade students will be continuing their habitat unit with a trip to Odiorne Point in Rye, NH.
- This year we will be having a school wide Field Day. Grade level events will take place in the morning and mixed level games will take place in the afternoon on June 10.
- The End of Year Awards Assembly will be taking place on June 18 and Fifth Grade Recognition will take place on June 19.

Recognition and Thanks:
- My thanks to the grade level teams for working with me to develop next year’s class lists. Placement letters go home to parents on June 5. Step Up Day for all but grade 5 students will take place on June 11.
- Our thanks to Kirk Young for bringing the Recycled Percussion Band to Southwick School for a concert. Mr. Young did an awesome job of getting everyone involved in the performance. The HS percussionists were excellent as well!
To: Dr. Tammy Davis, Superintendent  
RE: School Board Report for the June 17, 2013 Meeting  
From: Cynthia Proulx, USS Principal  
Date: June 7, 2013

Curriculum, Instruction, Professional Development & Assessment:  
- STAR reading and math computer assessments were given to first grade students during the first week of June.  
- June 11th Renaissance Learning representative, Diane Houle, joined Union Sanborn Staff and WRSD Administrators to review STAR assessments.  
- June 12th Kindergarten Parent Orientation evening.  
- June 13th and 14th incoming kindergarten assessments.  
- During the month of June, Transition Meetings for special education students were held at Union Sanborn and Southwick Schools.  
- June 10th Lock Down Drill with Northfield Police Department.

Community and Family Activities:  
- Safe Routes to School: a survey and map were sent home to families. The survey gathered information regarding parental thoughts on their children walking/riding their bikes to school. The map exercise was to indicate the route children would take from home to school. These surveys have been collected and Lakes Region Planning Commission will be using them as they prepare a travel plan for the town of Northfield.  
- Attended Northfield Town Meeting to explore the potential for creating a mixed use village district in Northfield’s village area.  
- Met with Hall Memorial Librarian, Jennifer Moulton, to investigate ideas that would benefit our students and the Hall Memorial Library.

Student Activities:  
- As a culmination to the science curriculum, first and second grade went on field trips to the following places: first grade visited the SEE Science Center in Manchester and the second graders visited the Black Forest Nursery, in Boscawen.  
- June 11th step up day for students in kindergarten through second grade.  
- June 14th Flag Day activities.  
- June 17th Field Day for first and second grades.  
- June School Wide Meeting celebrating reading success. Minutes read by students at home in May 51,327 up from 7,803 minutes from the month of April surpassing the 50,000 minute goal.  
- All students who read 320 minutes in the month of May will hike the Winnipesaukee River Trail, 81 students met the goal.

Recognition and Thanks:  
- Detective Jen Adams, Northfield PD; Glenn Smith, Town of Northfield; Cheryl Somma, and Joe Stone for helping with Footloose Friday.  
- Detective Jen Adams, Northfield PD; Cheryl Somma, Cathy Thibeault, Chanel Bouchard, and Nelly Roache for hiking the Winnipesaukee River Trail with our students.
TO: Tammy Davis, Superintendent  
RE: School Board Report  
FROM: Bonnie Jean Kuras, SCS Principal  
DATE: June 7, 2013

Curriculum, Instruction, Professional Development & Assessment

- Administrators met for imbedded professional development regarding teacher goal setting, to further calibrate and create consistency in the process. The focus was on providing specificity of expectations across district, in goal setting developed to address student achievement and the use of professional reflection using meaningful data.

- Grades 2-5 have completed the process of taking their Spring NWEA tests in Math and Reading. The teachers are reviewing and reflecting on the results. The results were as follows for percentage of students on grade level in reading and math:

<table>
<thead>
<tr>
<th>Grade level</th>
<th>% of students on grade level Reading</th>
<th>% of students on grade level Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>90% with 97% making growth</td>
<td>92% with 100% making growth</td>
</tr>
<tr>
<td>3</td>
<td>97% with 97% making growth</td>
<td>88% with 72% making growth</td>
</tr>
<tr>
<td>4</td>
<td>81% with 84% making growth</td>
<td>76% with 97% making growth</td>
</tr>
<tr>
<td>5</td>
<td>70% with 69% making growth</td>
<td>70% with 94% making growth</td>
</tr>
</tbody>
</table>

- SCS teachers from primary grades K-2 attended the STAR assessment meeting at Union Sanborn to gather information regarding the assessment process and the information that would assist them in determining next instructional steps for their students. With the USS first grade team piloting the assessment, we will meet again to review the assessment process, the results and the reporting process to determine if this program would suit the needs of these grade levels in terms of monitoring student progress and reporting to parents, while using the resources available to adjust teaching practices.

- Kindergarten and first grade screening is scheduled for June 13 and 14. Present count, 29 students have been registered to be screened for the 2013-2014 School Year.

Community and Family Activities

- Fifth grade students across the district participated in a step-up day visit to the WRMS on May 31st. Students had the opportunity to meet their new team of teachers, the new principal of WRMS and tour the building. Parents were invited to attend a parent orientation on June 5th.

- Fifth grade students from both Southwick School and Sanbornton Central School, joined forces on June 4th to present a joint band concert to their friends and family. It was an enjoyable and meaningful opportunity for SCS students to play with a larger band, consisting of more instruments to create beautiful music together; giving the students an idea as to what to expect in Middle School.

- Kindergarten Parent Orientation was hosted at SCS on June 5th. Of the 29 students registered to be screened, 20 families came with their children to tour the school and participate in the orientation. Along with introducing a day in the life of a kindergartner, the common core expectations for what a kindergartner will learn over the course of the year were shared with parents. Of the 20 families present, 19 responded to the outgoing survey, with 100% indicating that the orientation was informative and that they knew what their child will be expected to learn and be able to do by the end of kindergarten. The students will return over the summer for a “popsicles with the principal” event as another activity to assist in their transition into school.
**Student Activities/Recognition and Thanks**

Multiple student activities are being hosted over the last few weeks of school:

- The entire school community welcomed Mr. Kirk Young and his recycled percussion band class to the school. We can’t wait for next year’s performance and planning a little reverse performance of our own to show our appreciation.
- Our first graders will welcome their families to their musical review of their first grade year on June 12th, ending with a special power point for students and parents.
- Step-up-day to meet new teachers at the next grade level is on June 10th, field day activities will be on June 11th and the last PTO funded Reading is Fundamental will be hosted on June 17th. Our year will wrap up with the 5th grade celebration on June 18th and the PTO sundae social for classes on the last day of school!
- Welcome to Lorrie Wright, our new day custodian! She is fitting in well and acclimating to our lively building without skipping a beat! Thank you to the staff, Brian Durand and Rochelle Ward for assisting Lorrie in her new role.
Minutes

Attendees: Sean Goodwin, Wayne Crowley, Mike Gagne, Nina Gardner, Tammy Davis, Janice Grenier, Cheryl Somma, Joe Stone, Laurie Keating, CELT Corporation

   The Minutes were approved as presented.

2. Budget Line Item Adjustments
   - Budget line item adjustments were reviewed and approved in the amount of $57,042.00

3. Out-of-District Placements
   Current out of District placed students is 12. Total estimated expense is $659,783. Ms. Somma informed the Committee that a student who is in a residential placement recently moved to the District and will be WRSD's financial responsibility. They will be included on next month's information.

4. Expenditure Manifest
   a. The Finance Committee recommends approval of the previously reviewed and approved expenditures:
      - 1184 04/18/2013 $ 317,227.96
      - 1192 05/01/2013 $ 7,900.00
      - 1193 05/02/2013 $ 115,524.62

5. Financial Reports
   The Committee reviewed the FY 2013/14 general fund expenditure report and estimated fund balance of $460,546. The Committee also reviewed a financial statement for the Food Service Department which reflected a positive balance for the period of August through April.

6. Food Service
   a. Ms. Somma reported that per the Healthy Hunger-Free Kids Act, WRSD must gradually increase lunch prices until they are equal to the Free & Reduced Program reimbursement rate. The DOE provides a tool to calculate the amount needed to increase each year until the requirement is met. The required increase for school year 2013/14 is $0.02. The requirement has been in place for two years and the
Committee previously recommended maintaining a $0.05 increase each year until the target is reached.
- The Committee recommends increasing the paid lunch price for all schools and adults by $0.05.

b. Ms. Somma reported that the Sanbornton Central School does not qualify for the Fresh Fruit and Vegetable Program for school year 2013/14 because it does not meet the required Free & Reduced Program participation. She asked the Committee if they would consider continuing the program using general fund dollars. The Committee asked Ms. Somma to investigate whether the program can be continued using Food Service Department fund balance. Ms. Somma stated that she did not think that was allowed under USDA/DOE regulations but will check and report back to the Committee.

7. Bids –
- The following bids are recommended:
  a. Door Replacement - DTI $63,468
  b. Elementary Lawn Mowing - Harbour Enterprises $6,110
  c. Unleaded/Diesel Fuel for UST - Dennis K Burke $3.129 Unleaded Gasoline, $3.2690 Ultra Low Sulfur Diesel

8. Safety & Security Update
Mr. Stone reviewed an outline of the recommended second phase of security upgrades and renovations. The Committee would like to review the recommendations in more depth but due to time constraints agreed to schedule another meeting on Wednesday, May 29th at 8AM in the SAU conference room.
- The Committee recommends funding the balance of the Phase I improvements from the current year fund balance for a total increase of $35,192

9. Web Hosting
Laurie Keating from CELT Corporation presented a short presentation on managing technology services, cloud computing and disaster recovery. After a lengthy discussion of current practices, data security, privacy requirements and emergency management, the Committee made the following recommendations:
- Document Management - contract with Conway Office Solutions to web host and manage special education student records for the sum of $3,700 in the current year and $1,200 in ensuing years.
- Accounting Software/Employee Web Portal - Contract with Tyler Technologies to web host IVisions accounting software and provide an employee portal as approved in the FY 2013/14 budget for $24,072. Tyler offered web hosting to WRS for $11,950 in year 1, $9,950 for year two escalating at 5% per year or $54,836 for five years. Tyler has proposed that they fund the addition of the portal and add web hosting for five
years for an annual cost of $11,950. This is a net savings of $12,122 for the FY 2013/14 budget and a $19,158 savings from their original proposal.

- **MMS Student Information System** - Add elementary schools to the online hosting program. Currently High and Middle Schools are web hosted. This change was approved to allow student information, such as daily attendance and emergency contact information, to be available to authorized users from a remote location in the case of an emergency. This addition of $13,509 to be funded in the current year.

10. **Middle School Health Inspection** - will be discussed at the May 29th meeting

11. **Highland Mountain Property** - will be discussed at the May 29th meeting

12. **Information Items:**
   a. **Utilities** - Current electricity, heating cost and diesel usage were included.
   b. **Budget savings vs. unplanned expenditures** - currently $104,408
   c. **Legal Summary** - Included

13. **Adjournment**
Minutes

Attendees: Sean Goodwin, Wayne Crowley, Mike Gagne, Tammy Davis, Janice Grenier, Cheryl Somma, Joe Stone

1. Southwick Roof Bid
   - Mr. Stone reported favorable results from the reference check on MC Contracting for the low bidder for the Southwick roof replacement on the south facing section. The Committee recommends awarding MC Contracting the bid at a cost of $129,000 for installation, $3,430 for performance bond, $112 per sheet to replace rotted decking and $40 per lineal foot to install gutters. There will be a contingency included in the project for roof deck repair.

2. Safety and Security Update
   Mr. Stone outlined his recommendation to begin Phase II of the safety and security upgrades. He recommends securing the main entry areas of all schools. Entry areas will include card access, intercoms, face recognition camera, and area cameras. Mr. Stone shared the locations at each school he hopes to address.
   - The Committee recommends improvements to the main entry areas of all schools from the current year general fund (fund balance) not to exceed $99,000.

3. Middle School Health Inspection
   The Committee reviewed the results of the Middle School health inspection. Mr. Stone included plans to address the health officers concerns so that she may submit her report to the State for school approval. Mr. Stone is still researching how to secure catch basins and to redesign culvert pipe areas on the access road. Mr. Goodwin recommended that we ask the Tilton Highway Department how they secure their catch basins and use the same method. The Committee is also concerned that any changes to the access road must be approved by the Tilton Conservation Committee and the Department of Environmental Services Alteration of Terrain Bureau.

4. Highland Mountain Property
   Ms. Somma explained that the District’s attorney, John Teague recommends that the Board ask Mark Hayes, owner of Highland Mountain Bike Park, to petition the superior court to address restrictions in the deed that may impede transfer of the property to the bike park. The Committee agreed and asked Ms. Somma to contact Mr. Hayes.
5. **CSSR Board Facilitator**
   - The Finance Committee recommends approving $6,000 from the current year general fund for facilitation services by Bill Bryan of CSSR. He will work with the School Board to refine and finalize the goal setting they started in March. This work will create a foundation for the next strategic plan which begins in July 2015.

6. **Information Items:**
   - **Utilities** - Current electricity, heating cost and diesel usage were included.
   - **Budget savings vs. unplanned expenditures** - currently $48,368.
   - **Legal Summary** - Included

7. **Adjournment**
AGENDA

2. Budget Line Item Adjustments
3. Out-of-District Placements current year and 2013-14
4. Expenditure Manifest
5. Financial Reports
6. FFV Program Sanbornton 2013-14
7. Bids
   a. Fuel Oil (anticipated June 20)
8. Wrestling mats
9. Safety & Security Update
10. Sanbornton Playground
11. Information Items:
    a. Utilities
    b. Budget savings vs unplanned expenditures
    c. Legal Summary
12. Adjournment
### SUMMER READING LIST:

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<th>Title</th>
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<td>Sean Covey</td>
<td>NF</td>
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<td>A Dog's Journey</td>
<td>W. Bruce Cameron</td>
<td>RF</td>
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<td>A Dog's Purpose</td>
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<td>A Painted House</td>
<td>John Grisham</td>
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Proudly serving the communities of Northfield, Sanbornton and Tilton

Winnisquam Regional High School is committed to promoting a sense of PRIDE:
Productive Citizenship ~ Respect for Self and Community ~ Individual Growth and Achievement
Determination to Succeed ~ Excellence in Education
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# Grade 6 Accelerated Reader Summer Reading List

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**Note:** These are just a sampling of books that are recommended by the English/Language Arts Department. For additional AR books, please visit [www.arbookfind.com/userprofile.aspx](http://www.arbookfind.com/userprofile.aspx)

Updated June 2013
## Grade 7 Accelerated Reader Summer Reading List

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Johnny Tremain</td>
<td>Forbes</td>
<td>5.5</td>
</tr>
<tr>
<td>Amos Fortune, Free Man</td>
<td>Yates</td>
<td>5.0</td>
</tr>
<tr>
<td>Witch of Blackbird Pond</td>
<td>Speare</td>
<td>7.4</td>
</tr>
<tr>
<td>Sounder</td>
<td>Armstrong</td>
<td>5.2</td>
</tr>
<tr>
<td>Island of The Blue Dolphins</td>
<td>O'Dell</td>
<td>5.5</td>
</tr>
<tr>
<td>Roll of Thunder, Hear My Cry</td>
<td>Taylor</td>
<td>6.9</td>
</tr>
<tr>
<td>Westing Game</td>
<td>Raskin</td>
<td>7.0</td>
</tr>
<tr>
<td>Bridge to Terebitha</td>
<td>Paterson</td>
<td>6.0</td>
</tr>
<tr>
<td>Sarah, Plain and Tall</td>
<td>MacLachlan</td>
<td>3.9</td>
</tr>
<tr>
<td>Number The Stars</td>
<td>Lowry</td>
<td>4.9</td>
</tr>
<tr>
<td>View from Saturday</td>
<td>Konigsburg</td>
<td>4.8</td>
</tr>
<tr>
<td>Across Five Aprils</td>
<td>Hunt</td>
<td>6.6</td>
</tr>
<tr>
<td>Homecoming</td>
<td>Volgt</td>
<td>6.3</td>
</tr>
<tr>
<td>Crazy Lady</td>
<td>Conly</td>
<td>4.9</td>
</tr>
<tr>
<td>The Black Cauldron</td>
<td>Alexander</td>
<td>5.9</td>
</tr>
<tr>
<td>Fat Chance</td>
<td>Newman</td>
<td>4.8</td>
</tr>
<tr>
<td>The Barn</td>
<td>Avi</td>
<td>5.8</td>
</tr>
<tr>
<td>Little Women</td>
<td>Alcott</td>
<td>7.9</td>
</tr>
<tr>
<td>Cheaper by The Dozen</td>
<td>Gilbreth</td>
<td>6.0</td>
</tr>
<tr>
<td>Diary of a Young Girl</td>
<td>Frank</td>
<td>6.5</td>
</tr>
<tr>
<td>20,000 Leagues Under The Sea</td>
<td>Verne</td>
<td>8.1</td>
</tr>
<tr>
<td>All Creatures Great and Small</td>
<td>Herriot</td>
<td>6.8</td>
</tr>
<tr>
<td>Ryan White Story</td>
<td>White</td>
<td>5.4</td>
</tr>
<tr>
<td>The Elephant Man</td>
<td>Drimmer</td>
<td></td>
</tr>
<tr>
<td>Good Night, Mr. Tom</td>
<td>Magorian</td>
<td>5.9</td>
</tr>
<tr>
<td>No Language but a Cry</td>
<td>D'Ambrosi</td>
<td></td>
</tr>
<tr>
<td>Flowers for Algernon</td>
<td>Keyes</td>
<td>5.9</td>
</tr>
<tr>
<td>Romeo and Juliet</td>
<td>Shakespeare</td>
<td>8.2</td>
</tr>
<tr>
<td>The Crucible</td>
<td>Miller</td>
<td>4.9</td>
</tr>
<tr>
<td>The Captive</td>
<td>Hansen</td>
<td></td>
</tr>
<tr>
<td>Fiction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Green Glass Sea</td>
<td>Ellen Klages</td>
<td></td>
</tr>
<tr>
<td>Hattle Big Sky</td>
<td>Kirby Larson</td>
<td></td>
</tr>
<tr>
<td>Blood on the River: James Town, 1607</td>
<td>Elisa Carbone</td>
<td></td>
</tr>
<tr>
<td>Fairest</td>
<td>Gall Carson Levine</td>
<td></td>
</tr>
</tbody>
</table>

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*Updated June 2013*
<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th><strong>Author</strong></th>
<th><strong>Level</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Historical Fiction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I Am Fifteen and I Don't Want to Die</td>
<td>Anothey</td>
<td></td>
</tr>
<tr>
<td>Catherine, Called Birdy</td>
<td>Cushman</td>
<td></td>
</tr>
<tr>
<td>My Brother Sam is Dead</td>
<td>Collier</td>
<td>4.9</td>
</tr>
<tr>
<td>Slave Dancer</td>
<td>Fox</td>
<td>6.0</td>
</tr>
<tr>
<td>Roll of Thunder, Hear My Cry</td>
<td>Taylor</td>
<td>5.7</td>
</tr>
<tr>
<td>Dragonwings</td>
<td>Yep</td>
<td>5.3</td>
</tr>
<tr>
<td>Number The Stars</td>
<td>Lowry</td>
<td>4.5</td>
</tr>
<tr>
<td>Where The Red Fern Grows</td>
<td>Rawls</td>
<td>4.9</td>
</tr>
<tr>
<td>Up a Road Slowly</td>
<td>Hunt</td>
<td>6.6</td>
</tr>
<tr>
<td>Bud, Not Buddy</td>
<td>Curtis</td>
<td>5.0</td>
</tr>
<tr>
<td>Modern</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flowers for Algernon</td>
<td>Keyes</td>
<td>5.8</td>
</tr>
<tr>
<td>Homecoming</td>
<td>Voight</td>
<td>4.4</td>
</tr>
<tr>
<td>Holes</td>
<td>Sachar</td>
<td>5.5</td>
</tr>
<tr>
<td>Tangerine</td>
<td>Bloof</td>
<td>5.5</td>
</tr>
<tr>
<td>Jacob Have I Loved</td>
<td>Paterson</td>
<td>5.7</td>
</tr>
<tr>
<td>Dicey's Song</td>
<td>Voight</td>
<td>5.0</td>
</tr>
<tr>
<td>Both Sides of Time</td>
<td>Cooney</td>
<td></td>
</tr>
<tr>
<td>Rules of The Road</td>
<td>Bauer</td>
<td></td>
</tr>
<tr>
<td>Goodnight Mr. Tom</td>
<td>Magorian</td>
<td></td>
</tr>
<tr>
<td>Harry Potter Series</td>
<td>Rowling</td>
<td></td>
</tr>
<tr>
<td>The Maze</td>
<td>Hobbs</td>
<td></td>
</tr>
<tr>
<td>Freak The Mighty</td>
<td>Rodman</td>
<td>5.0</td>
</tr>
<tr>
<td>MYSTERY</td>
<td></td>
<td></td>
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<tr>
<td>The Westing Game</td>
<td>Raskin</td>
<td>5.3</td>
</tr>
<tr>
<td>The Hound of The Baskervilles</td>
<td>Doyle</td>
<td></td>
</tr>
<tr>
<td>Face on The Milk Carton</td>
<td>Cooney</td>
<td>4.8</td>
</tr>
<tr>
<td>The Name of The Game</td>
<td>Nixon</td>
<td></td>
</tr>
<tr>
<td>Biography / Autobiography</td>
<td></td>
<td></td>
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<tr>
<td>The Year They Walked</td>
<td>Parks</td>
<td></td>
</tr>
<tr>
<td>Ryan White's Story</td>
<td>White</td>
<td>5.4</td>
</tr>
<tr>
<td>The Story of My Life</td>
<td>Keller</td>
<td></td>
</tr>
<tr>
<td>Lincoln, A Photobiography</td>
<td>Freedman</td>
<td>7.7</td>
</tr>
<tr>
<td>The Elephant Man</td>
<td>Drimmer</td>
<td></td>
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<tr>
<td>Boy</td>
<td>Dahl</td>
<td>6.0</td>
</tr>
<tr>
<td>Fantasy / Science Fiction</td>
<td></td>
<td></td>
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<tr>
<td>Redwall</td>
<td>Jacques</td>
<td>4.9</td>
</tr>
<tr>
<td>The Blue Sword</td>
<td>McKinley</td>
<td>6.8</td>
</tr>
<tr>
<td>Wrinkle in Time</td>
<td>L’Engle</td>
<td>4.7</td>
</tr>
<tr>
<td>The Hero and The Crown</td>
<td>McKinley</td>
<td>7.0</td>
</tr>
<tr>
<td>The Giver</td>
<td>Lowry</td>
<td>7.5</td>
</tr>
<tr>
<td>Eva</td>
<td>Dickerson</td>
<td></td>
</tr>
<tr>
<td>War Of The Worlds</td>
<td>Wells</td>
<td>9.1</td>
</tr>
<tr>
<td>Lord Of The Flies</td>
<td>Golding</td>
<td>5.0</td>
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<tr>
<td>Non-Fiction</td>
<td></td>
<td></td>
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<tr>
<td>The Diary Of A Young Girl</td>
<td>Frank</td>
<td>6.5</td>
</tr>
<tr>
<td>The Upstairs Room</td>
<td>Reiss</td>
<td>2.9</td>
</tr>
<tr>
<td>Where The Sidewalk Ends</td>
<td>Silverstein</td>
<td></td>
</tr>
<tr>
<td>No Language But a Cry</td>
<td>D’Ambrosio</td>
<td></td>
</tr>
<tr>
<td>FICTION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bucking the Sarge</td>
<td>Curtis</td>
<td></td>
</tr>
<tr>
<td>A True and Faithful Narrative</td>
<td>Sturtevant</td>
<td></td>
</tr>
<tr>
<td>Jane Eyre</td>
<td>Bronte</td>
<td>7.9</td>
</tr>
<tr>
<td>Kidnapped</td>
<td>Stevenson</td>
<td>7.6</td>
</tr>
</tbody>
</table>

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Updated June 2013
Dear Parents of Southwick Students,

Attached is a calendar of math activities that your child can do over the summer. Each time they do one of the activities, please put your initials in the box. In the fall, just return only the calendar. We will tally the boxes that have been initialed by an adult. Students who have completed between 10 - 20 activities will receive an award at the first Awards Assembly. If they complete 21 - 40 activities, they will receive the award and a special pencil. Students who complete more than 40 will also earn an extra recess. The purpose of these activities is to keep students thinking mathematically over the summer and to keep practicing key concepts.

If you misplace the calendar, you can go to Southwick's website and download another one. At our school site, you will also find a link to our Curriculum Coordinator, Suzan Gannett's, webpage. Here you will find additional on-line games and activities for further practice.

Sincerely,

Southwick Staff
<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make a list of how many different ways coins could add up to 70¢ without using any quarters.</td>
<td>Draw a picture that includes an octagon, a triangle, a quadrilateral, and a rhombus.</td>
<td>Estimate and then measure the length of your family’s car.</td>
<td>Use a deck of cards and play “Multiplication War” for the highest number.</td>
<td>Measure the heights of each family member – don’t forget your pets.</td>
<td>Keep track of the temperature for 5 days. Put them in order from highest to lowest.</td>
<td>What fraction of your family are boys? Girls?</td>
</tr>
<tr>
<td>What are the next 3 numbers in this pattern? 3, 6, 9, 12, __, __, __. Now make your own pattern.</td>
<td>Make up a really hard subtraction problem with at least 6 digits and solve it.</td>
<td>You went to Wal-Mart and spent $6.53. If you paid with a $20 bill, what is your change?</td>
<td>How many hours and minutes did you sleep last night?</td>
<td>Estimate first to the nearest thousand, then solve. 2,978 + 1,321 =</td>
<td>Write a story problem for 6 x 5 = 30.</td>
<td>Have a parent quiz you on + 9’s. (Ex. 54 + 9 = 67 + 9 =) for 10 minutes.</td>
</tr>
<tr>
<td>If your math class lasts for 80 minutes, how many hours and minutes is this equal to?</td>
<td>Where is the mistake in this problem?</td>
<td>What symbol (∅, ∩, =) goes in the box?</td>
<td>Have a parent quiz you on - 9’s. (Ex. 54 - 9 = 67 - 9 =) for 10 minutes.</td>
<td>Draw a picture that includes an acute angle, a right angle, and an obtuse angle.</td>
<td>Find 2 different items in your house that are congruent shapes.</td>
<td>Find 5 things that have a line of symmetry.</td>
</tr>
<tr>
<td>Find 2 examples of perpendicular lines.</td>
<td>Find examples of 5 different shapes.</td>
<td>Take a poll of your family’s favorite kind of pizza and make a bar graph. What’s the mode?</td>
<td>If your dad had 372 jelly beans, and you ate 126 of them, how many does he have left?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td>Question</td>
<td>Activity</td>
<td></td>
<td></td>
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<tr>
<td>---------</td>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td>How many angles in your house?</td>
<td>Find 10 examples of right angles in your house.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>How long can you stand on one foot?</td>
<td>Estimate how long you can stand on one foot. Then time yourself to see if your estimate was accurate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>What is the perimeter of a table in your house?</td>
<td>Find 5 examples of cubes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>How many different numbers can you make using the digits 3, 0, 7, and 8?</td>
<td>How many odd numbers can you write in 3 minutes?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>What geometric figure is a can of soup?</td>
<td>Write an example of a subtraction problem that has a difference of 24.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saturday</td>
<td>How many types of pizza can you make with pepperoni, cheese, onions, and peppers?</td>
<td>Write an example of an addition problem that has a sum of 36.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sunday</td>
<td>What is 100 more than 8,426?</td>
<td>Find 3 examples of fractions in your kitchen.</td>
<td></td>
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</tr>
</tbody>
</table>
Summer shouldn’t mean taking a break from learning, especially reading. Studies show that most students experience a loss of reading skills over the summer months, but children who continue to read actually gain skills. Efforts should be made during the summer to help children sustain reading skills, practice reading and read for enjoyment.

***NH libraries kick off summer reading programs***

Children’s librarians across New Hampshire are creating special summertime programs based on the slogan “Dig into Reading!” children need to register at their local library. Over the course of the summer, they will be asked to keep track of how much time they spend reading or how many books they read. There are no set reading lists; participants can read whichever books they want. Children will be offered incentives to read as much as they can during the summer months.

In addition to encouraging children to spend time doing recreational reading, “Dig into Reading” will also strengthen communities, as libraries will hold special events such as craft days, scavenger hunts, science experiments and ice cream parties. Some libraries may also elect to have special guests—including musicians, magicians, storytellers, authors and illustrators—visit and perform or speak with children about how books come to be.

**Our local library** is a great place to spend time relaxing, exploring and reading with your child. Summer activities are offered each year.

Hall Memorial Library (Across from Union Sanborn School)
18 Park Street, Northfield, NH 03276
Phone: 286-8971
Email: hallmemo@metrocast.net
Open M & Th 10-8 | T, W, F 10-6 | Sat 10-2

**The Internet** can also be a great resource for keep children excited about reading.

Great activities for your child:
1. Log onto [http://www2.scholastic.com/browse/learn.jsp](http://www2.scholastic.com/browse/learn.jsp)
2. In the On-line Activities section, you and your child can browse activities by grade and subject
3. Choose activities by categories including: math, science, social studies, and language arts
Gr. 3

The Great Stone Face Book Award is sponsored by the Children’s Librarians of New Hampshire (CHLIS) and is given each year to an author whose book receives the most votes from fourth through sixth graders throughout the state. Each year a committee chooses 25 recently published titles, which children then use as a guide for voting. The vote takes place every April during National Library Week, and the winner is announced in May. The purpose of the award is to promote reading enjoyment, to increase awareness of contemporary writing, and to allow children to honor their favorite author.

Previous Great Stone Face Book Awards:

12-13 Wonder by R.J. Palacio
11-12 Big Nate In a Class by Himself by L. Peirce
10-11 Murder at Midnight by Avi
09-10 Swindle by Gordon Korman
08-09 Diary of a Wimpy Kid: Greg Heffley’s Journal by Jeff Kinney
07-08 Rules by Cynthia Lord
06-07 The Ghost’s Grave by Peg Kehret
05-06 The Legend of Spud Murphy by Eoin Colfer
04-05 City of Ember by Jeanne DuPrau
03-04 Loser by Jerry Spinell
02-03 Love that Dog by Sharon Creech
01-02 Because of Winn Dixie by Kate DiCamillo
00-01 Among the Hidden by Margaret Haddix
99-00 Harry Potter and the Sorcerer’s Stone by J.K. Rowling
98-99 101 Ways to Bug Your Parents by Lee Wardlaw

OTHER SUGGESTIONS INCLUDE:

Zuckerman, Amy and Daly, Jim. 2030: A Day in the Life of Tomorrow’s Kids Dutton, 2009. A talking dog, a housecleaning robot and a three-dimensional "data orb" are among the many cool features that kids might enjoy in the future.

Spinelli, Jerry. Jake and Lilly. Balzer 2012. The twins have always had a special connection until Jake turns up with the neighborhood bully.


Marino, Gianna. One Too Many. Chronicle, 2010. More and more animals gather around the watering trough, one by one, until there are just too many!

RANGER RICK is for children ages 7 and up. Each issue is packed with amazing facts, stunning photos and outdoor adventures that help kids sharpen reading skills and develop a deeper appreciation for nature. A Parent’s Choice Gold Award recipient.


SPORTS ILLUSTRATED for KIDS magazine covers sports the way kids like it. Interviews with sports heroes. Hilarious comics. Awesome action photos and much, much more. (SIKIDS.com is the online counterpart to Sports Illustrated For Kids magazine. It’s a fun, safe environment for kids, filled with some of the best sports information.)

Willems, Mo. Pigs Make me Sneeze. Hyperion, 2009. Gerald is afraid that he is allergic to his best friend.

Applegate, Katherine. The One and Only Ivan Harper Collins 2012. Ivan is an easygoing gorilla. Living at the Exit 8 Big Top Mall and Video Arcade,
The Great Stone Face Book Award is sponsored by the Children’s Librarians of New Hampshire (CHLIS) and is given each year to an author whose book receives the most votes from fourth through sixth graders throughout the state. Each year a committee chooses 25 recently published titles, which children then use as a guide for voting. The vote takes place every April during National Library Week, and the winner is announced in May. The purpose of the award is to promote reading enjoyment, to increase awareness of contemporary writing, and to allow children to honor their favorite author.

Awards

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11-12 Big Nate: In a Class by Himself by L. Peirce  03-04 Loser by Jerry Spinell
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07-08 Rules by Cynthia Lord  99-00 Harry Potter and the Sorcerer’s Stone by J.K. Rowling
06-07 The Ghost’s Grave by Peg Kehret  98-99 101 Ways to Bug Your Parents by Lee Wardlaw
05-06 The Legend of Spud Murphy by Eoin Colfer

OTHER SUGGESTIONS INCLUDE:

Mazer, Anne. Amazing Days of Abby Hayes. Scholastic, 2001. Abby is ecstatic about her family’s plans for a vacation in Paris. But when they get there, it’s more of the same old thing: her siblings fighting non-stop, with nobody able to agree on so much as where to eat dinner. She decides to take matters into her own hands and go off on an adventure of her own. (Series)


Wilkins, Kay. A Scaly Tale. Ripley, 2010. Kids with special powers are sent on dangerous missions around the world to separate fact from fiction.


RANGER RICK is for children ages 7 and up. Each issue is packed with amazing facts, stunning photos and outdoor adventures that help kids sharpen reading skills and develop a deeper appreciation for nature. A Parent’s Choice Gold Award recipient.


SPORTS ILLUSTRATED for KIDS magazine covers sports the way kids like it. Interviews with sports heroes. Hilarious comics. Awesome action photos and much, much more. (SIKIDS.com is the online counterpart to Sports Illustrated For Kids magazine. It’s a fun, safe environment for kids, filled with some of the best sports information.)

Graff, Lisa. Double Dog Dare. Philomel, 2012. Kansas enters a dare war with Francine to determine who will be the Media Club news anchor.

**Gr. 5**

**The Great Stone Face Book Award** is sponsored by the Children's Librarians of New Hampshire (CHILIS) and is given each year to an author whose book receives the most votes from fourth through sixth graders throughout the state. Each year a committee chooses 25 recently published titles, which children then use as a guide for voting. The vote takes place every April during National Library Week, and the winner is announced in May. The purpose of the award is to promote reading enjoyment, to increase awareness of contemporary writing, and to allow children to honor their favorite author.

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- 03-04 *Loser* by Jerry Spinelli
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- 01-02 *Because of Winn Dixie* by Kate DiCamillo
- 00-01 *Among the Hidden* by Margaret Haddix
- 99-00 *Harry Potter and the Sorcerer's Stone* by J.K. Rowling
- 98-99 *101 Ways to Bug Your Parents* by Lee Wardlaw

**OTHER SUGGESTIONS INCLUDE:**

- Foxley, Janet, *Muncle Trogg*. Scholastic 2012. Muncle is a short giant, but he knows how to rescue a human.
- DuPrau, Jeanne. *The City of Ember*. Random House, 2003. The city of Ember was built as a last refuge for the human race. Two hundred years later, the great lamps that light the city are beginning to flicker. When Lina finds part of an ancient message, she's sure it holds a secret that will save the city.
- Berman, Len. *And Nobody Got Hurt*. Little Brown and Company, 2005. A baseball player who ran the bases backwards, an indoor hockey game cut short due to fog, a football quarterback who passed the ball to himself? Truth is stranger than fiction, especially in sports! Sports fans of all ages will love reading and sharing these bizarre tales.

**SPORTS ILLUSTRATED for KIDS** magazine covers sports the way kids like it. Interviews with sports heroes. Hilarious comics. Awesome action photos and much, much more. (SIKIDS.com is the online counterpart to Sports Illustrated For Kids magazine. It's a fun, safe environment for kids, filled with some of the best sports information.)
# Teacher “Team” Summer Assignment Summary

## 2013

| Grade Three | Magic Tree House Series  
by Mary Pope Osbourne |
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Jack and his little sister Annie are just two regular kids from Frog Creek, Pennsylvania. Then they discover a mysterious tree house packed with all sorts of books...and their lives are never the same! Soon they are traveling through time and space in the magic tree house and having amazing adventures. Whether it's watching baby dinosaurs hatch, finding a secret passage in a castle, helping a ghost queen in an Egyptian pyramid, or finding pirate treasure, readers won't want to miss a single story!</td>
</tr>
</tbody>
</table>
| Grade Four | Punished  
by David Lubar |
|             | Logan and his friend Benedict run into the wrong guy at the library--literally. When Logan slams into the reference guy in the basement and gives him a little lip, Logan gets punished, really and truly punished. He has three days to complete three tasks before Professor Wordsworth will lift the magical punishment that keeps getting Logan in even more trouble. |
| Grade Five | The Summer of Riley  
by Eve Bunting |
|             | Danny runs home after his last day of school. It's the beginning of summer! He can't wait to get home and finish digging the pond in their backyard with his grandpa. He stops short as he remembers that his grandfather. |
The following books were selected for the SCS Summer Reading list. Reading Specialist, Linda Chapin Guitar created a menu of activities for students from grades 1-5 to select for project completion for return at the start of the school year.

Gr. 1 - Mouse Makes Words, by Hembrook/Heling
Gr. 2 - Horrible Harry and the Ant Invasion, by Suzy Kline
      Mouse Soup, by Arnold Lobel
Gr. 3 - Penguin Puzzle, Magic School Bus, by Stamper/Enik
Gr. 4 - Butterfly Battle, by Nancy White
Gr. 5 - Pickle: The (Formerly) Anonymous Prank Club of Fountain Point Middle School, by Baker/Probert

Sincerely,

Bonnie Jean Kuras
Principal, SCS
Summer Reading

Please read the enclosed book during your summer vacation.

In first grade, we will compile many "Top Ten" lists. Please use the attached Top Ten list to write in your favorite books that you've read this summer.

Please bring your #1 choice book and your Top Ten list during the 1st week of school.
THE TOP TEN!!

Name: ___________________________ Date: __________

1. _____________________________

2. _____________________________

3. _____________________________

4. _____________________________

5. _____________________________

6. _____________________________

7. _____________________________

8. _____________________________

9. _____________________________

10. Mouse Makes Words
Summer Reading 2013

- This is your summer reading book for this summer.

- Please read the book with your parents this summer.

- Then choose one or more activities to do from the enclosed activity list.

- Please bring your activities to school to share the first week of second grade.

- We hope you have a great summer!

Mrs. Crowell and Miss Richardson
Grade 3: Summer Reading 2013

Welcome to Third Grade!

- Your summer reading book for Gr. 3 is Penguin Puzzle, Magic School Bus, by Stamper/Enik
- This book has been provided for you.
- Please read the book with your parents this summer. If you would rather choose a book of your own, please feel free to do so.
- Choose one or more activities to do from the enclosed activities.
- Please bring your activities to school to share the first week of third grade.
- We hope you have a great summer and enjoy your reading!

Mrs. Bartley and Mr. Cormier
SUMMER READING

The fourth grade teachers have chosen, The Magic School Bus chapter book titled: Butterfly Battle, by Nancy White. The idea is to have students continue reading over the summer and to be able to share a reading project with their classmates. In addition to reading the book, we would also like you to choose 1 or more of the following reading activities to coincide with the chosen book. If you would like to be more creative and pick an activity that is not on the list, that is fine. We will be sharing these projects with the class when we return to school in the fall. We will also be displaying these projects in the fourth grade wing. The books are yours to keep!!!!

HAVE FUN READING!
REMEMBER TO BRING YOUR PROJECT IN ON THE FIRST DAY OF SCHOOL!

Have an enjoyable summer!
See you soon,
Mrs. Blake & Mrs. Anderson
20. Create a postcard that shows an important scene from the book.

21. Draw the character's route on a map of the United States. Mark the important places.

22. Make a puzzle board picture of large pieces that shows an event or the setting of the story.

23. Draw a picture of what you think happens after the story ends.

24. Create a T-shirt that shows a favorite character or an important event from the story.

25. Create a hat that shows what the main character's profession or personality is like.

References: "The New Reading Teacher's Book of Lists" - Fry, Fountoukidis & Polk

"Reading Ideas Ready to Use" - Gruber

"Better Than Book Reports" - Moen
Summer Reading Projects for Incoming 5th Graders

Ms. Young/Mrs. Flack

Story Map

- We will distribute the attached Story Maps with the selected books to students on Step-Up Day. We will give each student a direction sheet for completing the Story Map, and we will review it with the class.

- Students will read their books this summer and complete the Story Map. They will return both to school on the first day of the new school year.

- We will then share and compare the completed sheets together. In the process, we will be teaching the main elements of a story.

- We will then break students into varied groups where each group will be assigned to work cooperatively together to complete a project on one of the story elements.

- Student groups will then present their completed projects to the class, and they will explain how their particular story element related to their book.
SCS is challenging YOU to a

SUMMER MATH CHALLENGE!

Choose 30 math activities to complete during the months of July and August! 1) CIRCLE the activities you have completed on the attached 2-sided activity calendar! 2) Have a parent sign the calendar when you have COMPLETED 30 Activities! 3) Bring your signed calendar in on the first day of school to receive your very own MATH KIT!!!!!!!

*Will you take on the Summer Math Challenge?????
<table>
<thead>
<tr>
<th>Day of the Week</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
<td>Count the number of times you go hiking.</td>
</tr>
<tr>
<td>Monday</td>
<td>Make a map of the school.</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Draw a picture of your favorite animal.</td>
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<tr>
<td>Wednesday</td>
<td>Write a story about a day at the beach.</td>
</tr>
<tr>
<td>Thursday</td>
<td>Count the number of letters in your name.</td>
</tr>
<tr>
<td>Friday</td>
<td>Find a shape in the room.</td>
</tr>
<tr>
<td>Saturday</td>
<td>Practice writing the alphabet.</td>
</tr>
</tbody>
</table>

**Parent Signature:**

__________________________

**Name:**

July
<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Choose a picture. Draw your picture. Count by 100.</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Choose a shape. Draw your shape. Count by 100.</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Choose a number. Draw your number. Count by 100.</td>
</tr>
<tr>
<td>Thursday</td>
<td>Choose a folder. Draw your folder. Count by 100.</td>
</tr>
<tr>
<td>Saturday</td>
<td>Choose a picture. Draw your picture. Count by 100.</td>
</tr>
</tbody>
</table>

**Parent Signature**

**Name**

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**July**

**Grade One**

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<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
</table>

**Weekly Activities:**
- **Monday:** Count by 10's. Write numbers 10, 20, 30, 40, 50, 60, 70, 80, 90.
- **Tuesday:** Count by 2's.
- **Wednesday:** Count by 5's.
- **Thursday:** Count by 3's.
- **Friday:** Count by 6's.
- **Saturday:** Count by 4's.

**Daily Warm-Up:**
- **Monday:** Count by 10's. Write numbers 10, 20, 30, 40, 50, 60, 70, 80, 90.
- **Tuesday:** Count by 2's.
- **Wednesday:** Count by 5's.
- **Thursday:** Count by 3's.
- **Friday:** Count by 6's.
- **Saturday:** Count by 4's.

**Math Practice:**
- **Monday:** Count by 10's. Write numbers 10, 20, 30, 40, 50, 60, 70, 80, 90.
- **Tuesday:** Count by 2's.
- **Wednesday:** Count by 5's.
- **Thursday:** Count by 3's.
- **Friday:** Count by 6's.
- **Saturday:** Count by 4's.

**Family Fun:**
- Go on a scavenger hunt around your home and record the number of items you find. Compare the results.
- Practice reading a clock by going over the time 3:45. 25:00. Then, how many are in the group? Name the number of each group. Circle the correct time. Count on 24.
- Circle all the shapes in each group. Then plus 100. Circle the correct time. Count on 24.
- Write the number of each shape and then with your finger's, square, triangle, circle. When you count to 10, make a bow and put these numbers in order.

**Parent Signature:**

**Name:**

**Grade:** Two

**July**
<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Go to your school. You must go to check your homework and click.</td>
</tr>
<tr>
<td>Tuesday</td>
<td>If you have 5 coins, what do you find?</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Estimate how many more coins you would need to make 50c.</td>
</tr>
<tr>
<td>Thursday</td>
<td>Find 5 things in your room that are gold.</td>
</tr>
<tr>
<td>Friday</td>
<td>Measure how long you spend on your homework.</td>
</tr>
<tr>
<td>Saturday</td>
<td>As much as you do. Find something you enjoy.</td>
</tr>
</tbody>
</table>

**Parent Signature:**

**Name:**

**Grade:** 3

**July**
Kindergarten Summer Handwriting Practice

*Please do a little bit each day. Also, see model for proper technique!*
Capitals, Lowercase Letters, and Numbers

\[ \text{Model} \]
my  have
the  that
go  little
do  give

© Copyright 2012 Handwriting Without Tears®
Name: 

he       they

there    are

me       who

look     out
Name:

one      like

see      here

what     down

two      want
STARTING CORNER CAPITALS

H K L U V W X Y Z are Starting Corner Capitals

Start in the starting corner. Make a big line down. Finish the letter.

Start in the starting corner. Copy.

Start on the dot. Copy.

Start on the dot. Copy.

H K L

U V W X Y Z
**FROG JUMP CAPITALS**

Start in the starting corner. Make a big line down. Frog Jump back to the starting corner and finish the letter.

Start on the dot. Copy the Frog Jump Capitals.

F   E   D   P   B   R   N   M

---

**MYSTERY LETTER GAME WITH FROG JUMP CAPITALS**

Start in the starting corner. Make a big line down. Frog Jump back to the starting corner.

Wait for your teacher to tell you which Frog Jump Capital to make.
CENTER STARTING CAPITALS

COQGSAITJ are Center Starting Capitals

Start with a Magic C. Copy.

Start at the top in the center. Copy.

Start on the dot. Copy.

COQG

SAITJ

© 2008 Handwriting Without Tears®
Start on the dot. Copy the capitals.
NUMBER PRACTICE

Start on the dot. Copy the numbers.

Use these extra gray blocks for teacher demonstration or student practice.

Start on the dot. Copy the numbers.
Copy words on double lines.

tug
tug
tug

duck
duck
duck

cow
cow
cow
Summer Math Activities

In this packet you'll find some fun math games that all First Graders have played in their classrooms throughout the year. We hope you'll find some time to play them this summer! Practicing math facts and strategies throughout the summer will help keep the things they've learned fresh in their heads as they get ready to move into Second Grade!

We wish you lots of fun!

Math Strategies All First Graders Have Learned

- Adding 1 to a number
- Numbers that make ten when added together
- Adding 10 to a number
- Adding 9 to a number
- Doubles
- Neighbor numbers or Doubles + 1
  for example 6 + 7
- In between numbers
  For example, 6 + 8 (double the number in between which is 7, and you will get the sum.)

Turn over for some great math websites!!!
Math Websites

Kids Place Mathematics
http://www.eduplace.com/kids/mhm/

National Library of Virtual Manipulatives
http://nlvm.usu.edu/en/nav/vlibrary.html

SumDog
Sumdog.com

Ask Dr. Math
http://mathforum.org/dr.math/
### 100 Addition Facts to Master in Grade One

<table>
<thead>
<tr>
<th>N + 1, 1 + N</th>
<th>Make Ten</th>
<th>N + 10, 10 + N</th>
<th>N + 9, 9 + N</th>
<th>N + N</th>
<th>N + (N+1)</th>
<th>N + (N-2)</th>
<th>N + 2 2+N</th>
<th>Near Tens</th>
<th>Final Four</th>
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</thead>
<tbody>
<tr>
<td>9 + 1</td>
<td>8 + 2</td>
<td>1 + 10</td>
<td>9 + 2</td>
<td>3 + 3</td>
<td>2 + 3</td>
<td>2 + 4</td>
<td>5 + 2</td>
<td>6 + 3</td>
<td>4 + 8</td>
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<td>1 + 6</td>
<td>6 + 4</td>
<td>5 + 10</td>
<td>9 + 5</td>
<td>4 + 4</td>
<td>4 + 5</td>
<td>8 + 6</td>
<td>7 + 2</td>
<td>7 + 4</td>
<td>8 + 5</td>
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<td>4 + 1</td>
<td>7 + 3</td>
<td>8 + 10</td>
<td>9 + 3</td>
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<td>7 + 1</td>
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**Student:** 

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Roll Sheet

You can cover a

You can cover a

You can cover a

You can take another roll.

You lose a turn.

Coin cheat sheet

penny = 1c

nickel = 5c

dime = 10c

quarter = 25c
icy

**Doubles**

Directions: Roll the die. Double the number you rolled. Look for that number on your board. Cover it with a chip. The first person to get five in a row is the winner.

<table>
<thead>
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<th>2</th>
<th>4</th>
<th>10</th>
<th>6</th>
<th>10</th>
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<tr>
<td>10</td>
<td>6</td>
<td>2</td>
<td>12</td>
<td>6</td>
<td>10</td>
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<tr>
<td>12</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>10</td>
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<td>4</td>
<td>12</td>
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<td>12</td>
<td>12</td>
<td>6</td>
<td>8</td>
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</table>
Double Dog Dare

MATERIALS
- game board
- paper clip for spinner
- 16 game markers
  (8 for each player)

DIRECTIONS
1. Players 1 and 2 take turns.
2. Spin the spinner. Double the number and place a marker on one right answer.
3. The first player to place 3 markers in a row wins.
Roll the dice. Add the numbers. Record your number sentence.

<p>| | | |</p>
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© Shari Sloane 2008
Fact Families

Roll the dice and write in the 2 numbers. Add to find the sum.

Write the complete fact family.
<p>| 1 | Count by ones from zero to thirty. |
| 2 | Look for a circle, square, rectangle, and a triangle in your environment. |
| 3 | Go find outside and find two sticks. Compare their lengths (which is longer?, which is shorter?, are they equal?) |
| 4 | Make a list of the furniture in your house. Include words and pictures in your list. |
| 5 | Count by 10s from 0-100. Review subtraction facts - use the flashcards that were provided. |
| 7 | Review addition math facts - use the flashcards that were provided. |
| 9 | Write the numbers in order from 0-10. |
| 10 | Count backwards from 10-0 a couple of times. |
| 11 | Practice your full name, your address, birthday, and your phone number. |
| 12 | Review subtraction facts - use the flashcards that were provided. |
| 14 | Write a story problem and solve it. (Ex: I saw a noon and eight stars. How many things did I see in the sky?) Write the equation and draw a picture. |
| 15 | Go outside and collect a few rocks. Determine which is the heaviest, which is the lightest? Which is the biggest? Which is the smallest? |
| 16 | Look for a trapezoid, hexagon, oval, and rhombus in your environment. |
| 17 | Review addition math facts - use the flashcards that were provided. |
| 18 | Count by ones from twenty to fifty. |
| 21 | Count by 10s from 0-100. Review addition math facts - use the flashcards that were provided. |
| 22 | Review subtraction facts - use the flashcards that were provided. |
| 23 | Write a story problem and solve it. (Ex: I found 10 ants but 6 crawled away. How many ants do I have left?) Write the equation and draw a picture. |
| 24 | Write the numbers in order from 1-10 in a list. Add one to each number. (Ex: 1+1=2 2+1=3, etc.) |
| 29 | Practice your full name, your address, birthday, and your phone number. |
| 30 | Draw a picture of a square, triangle, circle, rhombus, rectangle, and trapezoid. Count how many sides each shape has and write the number. |
| 31 | Count by ones from fifty to one hundred. |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count how many stuffed animals are in your room.</td>
<td>Have an adult give you words and clap the number of syllables.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Write the numbers from 0-20.</td>
<td>Look for a circle, square, rectangle, and a triangle in your environment.</td>
<td>Review subtraction facts - use the flashcards that were provided.</td>
</tr>
<tr>
<td>5</td>
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<td></td>
<td>Count backwards from 10-0 a couple of times.</td>
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<td>6</td>
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<td></td>
<td>Review addition math facts - use the flashcards that were provided.</td>
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<tr>
<td>7</td>
<td></td>
<td></td>
<td>Count by 10s from 0-100.</td>
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<td>8</td>
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<td>9</td>
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<td>11</td>
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<td>12</td>
<td>Review addition math facts - use the flashcards that were provided.</td>
<td>Count by ones from zero to thirty.</td>
<td>Write a story problem and solve it. (Ex: I saw 3 helicopters and 7 airplanes. How many things did I see in the sky?) Write the equation and draw a picture.</td>
</tr>
<tr>
<td>13</td>
<td>Count by 10s from 0-100.</td>
<td>Review subtraction facts - use the flashcards that were provided.</td>
<td>Write the numbers from 0-25.</td>
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<td>14</td>
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<td>15</td>
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<td>16</td>
<td></td>
<td></td>
<td>Practice your full name, your address, birthday, and your phone number.</td>
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<td>17</td>
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<tr>
<td>18</td>
<td>Look for a trapezoid, hexagon, oval, and rhombus in your environment.</td>
<td>Review addition math facts - use the flashcards that were provided.</td>
<td>Write a story problem and solve it. (Ex: I found 10 shells but I dropped 6. How many did I have left?) Write the equation and draw a picture.</td>
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<tr>
<td>19</td>
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<td>Review subtraction facts - use the flashcards that were provided.</td>
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<td>20</td>
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<td>Count by 10s from 0-100.</td>
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<td>26</td>
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<td>27</td>
<td>BACK TO SCHOOL!</td>
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<td>28</td>
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<td>31</td>
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</tbody>
</table>
Addition Flash Cards
Cut apart, put into a baggie, and keep in a safe place!

<table>
<thead>
<tr>
<th>1+1=</th>
<th>2+1=</th>
<th>1+3=</th>
</tr>
</thead>
<tbody>
<tr>
<td>4+1=</td>
<td>1+5=</td>
<td>1+6=</td>
</tr>
<tr>
<td>7+1=</td>
<td>1+8=</td>
<td>9+1=</td>
</tr>
<tr>
<td>1+2=</td>
<td>3+1=</td>
<td>1+9=</td>
</tr>
<tr>
<td>0+1=</td>
<td>2+0=</td>
<td>0+3=</td>
</tr>
<tr>
<td>6+0=</td>
<td>0+9=</td>
<td>10+3=</td>
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<tr>
<td>0+5=</td>
<td>8+0=</td>
<td>10+2=</td>
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<tr>
<td>4+0=</td>
<td>0+7=</td>
<td>10+1=</td>
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<tr>
<td></td>
<td>3 + 2 =</td>
<td>4 + 4 =</td>
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<td>---</td>
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<tr>
<td>1</td>
<td>2 + 3 =</td>
<td>3 + 3 =</td>
</tr>
<tr>
<td>2</td>
<td>5 + 5 =</td>
<td>2 + 2 =</td>
</tr>
</tbody>
</table>
I Worked Hard This Summer!

Name_____________________________

Minutes Read:

☀️ June ______

☀️ July ______

☀️ August ______

Total ______
SUMMER'S HERE!

MAKE SURE YOU USE IT, SO YOU DON'T LOSE IT!

Through reading, providing print materials and promoting positive attitudes about reading, writing and math, you can have a powerful impact on your child's literacy and learning.

Challenge your child to read a 1,000 minutes this summer by reading 20 minutes a day, 5 days a week. Help your child keep track of the minutes for each month and record them on the "I Worked Hard This Summer" form.

Have your child complete the Summer Practice Pack and return the "I Worked Hard This Summer" form to their teacher at the end of the summer. If you can, provide a picture of your child doing a learning activity in the space provided. If you don't have a picture I will take one of your child when they return to school. The forms will be displayed in the multipurpose room to honor all those students who worked hard over the summer to maintain their math and reading skills. All participants will receive a certificate of achievement.

Practice, Learn, Achieve! Michelle Del Signore, Reading Specialist USS
Favorite Book Character

My favorite book character is

Here is a picture of my character.
What I really like about my character is...

My character really likes to...

You can usually find my character...

My favorite character and I both...
Name

Very Important Place

Draw a picture of an important place in the story. Label objects in the picture.
Write a note to your teacher or a classmate about the story you read. Tell what the story was about:

Dear ________________,

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________
7.7 First Reading Policy

JLCA – Physical Examination of Students – recommended changes in bold italics
Revised Policy

JLCA - PHYSICAL EXAMINATIONS OF STUDENTS
Category R

Each child must have a complete physical examination within one year preceding first entry to school. The Board recommends that physical exams also be completed before entry into middle school and again before high school. No medical examination shall be required of a child whose parent or guardian objects thereto in writing on the grounds such medical examination is contrary to his/her religious tenets and teachings.

Parents of students transferring to the District must present proof of meeting the physical examination requirement prior to or upon first entry into the District's schools. Failure to comply with this provision may result in exclusion from school for the child.

Prior to participation on a school athletic team, students must provide written documentation that they have passed a physical. **Such exam must be completed once before entrance into middle school and once before entrance into high school. In the event that a player is injured during the course of their playing career, as note clearing the athlete must be given to the Athletic Director before that student can return to competition.** The school may schedule physical exams; any student who misses the scheduled physicals must present evidence of a physical exam from his/her own licensed health care provider.

**Parent Notification - Certain Circumstances**

Pursuant to No Child Left Behind and the Protection of Pupil Rights Amendment, if the District utilizes federal money to perform physical exams or screenings on students, the District will notify parent(s) of such physical exam or screening and will allow the parent's to "opt out" their child of any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent and scheduled by the school. **Except the parents cannot "opt out" when the physical exam or screening is end-not necessary to protect the immediate health and safety of a student. Parents will be notified and may not “opt out” of a physical exam or screening permitted or required under state law for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law.**