

**School Administration Unit #101
Wakefield School District Board
Meeting:**

Paul School Library

60 Taylor way, Sanbornville, NH

Date: Tuesday, September 28, 2021

at 6:00pm

1. **CALL TO ORDER** - Chair, followed by **FLAG SALUTE**
2. **PUBLIC COMMENTS:** Public's opportunity to speak to items on the agenda.
3. **CONSENT AGENDA**
 - a. AP Manifest- Batch # 35078, \$363,872.57
 - b. Payroll Manifest- Batch # 35056, \$190,499.90; Batch # 35077, \$200.31; Batch # 35118, \$190,499.51; Batch # 35135, \$1,091.56
4. **MEETING MINUTES**
 - a. 9.7.2021 Non-Public Minutes (draft)
 - b. 9.7.2021 Public Minutes (draft)
 - c. 9.14.2021 Public Minutes (draft)
5. **REPORTS**
 - a. Student Services Report
 - b. Business Administrator's Report
 - i. Budget Committee Report
 - c. Transportation Director's Report
 - d. Facilities Manager Report
6. **OLD BUSINESS**
 - a. Timber Tax
 - b. Judy Nason Bridge
 - c. Covid Update
7. **NEW BUSINESS**
 - a. Bid considerations
 - b. Student Handbook
 - c. Staff Handbook
 - d. Assistant Principal Position
8. **POLICIES (indicates first or second reading)**
 - a. Staff Dress Code GBEB A (Revised)
 - b. Supplemental Materials IJK (1st reading)
 - c. Supplemental Materials (Resource) IJK-R (1st reading)
9. **SUB COMMITTEE UPDATES**
 - a. Facilities/CIP
10. **OTHER BUSINESS**
11. **PUBLIC COMMENTS**
12. **NOMINATIONS/HIRES/RESIGNATIONS**
13. **CORRESPONDENCE**
 - a. NHSBA Delegate Assembly

14. **NON-PUBLIC:** RSA 91-A:3 II, if required.
a. Sealed Minutes (2 from November 2020)

15. **Non Meeting**

16. **ADJOURNMENT:** _____ **PM**

Upcoming: The next Wakefield School Board meeting will be held Tuesday, October 5, 2021

Statutory Reasons cited as foundation for the Nonpublic Sessions.

91-A:3, II (a): The dismissal, promotion, or compensation of any public employee or the disciplining of such employee, or the investigation of any charges against him or her, unless the employee affected (1) has a right to a public meeting, and (2) requests that the meeting be open, in which case the request shall be granted.

91-A:3, II (b): The hiring of any person as a public employee.

91-A:3, II (c): Matters which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of this board, unless such person requests an open meeting. This exemption shall extend to include any application for assistance or tax abatement or waiver of a fee, fine or other levy, if based on inability to pay or poverty of the applicant.

91-A:3, II (d): Consideration of the acquisition, sale, or lease of real or personal property which, if discussed in public, would likely benefit a party or parties whose interests are averse to those of the general community.

91-A:3, II (e): Consideration or negotiation of pending claims or litigation which has been threatened in writing or filed by or against this board or any subdivision thereof, or by or against any member thereof because of his or her membership therein, until the claim or litigation has been fully adjudicated or otherwise settled.

91-A:3, II (i): Consideration of matters relating to the preparation for and the carrying out of emergency functions, including training to carry out such functions, developed by local or state safety officials that are directly intended to thwart a deliberate act that is intended to result in widespread or severe damage to property or widespread injury or loss of life.

91-A:3, II (j): Consideration of confidential, commercial, or financial information that is exempt from public disclosure under RSA 91-A:5, IV in an adjudicative proceeding pursuant to RSA 541 or RSA 541-A.

91-A:3, II (k): Consideration by a school board of entering into a student or pupil tuition contract authorized by RSA 194 or RSA 195-A, which, if discussed in public, would likely benefit a party or parties whose interests are adverse to those of the general public or the school district that is considering a contract, including any meeting between the school boards, or committees thereof, involved in the negotiations.

91-A:3, II (1): Consideration of legal advice provided by legal counsel, either in writing or orally, to one or more members of the public body, even where legal counsel is not present.

WAKEFIELD SCHOOL DISTRICT AP CHECK REGISTER

Report # 53549

Check Batch: 35078
 Check Header: (N / A)
 Check Numbers: (First) - (Last)
 Check Dates: (Earliest) - (Latest)
 Cash Account Numbers: (First) - (Last)
 Bank Account Code: (N/A)
 Check Authorization Code: AP
 Minimum Check Amount: \$0.00
 Sorted By:
 Include Payable Information: No
 Include Payable Dist Information: No
 Include Authorization Information: Yes

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
35078	20432	09/08/2021	9446	AECOM	0.00	39,960.30
	20433	09/08/2021	310	AMAZON.COM	0.00	3,616.74
	20434	09/08/2021	310	AMAZON.COM	0.00	0.00
	20435	09/08/2021	2957	BENEFIT STRATEGIES, LLC	0.00	2,177.78
	20436	09/08/2021	878	BK SYSTEMS	0.00	26,470.00
	20437	09/08/2021	2308	BOSTON MUTUAL LIFE INSURANCE CO.	0.00	161.39
	20438	09/08/2021	1190	CLEAN-O-RAMA	0.00	2,112.81
	20439	09/08/2021	2918	COLLINS SPORTS CENTER	0.00	2,727.00
	20440	09/08/2021	9469	CONWAY DAILY SUN	0.00	175.50
	20441	09/08/2021	913	CONWAY OFFICE TECHNOLOGY GROUP	0.00	395.20
	20442	09/08/2021	9159	COUNTRY PICKER	0.00	1,850.00
	20443	09/08/2021	9302	CYNTHIA MERRILL	0.00	4,500.00
	20444	09/08/2021	1225	DELTA EDUCATION	0.00	319.96
	20445	09/08/2021	363	DIPRIZIO GMC TRUCKS INC.	0.00	3,901.02
	20446	09/08/2021	2116	FOLLETT SCHOOL SOLUTION INC	0.00	1,450.49
	20447	09/08/2021	1402	FRESH PICKS CAFE, LLC	0.00	22,508.20
	20448	09/08/2021	2847	GREASEBUSTERS	0.00	325.00
	20449	09/08/2021	8929	GREEN AIR SOLUTIONS, LLC	0.00	585.00
	20450	09/08/2021	9460	HAYWARD, JENN	0.00	47.10
	20451	09/08/2021	585	HEALTH TRUST	0.00	5,364.01
	20452	09/08/2021	1262	HOUGHTON MIFFLIN HARCOURT	0.00	8,287.51
	20453	09/08/2021	8927	IRVING ENERGY-PROPANE	0.00	466.76
	20454	09/08/2021	1907	IXL LEARNING	0.00	9,000.00
	20455	09/08/2021	23	JP PEST SERVICES INC	0.00	180.00
	20456	09/08/2021	1196	KENNEY COMMUNICATIONS	0.00	5,400.00
	20457	09/08/2021	1005	LONGMEADOW FARM & HOME SUPPLY	0.00	314.97
	20458	09/08/2021	9191	LUIS TORRES	0.00	193.20
	20459	09/08/2021	9095	MAINSTAY TECHNOLOGIES	0.00	2,710.00

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WAKEFIELD SCHOOL DISTRICT AP CHECK REGISTER

Report # 53549

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	20460	09/08/2021	75	MAYRAND COMPUTER SERVICES	0.00	600.00
	20461	09/08/2021	533	MCINTIRE BUSINESS PRODUCTS	0.00	237.00
	20462	09/08/2021	9474	MICHELLE HALLERAN	0.00	35.00
	20463	09/08/2021	1993	MONARCH SCHOOL OF NEW ENGLAND	0.00	66,654.00
	20464	09/08/2021	9366	MOXDOG MEDIA SOLUTIONS LLC	0.00	1,069.20
	20465	09/08/2021	9018	MUSIC & ARTS	0.00	152.18
	20466	09/08/2021	569	NASCO	0.00	847.41
	20467	09/08/2021	1576	NASW	0.00	79.00
	20468	09/08/2021	192	NEW ENGLAND BACKFLOW, INC	0.00	200.00
	20469	09/08/2021	1366	NEW ENGLAND CENTER FOR CHILDREN	0.00	134.85
	20470	09/08/2021	2949	NEW ENGLAND SHADE & STAGE	0.00	4,999.00
	20471	09/08/2021	596	NH SCHOOL HEALTH CARE COALITION	0.00	81,819.00
	20472	09/08/2021	1340	NHASEA	0.00	560.00
	20473	09/08/2021	604	NHSAA	0.00	400.00
	20474	09/08/2021	8921	NORTHWIND ELECTRICAL	0.00	4,004.34
	20475	09/08/2021	9445	NRM, Inc.	0.00	3,185.00
	20476	09/08/2021	9290	PAGE STREET LEASING, LLC	0.00	75.00
	20477	09/08/2021	9574	PAMELA STILES	0.00	214.85
	20478	09/08/2021	8976	PINE TREE CALIBRATION	0.00	140.00
	20479	09/08/2021	506	PIONEER MECHANICAL	0.00	9,217.60
	20480	09/08/2021	1080	PROTECTION ONE ALARM MONITORING INC	0.00	125.86
	20481	09/08/2021	1209	SALMON PRESS, INC	0.00	270.00
	20482	09/08/2021	746	SOULE, LESLIE, KIDDER, SAYWARD	0.00	1,000.00
	20483	09/08/2021	1119	STAPLES CREDIT PLAN	0.00	72.60
	20484	09/08/2021	9361	STEPHANIE STEWART	0.00	100.00
	20485	09/08/2021	762	STRAFFORD LEARNING CENTER	0.00	32,272.14
	20486	09/08/2021	9292	SWANK MOVIE LICENSING USA	0.00	555.00
	20487	09/08/2021	1675	THE HOME DEPOT CREDIT SERVICES	0.00	33.08
	20488	09/08/2021	9468	TOTALLY PROMOTIONAL INC	0.00	832.50
	20489	09/08/2021	9226	TOWN OF WAKEFIELD - TAX COLLECTOR	0.00	151.60
	20490	09/08/2021	1423	TREASURER STATE OF NEW HAMPSHIRE	0.00	100.00
	20491	09/08/2021	804	TREASURER, STATE OF NH	0.00	346.73
	20492	09/08/2021	9208	Universal Recycling Technologies, LLC	0.00	118.00
	20493	09/08/2021	9368	VERIZON	0.00	94.14
	20494	09/08/2021	2164	W.B. MASON COMPANY	0.00	735.45
	20495	09/08/2021	2164	W.B. MASON COMPANY	0.00	0.00
	20496	09/08/2021	834	WASTE MGMT OF NH-ROCHESTER	0.00	1,008.64

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WAKEFIELD SCHOOL DISTRICT AP CHECK REGISTER

Report # 53549

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	20497	09/08/2021	2243	WEST MUSIC	0.00	799.84
	20498	09/08/2021	9155	WHITE DIAMOND PAINTING, LLC	0.00	4,900.00
	20499	09/08/2021	9467	WHITE, KRISTEN	0.00	533.62
Totals:					0.00	\$363,872.57

WAKEFIELD SCHOOL DISTRICT - SCHOOL BOARD AND SUPERINTENDENT

APPROVALS



63664463081460
Robert Ouellette, School Board Chairperson

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63664463081460
Mary Collins, School Board Member



63664463081460
Shegna Robbins, School Board Member

Pamela Stiles, Superintendent

Wakefield School Board Minutes
 September 7, 2021
 Held in the Paul School Library
 Draft

BOARD MEMBERS		ADMINISTRATORS	
Bob Ouellette, Chair	✓	Pam Stiles, Superintendent	✓
Relf Fogg, Vice Chair	✓	Michael O'Neill, Business Administrator	✓
Mary Collins	✓	Anne Kebler, Special Ed/Coordinator	
Sheena Robbins	✓	Kristen White, Principal	✓
Caitlin Gelinis	✓	Chad Strout, Assistant Principal	

Audience: Julie Crowley and Mary Soares with Clearview TV.

Chairman Ouellette called the meeting to order at 6:00. Those present joined in the flag salute.

Presentations/Public Hearings

Mrs. Stiles presented the results and Wakefield's responses to a survey that was done in June by the DOE from Panorama. 143 districts participated. Wakefield received 22 responses from staff and 50 responses from parents. Wakefield's positive responses were lower than the states. Mr. Fogg asked about inviting Jamie Vollmer to a Board meeting. Mrs. Stiles went on to say that the school didn't respond well to Covid. The survey results indicated that there was a need for more parent training in Special Ed.

The results also showed there were a lot of things that needed to be worked on. Staff felt that they were not a priority and that they were not valued. Behavior is a problem. They need to work on communication and ask for opinions. They will be writing new standards and hope to have them done by the beginning of November. They have changed the teacher observation forms and they are now based on feedback. They do not want to go back to remote learning. The goal is to stay in school five days a week. There is now a Covid Advisory Team working on pre-planning just in case they require something more restrictive there will be plans in place. There will be staff collaboration and planning time. They will use the data from the survey and work on the problem areas. They expect that if this same survey is given next Spring there will be marked improvements.

Public Comment

None

Consent Agenda

Mr. O'Neill asked the Board if they still wish to approve the manifest in this manner (at a meeting) even though it's been signed off using DocuSign? The consensus of the Board was to continue to have it approved at a public meeting.

Mrs. Gelinas made a motion, seconded by Mrs. Collins, to approve the consent Agenda. (Vote 4-1)

Meeting Minutes

Mrs. Robbins made a motion, seconded by Mrs. Collins, to approve the public minutes of 8-17-21. (Vote 4-0-1)

HB 108

Mrs. Stiles said the HB 108 Bill doesn't go into effect until January.

Reports

Superintendents Report

Mrs. Stiles said it was a wonderful start to the school year! The majority of new staff were in attendance for the New, Staff Orientation. Strong participation at the Welcome Back night, the building looked beautiful and students and their families were all smiles.

2. The Professional Development Days were a mix of setting the tone and expectations for the year, having fun with team building, reviewing new practices, completing some of the required training, classroom prep, review of emergency procedures, a review of technology and highlights of the Staff Handbook. Dr. Cassie Yackley addressed the impact that trauma has on children and learning.

3. A great deal of time has been spent this week on developing procedures for leave requests, the payment of stipends, generating contracts and submitting time cards. New forms have been created, steps are being shared and revised with those involved and then shared with the staff. These processes should save time and increase accuracy.

4. Work has started on the budget. Mike and I will be meeting with the Budget Committee on September 14 to summarize last year's budget/revenues and share the vision for the upcoming year. The staff has been introduced to the new system for budgeting to make it easier and more time efficient.

5. A sub-committee of the Curriculum Committee will begin work on the K-B Literacy Curriculum on September 24. The goal is to have it completed by the beginning of November ready to present to you at the first November Board meeting. We will then work on the math curriculum.

6. All of the buses have received the Bus Inspection with minimal work required, a set of brakes, few tires, and rims. Immediately after Labor Day, a schedule will be created to get the State Inspections completed well before the end of the month. Thank you to DiPrizios for working with our schedule and to Kelley Bushman for shuffling buses back and forth in a timely manner. Good first run for the buses. Stops will be updated during the first week and a half and the final list will be posted on the website.

School Administration Report

Mrs. White wrote that on August 24th we welcomed our Paul School New Staff to join us for breakfast provided by the WEA and WPA. We took the morning to build relationships amongst

our staff and to ensure that we provided our new staff with the tools and resources they needed to have a successful start to the school year. We welcomed all staff back on August 25th with a beautiful breakfast provided by the Wakefield Inn. During our Professional Development Days, we took time to build our school community through team building activities, time for collaboration with team members, all hands-on deck approach to setting up learning spaces and had a wonderful presentation by Dr. Cassie Yackley "Serving Students in these Challenging Times".

Chad, Anne, Pam and I spent a lot of time this summer getting to know the needs of the school, staff, and community. We worked alongside the Paul School Leadership Team to update the Staff Binder. The binder steered much of our conversation during our professional development days. A special thank you to Cara McNevech and Mary Soares for their tireless efforts to ensure that the goals of the technology committee are being met and that our staff is supported in their technology needs to start the school year. Cara reviewed our Chromebook roll out and the expectations that students must have their computer agreement forms filled out before they receive their Chromebook.

On Monday August 30th we had our Back-to-School Barbeque, and it was a huge success. We served hamburgers, hotdogs, watermelon, salad, chips, cookies, and water to more than 425 people. The Highlight of the evening were happy families seeing their classrooms and meeting their teachers while also enjoying a community event by The Wildlife Encounters in the gym. We received a lot of feedback from staff, families and students that this event is what everyone needed, and their hopes are we can continue to have these community building events. A special thank you to Mary Collins, Deb Rosewolf, Gino Bernier, Michelle Bernier, Frank Gillespie, Joe Pamariello, Ken Nelson, Sharon Baldwin, Jeanne Baker, Mary and Doug Soares as well as members our PTA for all their hard work in setting up and serving food at our event.

Our custodial team of Joe, Gerry, Melissa, Ron and Lucas have done a fantastic job getting the school ready for opening day, no task was overlooked, no task was too big and they did it all with a smile on their faces and a dedication to our school community that is inspiring. They take pride in our school, and it slows every day when you walk throughout the building and when you interact with them. When you ask anything of them, they jump in to help.

Jen Hayward, our administrative assistant, has been the backbone to all the work we were able to complete over the summer. She greets everyone with a smile and positive attitude. She has worked tirelessly to support us in our transition to the Paul School, to support staff and families and to help get our school ready for a wonderful school year. The 2021-2022 school year began on Tuesday August 31st with staff lined up outside and, in the halls, to greet students and show them where their classrooms were. As I walked through the building and joined in on each classroom, I was impressed with both the students and our staff for taking time to foster positive relationships and build classroom communities that made everyone feel welcome.

Mr. Strout, Ms. Cook and I will spend the week working with the IA teachers in the middle school on team building activities. I was impressed with the group of students I worked with in Mrs. Leonardi's 8th grade classroom. They were strategic, worked together to problem solve

and cheered each other on in support of their goals. I look forward to seeing how these skills will continue to develop over the year.

Old Business

Covid Update

Mrs. Stiles said we've moved into a more restrictive environment. Students are in self-contained classrooms. They have lunch in their classrooms. Seventh and eighth grade students move through the hallway one class at a time.

Judy Nason Bridge

Mr. Fogg handed out detailed pictures of how the bridge would look and the materials that would be used for the bridge. He explained why some materials would be best to use. Mrs. Gelinas said we do have to keep in mind what our budget is for this project. The next is for Mr. Fogg and Mr. Ouellette to get on the agenda for a conceptual review with the Planning Board. Mr. Fogg feels that this would be about an \$18,000 project which would be \$7,000-\$8,000 more than what is in the Trust Fund. Mr. Fogg mentioned some ideas to get additional funding, donations, fundraising, signature bricks or a warrant article.

Mrs. Gelinas made a motion, seconded by Mrs. Robbins, to have Mr. Fogg bring the bridge to the Planning Board meeting when they can get it on the agenda, with Mr. Ouellette's help if needed. (Vote 5-0)

Timber Tax Agreement

Mrs. Gelinas wants to make sure there is something in the agreement that says if the timber tax is paid late than the forester will be liable for all fees and penalties. Mr. Fogg will see that this is written into the agreement along with a new due date of March 31st.

New Business

Staff Dress Code

Mrs. Gelinas said she doesn't understand why teachers can't wear jeans. She feels there are a lot of reason to allow them to wear jeans. She would like to allow all staff to wear jeans anytime as long as they are neat and clean with no holes. She said being a teacher for younger ages you're up and down on the floor. She said we are creating an outdoor classroom and teachers should be able to get down and dirty with the students. She doesn't see why they shouldn't be allowed. Mrs. White said she wears a dress every day and feels culture has changed as far as what is and isn't professional. She said the dress code already says in certain teaching assignments they are allowed to wear different attire. Mrs. Gelinas said children learn through play and you need to gain their trust. Mrs. Collins said it's always been a professional look and none of the staff dress where they are uncomfortable. She said it has been jeans on Friday and pay \$1 for the Sunshine Club. She feels the staff dresses appropriately for the occasion. Mrs. Gelinas said she doesn't know why we're not trusting our teachers to dress appropriately and allow them to move in their classrooms. This is not saying you have to wear jeans. Mrs. Collins said she does not think it's an issue at all. She has never heard a staff member say they want to wear jeans all the time. Mrs. Collins said the Board reviews and

approves the Teacher's Handbook every year and she hasn't seen it this year and the dress code is in that handbook. Mr. Fogg asked Mrs. Gelinias if she's proposing a change to that policy. Mr. Ouellette asked if we knew if teachers even wanted to wear jeans. Mrs. Gelinias thinks teachers should have that option and not wonder if they're going to be questioned because they are wearing jeans. She would like to allow all staff to wear jeans anytime as long as they are neat and clean with no holes. Mrs. Stiles said the policy says teachers are to dress business-casual. She said the school doesn't currently have a dress code policy. She will put this on the agenda for the policy committee who meet on the 15th. As the Principal, Mrs. White is bound by the dress code. Mrs. Gelinias asked Mrs. Stiles to poll the teachers.

Use of Facilities

Mr. Fogg said Glenn Cordelli, a state rep, is asking to use the Gym on September 15th at 3:00 for a Prenda presentation. Mrs. White said 3:00 pm is dismissal time and she has a staff meeting planned after that on that day. All requests for use of the multi-purpose room must go through the principal unless it's more than five days.

New Business

Policies

JLF Reporting Child Abuse 2nd reading

Mrs. Collins said they will be adopting the HNSBA policy JLF with no changes. They will be presenting JLF-R (procedures) at a later date. Staff needs to be made aware of these policies. The Policy Committee will meet the third Wednesday of the month at 7:15 am.

Mr. Fogg made a motion, seconded by Mrs. Gelinias, to approve policy JLF. (Vote 5-0)

Subcommittee Updates

Mrs. Stiles said they had a Transportation Subcommittee meeting and they are having a difficult time with the times of the high school buses which causes two busses of children getting to Paul School at 8:30. She would like to keep the routes the same time but move the change of the school day to 8:40 and it would end at 3:10. That way children will have time for breakfast. She is working with the high school for earlier drop off in the morning and an earlier exit time from the high school. She asked the Board if she could pursue this option. They all said yes. This does not impact the teachers or paras as their CBA does not specify start and end times. There are two drivers in training now. One who wants to drive a big bus and one that's interested in driving a small bus. She talked to someone today who is interested in getting his CDL endorsement for school bus who will be a sub.

Other Business

Mrs. Stiles and Mr. Ouellette have received intents to negotiate from both unions. She will set up initial meeting times with the unions and the Board negotiators to get the process started.

Public Comment

Mr. Fogg, asking for a member of the public, if zoom meetings will return. Mrs. Stiles said we are not under executive order so all meetings will be in person.

Resignations/Hires/Nominations

Mrs. Collins asked to have the employment sheets back in the packet. Mrs. Stiles said they got missed as they were short staffed last week. Mrs. Collins asked for a list of all staff and their positions. Mrs. Stiles said it was on the website. Mrs. Stiles said she would get that list to her.

Mr. Fogg made a motion, seconded by Mrs. Collins, to accept the resignation of Mr. Strout with regret. (Vote 5-0)

Mrs. Robbins made a motion, seconded by Mr. Fogg, to approve the new hire Carol Ann Mallette-Tonken for 7th grade Language Arts. (Vote 5-0)

Other Business

The Board continued the current hiring practice, giving the Superintendent the authority to hire personnel prior to Board approval. Mr. Fogg asked if we are still overidentifying Special Ed as we are now at twenty-five percent of the school population and thus need new staff? Mrs. Stiles said the list is for replacements. She said Mrs. Kebler and she have started a discussion about special ed. They are looking at IEP's, the referral process and how they identify. Mr. Ouellette said the Assistant Principal's last day is September 24th.

Non Public Session

Mrs. Gelinas made a motion, seconded by Mrs. Collins, to enter non public session at 7:47 under RSA 91-A 3:11 (c) Roll Call: Ouellette aye, Collins aye, Fogg aye, Gelinas aye, Robbins aye (Vote 5-0)

The Board returned to Public Session at 8:05 . During non public the Board approved the sealed minutes of 8-17-21 and they discussed the Assistant Principal position candidates.

Adjournment

Mrs. Collins made a motion, seconded by Mr. Fogg, to adjourn the meeting at 8:05. (Vote 5-0)

Respectfully submitted for approval at the next School Board meeting,

Priscilla Colbath
School Board Secretary



Wakefield School Board Minutes

September 14, 2021

Held in the Paul School Library

Draft

BOARD MEMBERS		ADMINISTRATORS	
Bob Ouellette, Chair	✓	Pam Stiles, Superintendent	✓
Relf Fogg, Vice Chair	✓	Michael O'Neill, Business Administrator	✓
Mary Collins	✓	Anne Kebler, Special Ed/Coordinator	
Sheena Robbins	✓	Kristen White, Principal	✓
Caitlin Gelinas	✓	Chad Strout, Assistant Principal	

Audience: Sandra Taliaferro, Heather Dube, Tiffany Thorne, and Mary Soares with Clearview TV.

Chairman Ouellette called the meeting to order at 5:00. Those present joined in the flag salute.

Public Comment

None

Old Business

Covid Update

Mrs. Stiles said there have been some increase in Covid cases at the school and felt the Board should meet a week early and address this now. She reported that the county positivity rate is 7.8%. There are currently 19 cases in Wakefield as of 9-14-21. Last year the school was not in session until later in September. There were 13 cases the whole year, most in November, December and January. There was a total of 8 staff cases throughout the year. Currently there are 9 cases known in the school. Last year, a building-wide ionizing system was installed which kills viruses, germs, etc. Rochester grades K-6 wear masks indoors but may take them off when seated and socially distanced.

1. When can someone return who was showing symptoms of a viral or respiratory infection? The person receives an ~~approved~~ COVID-19 test that is negative, the person is fever free without the use of fever reducing medication for 24 hours and improved symptoms

Untested – That person must stay home for 10 days from onset of symptoms and the person is fever free without the use of fever reducing medication for 24 hours and improved symptoms. IF YOUR CHILD TESTS POSITIVE. YOU MUST CALL THE SCHOOL NURSE.

2. The NH Department of Public Health is no longer requiring contact tracing for positive cases in schools. However, families may have a higher level of comfort knowing if their child was in close contact. While not required, families will be notified if their child was a close contact. Additionally, administration from Paul School will notify families when a positive case has been reported in a classroom but no one will be excluded from school as a result. Families should self-monitor for symptoms as a precaution. Mask wearing is optional for grades 7-12.

The school now has a Covid Advisory Team made up of the nurse, administration, union and teachers who have offered their input. According to the Advisory Team feelings about wearing masks are mixed. It is optional now and those who wish to wear them are doing so. Mrs. Stiles told the Board that they are to make the decision for the wearing of masks or not wearing masks and when as this is a change to the plan the Board approved. Mr. Fogg stated he feels that masks should be optional, recommended by not required. Mrs. Gelinas said the number of cases in the school now is concerning and masks worked last year. Mrs. Stiles said all nine cases are children. The Board discussed their options. The Board wanted to make their decision based on a teacher/staff/parent and community view taking all views into consideration. Mrs. Robbins feels that if the Board chooses masking, she would like to consider an end time. Mrs. Gelinas would like to consider when they can't socially distance, they wear their masks. No masks outdoors was the general consensus. Mrs. Collins felt that those who had been vaccinated shouldn't be treated any differently, it's a personal decision between the family and their doctor. Mr. Ouellette believes we should stay the course and see how things go from here.

Mr. Fogg made a motion, seconded by Mrs. Robbins, to approve number one and two (above). (Vote 4-1)

Mrs. Robbins made a motion, seconded by Mrs. Gelinas, to utilize masks indoors for staff and students. Masks may be removed when socially distancing and seated three feet or more or if they're eating. Masks would be optional outside and this would be in effect through Friday, September 24th at which point masks can return to optional pending a decrease in cases by that date within our school. (Vote 3-2)

Mrs. Stiles will pass this information on to parents.

Transportation

1. School will begin at 8:40 instead of 8:30. The high school and elementary bus pick up times in the morning will not change. Buses will arrive no later than 8:30, allowing time for breakfast. Children can still be dropped off at 8:15 and report to the gym paras will also cover the drop-offline and crosswalks. No additional compensation will be needed for the 8:15-8:20 coverage as they will begin their day at 8:15. The current duty teachers will assume coverage at 8:20. Children will be allowed to go to the homeroom at 8:20. Staff covered under the Wakefield Teachers' Agreement will report to school by 8:20 instead of 8:10. The school schedule will alter everything by 10 minutes. School will dismiss at 3:10 instead of 3:00. a. Buses will leave the HS at 2:15 instead of 2:20. This will allow adequate time for the buses to arrive at Paul School on time. Paras may be asked to work past their contracted time of 3:15 and they will be compensated for that time. Staff covered under the Wakefield Teachers' Agreement will end their day at 3:30 instead of 3:20. Paras (who do not have dismissal duty) will end their day at their current contracted time of 3:15. ABA tutors will have no change to their current contracted time.

Mr. Fogg made a motion, seconded by Mrs. Gelinas, to approve the changes in scheduling that are being brought to the Board by our Superintendent, (Vote 5-0)

Mrs. Robbins thanked the Administration for putting these plans together and also the staff that is willing to be flexible.

Public Comment

Mrs. Taliaferro thanked the administration for getting things done so efficiently. Last year mask wearing was way too constrictive. When there is a case in her office everyone wears a mask for ten days. She'd like to be concerned with the cases in the school not the town or county. Mrs. Thorne said she has four children who were tested this morning, one was negative and she's waiting for test results for the others. She asked if the negative one could return to school. It was recommended that that child be kept home until the results were known for the other three. If one of them have Covid they all must stay home for the stated time. Mrs. Dube stated the cost of the test is about \$150 and she wanted to know if there is a plan for those who can't afford to get tested. Mrs. Stiles will look into the possibility of reimbursing people for testing. Mrs. Stiles explained how children that are home are getting their work.

The Board, by consensus struck the word "approved" from number 1. Mr. White appreciated that this is short term and will be reassessed.

Mr. Fogg made a motion, seconded by Mrs. Collins to have the next School Board meeting on September 28th at 6:00. (Vote 5-0) The Facilities Subcommittee meeting will be at 5:15.

Adjournment

Mr. Ouellette made a motion, seconded by Mr. Fogg, to adjourn the meeting at 6:02. (Vote 5-0)

Respectfully submitted for approval at the next School Board meeting,

Priscilla Colbath
School Board Secretary

**Student Service Summary
September 28, 2021**

The special education department has had a busy start to the school year, navigating their way through the many needs of the department. Schedules of special education teachers and paraprofessionals have been finalized (pending new students) and regular ed. Teachers and special ed. Teachers have reviewed IEPs to assure that all members of the teams are familiar with the needs of our students.

Our new special ed. /guidance secretary has had significant training in Medicaid billing, and we should begin to realize some revenue for the past school year as well as moving into the new school year. With many new regulations outlined from the state Medicaid to school program, there were several protocols that needed to be updated and revised. We believe we have completed this process and are well on our way to a successful transition to the new ways of Medicaid billing.

We have established a Student Support Team, which will meet at minimum on a bi-weekly basis to have a more focused lens on students who are struggling and provide more immediate interventions to assure referrals to special education are done only after the students have been provided clear interventions through tiered interventions, and our RTI process.

While our numbers are fluctuating a bit during September, with some new students entering, and other students exiting, but we believe the numbers reflected in this report are close to accurate, and will be updated for the board on a monthly basis.

Special education numbers as of 9/23/2021

Paul Elementary School – PreK – 8:

- PreK: 5 - (5 new referrals)
- K-8: 79

PreK – 8: 84

Spaulding High School: 22

Kingswood High School: 1

Out of District numbers: 5

3 unanticipated placements (2 court ordered)

4 anticipated (in 2021-2022 budget)

Total Special Education: 112 (down by 8 from September, 2020)

504 Plans: 23



2020-2021 SAU 101 Budget Review

Budget Committee Presentation
September 14, 2021



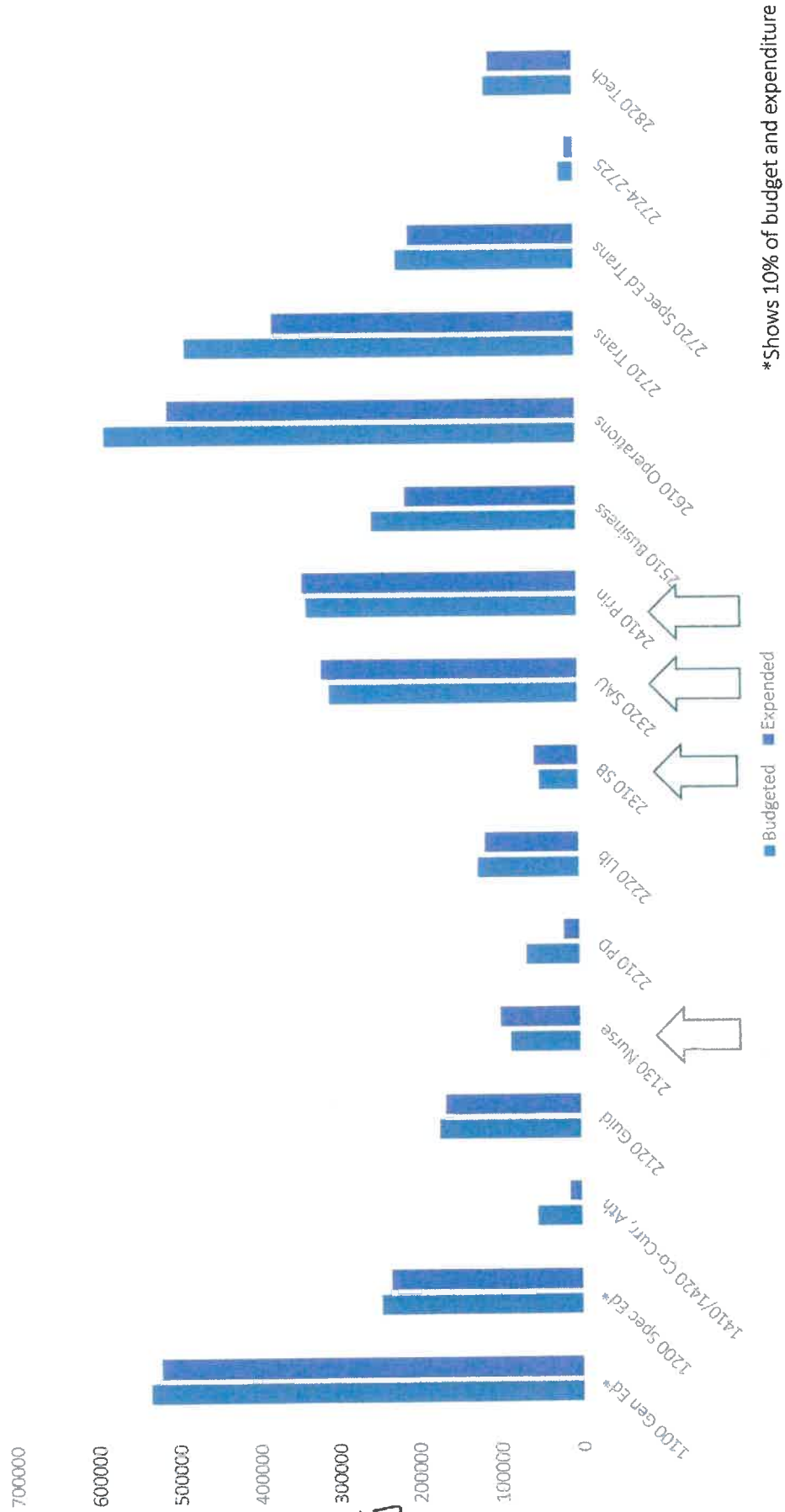
Successes:

Staff worked together to provide the best instruction possible*
Parents felt comfortable asking questions and expressing concerns to school staff*
Students were able to return to school for in-person learning
A number of projects were completed.

Challenges:

Changing Learning Platforms – remote and in-person
The changing landscape from Covid; unanticipated expenses and interruptions
Staff turnover, initiatives on hold
Transportation uncertainties

2020-21 Budgeted to Expenditure Comparison



*Shows 10% of budget and expenditure

Function	Difference	Detail	Justification
1100	+43,142	Salaries and Benefits: +\$75,192 Health Insurance: -\$14,566 Supplies, textbook, Furn.: +\$32,779 HS Tuition: -\$58,986	<ul style="list-style-type: none"> • Change in staff • Covid (remote learning) • Increased numbers at the HS
1200	+128,705	Salaries and Benefits: +\$281,396 Medicaid Fees: +\$10,482 Substitutes: -\$9798 Contracted Serv HS: -\$28,188 Tuition Private HS: +\$5867 Special Ed Service: -\$79,993 Tutoring HS: -\$38,501 Tuition Private Elem: -\$33,700	<ul style="list-style-type: none"> • Covid impact • Short staffed
1410/ 1420	+39,672	Salaries and Benefits: +\$19800 Special Events: +\$16,000	<ul style="list-style-type: none"> • Covid impact
2130	-\$12,357	Salaries and Benefits support staff (LNA)	<ul style="list-style-type: none"> • Covid impact
2210	+\$46,000	Tuition and Workshops: +\$46,000	<ul style="list-style-type: none"> • Covid impact
2320/ 2510	+32,236	Salaries: -\$38,306	<ul style="list-style-type: none"> • Change of personnel
2610	+\$78,009	Utilities: +\$43,403 Repairs and Supplies: +\$31,203	<ul style="list-style-type: none"> • Covid impact
2710/ 2721	+\$108,949	Salaries and Benefits: +\$52,633 Repairs: +\$22,914 Fuel: +\$28,905 Equip Replacement: +\$5,701 Driver Training: +\$3,892 Contracted Service: -\$6,014	<ul style="list-style-type: none"> • Covid impact
2722	+\$15,380	Salaries and Benefits: +\$129,230 Contracted Service: -\$113,849	<ul style="list-style-type: none"> • Covid impact

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Revenues/Grants and Bottomline

What's Planned for 2021-2022?

Grants	
IDEA/Preschool	\$151,482.88
Title 1	\$257,369.64
Title IIA	\$23,688.05
Title IVA	\$14,378.08
ESSER II	\$729,656.08
Revenues	
Tuition	\$2,000.00
Interest/Checking	\$800.00
Other Income	\$100.00
Unanticipated	\$3,265.92
Other State Aid	\$1,995.21
Special Education Aid	\$17,030.00
Medicaid Reimbursement	\$358.09
State Education Tax	\$2,122,028.00
Fund Balance Use	\$512,198.00

Professional Development:

- Building capacity among staff "RISE Days"

Technology:

- Equity
- Availability
- Reliability

Student Support:

- Interventionists
- Response to Instruction
- Social/Emotional Needs

Curriculum and Instruction:

- Identified standards (vertical)
- Materials
- Supervision/Evaluation

Bottomline Savings	
Adopted Budget	\$10,739,924.00
Expenses	\$10,222,667.20
Savings	\$517,256.83

Considerations for 2022-2023

- Evaluate the needs of Special Education
- Two Collective Bargaining Agreements
- Evaluate past expenditures for utilities, contracts
- Continue to address the impact of Covid
- Inventory of materials: software, books, student materials
- Reviewing the use of grants vs. operating budget

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Thank you
Questions?

2

Facilities Committee Meeting 9/21/2021

- Baseball field upgrade: Would like Howe Two to take care of the baseball field upgrade. This is to make is safe.
- Doors to the front and side will start and be completed the week of October 18th.
- Playground: Still waiting on a quote from Gametime.
- Out door Classroom: Still a work in progress, building kiosk, and will be building stairs.

Next year would like to be able to pave the sidewalks and gymnasium floor.



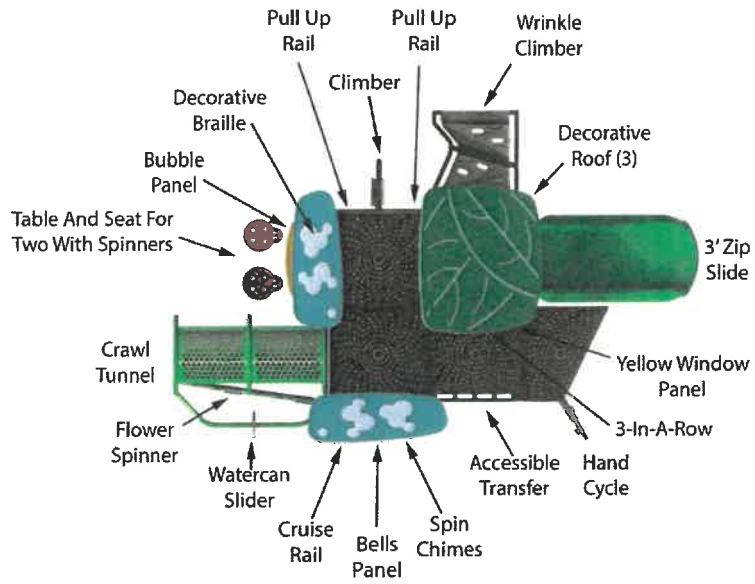
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Paul School
Student and Family Handbook
2021-2022



Paul School
60 Taylor Way
Wakefield, NH 03872
PHONE: (603) 522-8891
FAX: (603) 522-6143

SAU #101
76 Taylor Way
Wakefield, NH 03872
PHONE: (603) 871-8502
FAX: (603) 871-8608

SAU101.org

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Welcome Statement

The Paul School staff welcomes you to the 2021-2022 school year. Whether you are new to the Paul School Community or a returning family, we are happy to have you with us.

The Student Handbook is designed to help familiarize each student and his/her family with the expectations, programs, and policies regarding Paul School. We encourage you and your child to read the handbook, and keep it as a handy reference throughout the year. If you have any questions about the handbook, feel free to contact your child's teacher or administration.

The quality of the educational experience for each student is greatly enhanced when the school, the parents, and the student have a mutually supportive and cooperative working relationship. We encourage all parents to be active and well informed about our school through avenues such as the Parent Teacher Association, "Open House" night, parent conferences, weekly newsletters, the school website, and our school facebook page to mention a few.

We look forward to working with you to ensure a safe, responsible, kind and cooperative learning community for all!

Wakefield School District Mission Statement

"Every learner will be prepared with the confidence, skills, and knowledge to be a successful, contributing member of their community and society."

Core Values

Environment: A safe and respectful environment is essential for student growth and success.

We believe that through respect, flexibility, communication and accountability, each and every person in our school will follow and expect others to follow the Be Statements to create high expectations and a safe, positive learning environment.

Relationships: Positive relationships help build the foundation for educational success.

We believe our school community can and will thrive when all stakeholders (staff, families, students, community members) have positive, meaningful interactions and are respectfully involved and engaged through active communication.

Successful Learning: Successful learning occurs when individual students' needs are met.

We believe that through effective problem solving, respect, a positive growth mindset and social emotional learning, all students will be able to advocate for themselves, manage their time wisely and challenge themselves to become successful life-long learners.

Academics: Academic success can be achieved through high expectations and an unwavering belief in all students' potential.

We believe that through modeling, high expectations and multiple modes of learning, students will be highly engaged and able to excel in their own individual success with a drive for life-long learning upon leaving the Paul School.

District Policies

A complete copy of all SAU 101 district policies can be found at:

http://www.sau101.org/sau_101/school_board/school_board_policies. If you would like a copy of a specific policy, please contact the school.

SAU Personnel

Superintendent	Pamela Stiles	pamela.stiles@sau101.org
Student Services Director	Anne Kebler	anne.kebler@sau101.org
Financial Manager	Michael O'Neill	michael.oneill@sau101.org
Administrative Assistant	Megan Davies	megan.davies@sau101.org
HR/ Payroll Coordinator	Michele Lambert	michele.lambert@sau101.org

Paul School Personnel

Principal	Kristen White	kristen.white@sau101.org
Assistant Principal	Chad Strout	chad.strout@sau101.org
Secretary	Jen Hayward	jen.hayward@sau101.org
PT Secretary	Penny Morin	penny.morin@sau101.org
Guidance Counselor	Lori Cook	lori.cook@sau101.org
Social Worker	Deb Wilson	deb.wilson@sau101.org
Nurse	Lisa Wunderlich	lisa.wunderlich@sau101.org

2021/2022 Paul School Staff

Classroom Teachers

PK: Angela Boston - angela.boston@sau101.org

K: Valerie Barlow - val.barlow@sau101.org

K: Meghan Libby - meghan.libby@sau101.org

K: Rebecca Roberts - rebecca.roberts@sau101.org

1st: Laura Courts - laura.courts@sau101.org

1st: Jackie Jakubec - jackie.jakubec@sau101.org

1st: Jen Learned - jen.learned@sau101.org

2nd: Lauree Royle - lauree.royle@sau101.org

2nd: Katie Tyler - kathleen.tyler@sau101.org

2nd: Meghan Kelly - meghan.kelly@sau101.org

3rd: Jasmine Robinson - jasmine.robinson@sau101.org

3rd: Juliana Purvis - juliana.purvis@sau101.org

3rd: Lindsay Reynolds - lindsay.reynolds@sau101.org

Special Education

Coordinator: Anne Kebler - anne.kebler@sau101.org

Sp.Ed.CM: Beth Capen - beth.capen@sau101.org

Sp.Ed.CM: Melissa Catauro - melissa.catauro@sau101.org

Sp.Ed.CM: Kathy Frothingham - kathy.frothingham@sau101.org

Integrated Arts

Art: Tracy Bemis - tracy.bemis@sau101.org

P.E.: Christopher Gallant - christopher.gallant@sau101.org

Music: Julie Sullivan - julie.sullivan@sau101.org

4th: Elayne Ellis - elayne.ellis@sau101.org

4th: Aaron Nason - aaron.nason@sau101.org

4th: Robert O'Neill - robert.oneill@sau101.org

5th: Cathy Olson - cathy.olson@sau101.org

5th: Noelle Taylor - noelle.taylor@sau101.org

6th: Peter Boucher - pete.boucher@sau101.org

6th: Mark Perkins - mark.perkins@sau101.org

6th: Theresa Drum - theresa.drums@sau101.org

7th: Melanie Buell - melanie.buell@sau101.org

7th: Carol Mallette-Tonken - carol.mallettetonken@sau101.org

7th: Julie Crowley - julie.crowley@sau101.org

8th: Sam Fairfield - samuel.fairfield@sau101.org

8th: Elizabeth Hadzima - liz.hadzima@sau101.org

8th: Kathleen Leonardi - kathleen.leonardi@sau101.org

Sp.Ed.CM: Lisa Dubois - lisa.dubois@sau101.org

Sp.Ed.CM: Meghan Nason - meghan.nason@sau101.org

Secretary:

Library/Tech: Cara McNevech - cara.mcnevech@sau101.org

Library Aide: Mary Wing Soares - mary.soares@sau101.org

Health: Kim Hastings - kim.hastings@sau101.org

2021/2022 Paul School Staff Continued...

Title I

Title I Coordinator: Diana Pettis - diana.pettis@sau101.org

Title I Tutor: Kate Kelley - kate.kelley@sau101.org

Related Services

School Psychologist: Esther Wakefield - esther.wakefield@sau101.org

PT: Krissy West - krissy.west@sau101.org

Speech: Beth Pagnotta - beth.pagnotta@sau101.org

Math Interventionist: Julie Crowley - julie.crowley@sau101.org

TVI: Cheryl Gannon - cheryl.gannon@sau101.org

Reading Specialist: Sharon Bonnevie - sharon.bonnevie@sau101.org

OT: Ruth Ashley - ruth.ashley@sau101.org

LNA: Tracey Searles - tracey.searles@sau101.org

OT: Jillian Gullotti - jillian.gullotti@sau101.org

Partner Program

Amanda Long - amanda.long@sau101.org

ABA Tutor: Amy Huppe - amy.huppe@sau101.org

ABA Tutor: Chrissy Carberry - chrissy.carberry@sau101.org

ABA Tutor: Kristina King - kristina.king@sau101.org

ABA Tutor: Rebecca Libby - rebecca.libby@sau101.org

ABA Tutor: Alex Gilliken - alex.gilliken@sau101.org

ABA Tutor: Katie Miressi - katie.miressi@sau101.org

ABA Tutor: Meghan Gregoire - meghan.gregoire@sau101.org

ABA Tutor: Renee Stevens - renee.stevens@sau101.org

ABA Tutors

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Donita Bourne - donita.bourne@sau101.org

Jodi Furlong - jodi.furlong@sau101.org

Paraprofessionals

Breanne Arnold - breanne.arnold@sau101.org

Jaden McKellar - jaden.mckellar@sau101.org

Colleen Bonnell - colleen.bonnell@sau101.org

Sandy Miliner - sandy.miliner@sau101.org

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Cindy Trentschi - cindy.trentsch@sau101.org

Robbin Fifield - robbin.fifield@sau101.org

Alicia Wallingford - alicia.wallingford@sau101.org

Amber Lamper - amber.lamper@sau101.org

Jolene Welch - jolene.welch@sau101.org

ABA Tutor: Meghan DeColfmacker - meghan.decolfmacker@sau101.org

Maintenance

Facilities Manager: Joe Williams - joe.williams@sau101.org

Custodian: Lucas Salisbury - lucas.salisbury@sau101.org

Custodian: Ron Burpee - ron.burpee@sau101.org

Custodian: Gerry Soucy - gerry.soucy@sau101.org

Custodian: Melissa Gylfpe - melissa.gylfpe@sau101.org

Transportation

Lead Driver: Stephanie Stewart - stephanie.stewart@sau101.org

Driver: Stacey Dubreuil - stacey.dubreuil@sau101.org

Driver: Kelley Bushman - kelley.bushman@sau101.org

Driver: Jennifer Goldthwaite - jennifer.goldthwaite@sau101.org

Driver: Heather Dube - heather.dube@sau101.org

Cafe Services

Michelle Bernier - wakefield@freshpickscfe.com

Wakefield School District 2021-2022 School Year Calendar

AUGUST/ SEPTEMBER (21 Days)	<div style="background-color: #4a86e8; color: white; padding: 2px; margin-bottom: 5px;">TW</div> <div style="background-color: #d9d9d9; padding: 2px; margin-bottom: 5px;">6</div> <div style="background-color: #d9d9d9; padding: 2px; margin-bottom: 5px;">13</div> <div style="background-color: #d9d9d9; padding: 2px; margin-bottom: 5px;">20</div> <div style="background-color: #d9d9d9; padding: 2px; margin-bottom: 5px;">27</div>	31 7 14 21 28	<div style="background-color: #4a86e8; color: white; padding: 2px; margin-bottom: 5px;">TW</div> <div style="background-color: #4a86e8; color: white; padding: 2px; margin-bottom: 5px;">TW</div> <div style="background-color: #d9d9d9; padding: 2px; margin-bottom: 5px;">NS</div>	1 2 8 9 15 16 22 23 29 30	FEBRUARY (15 Days)	1 2 3 4 7 8 9 10 14 15 16 17 18 21 22 23 24 25 28	FEBRUARY (15 Days)	1 2 3 4 7 8 9 10 14 15 16 17 18 21 22 23 24 25 28	OCTOBER (19 Days)	4 5 11 12 18 19 25 26	6 7 13 14 20 21 27 28	1 2 8 9 15 16 22 23 29 30	MARCH (22 Days)	1 2 3 4 7 8 9 10 14 15 16 17 18 21 22 23 24 28 29 30 31	MARCH (22 Days)	1 2 3 4 7 8 9 10 14 15 16 17 18 21 22 23 24 28 29 30 31	NOVEMBER (18 Days)	1 2 8 9 15 16 22 23 29 30	3 4 10 11 17 18 24 25 30 31	5 6 12 13 19 20 26 27 31 32	APRIL (16 Days)	4 5 11 12 18 19 25 26 27 28 29	1 2 8 9 15 16 22 23 29 30	APRIL (16 Days)	1 2 8 9 15 16 22 23 29 30	DECEMBER (16 Days)	6 7 13 14 20 21 27 28	1 2 8 9 15 16 22 23 29 30	3 4 10 11 17 18 24 25 30 31	MAY (20 Days)	2 3 9 10 16 17 23 24 30 31	4 5 11 12 18 19 25 26 31 32	1 2 8 9 15 16 22 23 29 30	MAY (20 Days)	1 2 8 9 15 16 22 23 29 30	JANUARY (20 Days)	3 4 10 11 17 18 24 25 31	5 6 12 13 19 20 26 27 31 32	7 8 14 15 21 22 28 29 31 32	JUNE (11 Days)	6 7 13 14 20 21 27 28	1 2 8 9 15 16 22 23 29 30	JUNE (11 Days)	1 2 8 9 15 16 22 23 29 30
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August through January: 94 Days

February through June: 84 Days

TW = Teacher Workshop SD = Makeup Day for Snow ER = Early Release Day PC = Parent Conferences NS = No School

*Students First Day of School = Tuesday August 31, 2021

Student Days Out

August 25-27 & 30	Teachers return - TW
September 6	Labor Day
October 11	Columbus Day
November 11	Veterans' Day
November 24 -26	Thanksgiving Recess
December 23 - January 2	Holiday Break

January 17	Civil Rights Day
February 21 - 25	Winter Recess
April 25 - 29	Spring Recess
May 30	Memorial Day

Red indicates when quarter ends

178 Instructional Days

Revised 8.4.2021

Daily Schedule

8:15-8:30 Drop Off, Breakfast

8:30-8:45 Homeroom

Recess

Students in grades PreK-6 will have a scheduled 30 minute recess. Teachers may bring their students out for additional recess time when they deem it appropriate to do so. Students in grades 7/8 will have recess as teachers deem it appropriate.

Lunch

K 10:50-11:20

1/2 11:20-11:50

3/4 11:50-12:20

5/6 12:25-12:55

7/8 1:00-1:30

**All classes will have a snack time.*

Dismissal 3:00

General Information

Attendance

Wakefield School District requires regular school attendance. According to RSA 193.1, students are required by state law to attend school:

“Every child between 6 and 18 years of age shall attend the public schools all the time the public schools are in session, unless she/he has grounds that his/her physical or mental condition is such as to prevent her/his attendance or make it undesirable.”

Students are expected to have punctual and regular attendance. Absences, for any reason, result in lost educational experiences. Paul School students who have regular attendance will find more success in their educational experience. Student attendance at school is the responsibility of parents/guardians and students. In middle school, it is the student’s responsibility to ask teachers for work missed while absent.

If students are out of school, they are expected to make up the work they have missed. Teachers may send work to be completed during the time students will be excused or have the student make up work when they return. Students will have one make-up day per every day absent.

A Paul School staff member calls home each time a student is absent from school (without parent notification) to ensure parents are aware of the absences. If a student has four whole days (8 half days) of unexcused absences, a letter will be sent home and parents/guardians will be invited in to discuss the attendance issues. The purpose of the discussion is to determine the reasons for the absences and to consider possible support Paul School could offer to help eliminate future absences. After five whole days (10 half days) of unexcused absence, an official truancy letter will be sent home.

For each subsequent unexcused absence, the assistant principal will contact the parent/guardian to determine the nature of the absence. If necessary, a parent meeting with the assistant principal, guidance counselor, classroom teacher and other pertinent school staff will be scheduled. The purpose of the meeting will be to establish an attendance plan with the collaboration of the parent/guardian, offer school assistance, and to notify parent/guardian that ongoing absences will constitute "habitual truancy".

Reference: Policy JH

- **Excused Absences**

- In order for an absence to be excused, it must first be called in by the parent.
- Parents/guardians have an obligation to avoid, whenever possible, disruptions of the academic year by planning medical appointments and vacations at times that will not require students to be out of school.
- The district considers the following to be excused absences:
 - Illness (A parent/guardian may write a note to excuse absences due to illness where the child was not seen by a physician for up to two consecutive days. Any absences three or more consecutive days require a physician's note.)
 - Recovery from an accident
 - Required court attendance
 - Medical and dental appointments
 - Death in the immediate family
 - Observation or celebration of a bona fide religious holiday
 - Such other good causes that may be acceptable to administration or permitted by law

- **Unexcused Absences**

- Any absence that has not been excused for any of the above reasons will be considered an unexcused absence and will result in an unexcused absence mark on attendance. Work must be made up after a student returns to school.

- The district considers the following to be unexcused absences:
 - Sleeping in
 - Babysitting
 - missing a ride
 - Skiing
 - Hunting
 - trips without prearranged clearance, etc.
- **Tardiness**
 The school day starts at 8:30 and students are expected to be in school by that time. Students arriving after 8:30 will need to stop in the office for a tardy pass. At this time, school starts at 8:30.

"Educational Neglect" means that any parent/guardian who has a minor child, age 6 to 18, that is not meeting mandated educational requirements of NH RSA 193:1 Duty of Parent; Compulsory Attendance by student as a result of the behavior of the parent or guardian and not the truant behavior of the child. Educational neglect exists only after multiple and meaningful remediation attempts have been made and documented by school personnel, school resource officers, truant officers/school liaisons or designee, court and school social workers.

- **Call-In Procedures**



We are concerned for the safety of all Wakefield students. In order to ensure that all students arrive at school safely or are home or at a location known to a parent or guardian, the following procedures are used: Parents must notify the school between **8:00am and 9:00am** if their child is to be absent or tardy on a given school day. Please leave a message if you are unable to reach a secretary. For students who are absent and have not been reported by the parent/guardian, a call will be made to the home, work, or emergency number(s), generally by **9:30am**. If a student is absent and the school is unable to reach a parent/guardian or other previously designated person, the truant officer or police may be contacted. Your help in faithfully calling in when your child is absent will help save the school unnecessary calls and would help us to quickly identify an emergency involving a missing child.

- **Early Dismissal**

- In all instances, parents/guardians must come to the school office to dismiss their child. Please try to schedule non-emergency doctor and dentist appointments for after school hours. When dismissals are planned, parents/guardians need to send a note to school with their child indicating the time and reason for dismissal. If you have a change in dismissal that your child is not aware of, please call the school office prior to 2:30pm.
- Unless specific arrangements have been made in advance, the child will be released only to his/her parent or guardian. If you would like someone to pick up your child that is not on your emergency contact list, we will need to be able to verify this by

calling you on one of your contact numbers. If there is a court order or separation agreement concerning custody of the child, please ensure the office has the most current copy of the court order.

- **End of Day Dismissal**

The school day ends at 3:00pm. Please make every effort to dismiss students prior to 2:45pm. Three parking cards will be sent home per family. Please display the card on the car dashboard whenever you are picking up your student. This will help to make the process faster, more secure and safer for students. If you do not have the card, you may be asked to present proper identification. When picking up your child, please stay in your car and follow the parent pickup line. A staff member will bring your student(s) to your vehicle once you've reached the loading zone in front of the flagpole. If you need to enter the building, please park in the parking lot and enter through the front entrance. Walkers will be dismissed first, followed by parent pick-up students who will be dismissed directly from their classroom, and then bus students who will be dismissed as the buses arrive by seat number. The bus lane may not be used when buses are present. All pedestrians must cross the roadway at the designated crosswalk.

- **Early Arrival**

Students are not authorized to be on school property prior to 8:15am, which is when supervision of students begins. Students are to remain on school property once they arrive at school. Students who leave school grounds after arriving, will be subject to disciplinary action.

Dress Code

The following dress requirements for Paul School students are designed to provide a standard of pride and personal care while allowing for choice dictated by individual taste and comfort. It is the right of each individual to dress according to his/her personal preference provided that the execution of his/her right does not interfere with the rights of others, cause disruption to the educational program, or is considered a health and safety hazard. Students who arrive at school in inappropriate clothing will be given the option of changing the objectionable garment or calling a parent/guardian for a change of clothing.

The following are not permitted:

- Bare and stocking feet;
- Clothing exhibiting vulgar, suggestive or obscene language or pictures referring to sexual activity, nakedness, drugs, alcohol, tobacco or violence; contains double/hidden meanings or is otherwise disruptive, as deemed by administration.
- Midriff exposed blouses or shirts;
- Shirts: Necklines/sleeve openings should provide thorough coverage of the chest and back areas. All shirts are allowed as long as they have straps and meet the other requirements.
- Shorts/Pants/Skirts: underwear should not be visible at any time. The stomach and waist area should also not be visible. The length of shorts and skirts should be modest (approximately mid-thigh) and provide appropriate coverage when standing, walking or sitting. "Short shorts" and "miniskirts" are not appropriate for school.

- Hats/hoods, unless for a special event or occasion, and sunglasses, unless prescribed by an optometrist and
- Any other mode of dress or article of clothing that is disruptive to the learning environment of the school.

Please refer to the Dress Code section of the Behavior Matrix on pg. 36 for more specifics.

Administration reserves the right to allow exceptions to the dress code for special occasions and circumstances.

Toys/Items/Electronic Devices

- Toys should only be brought to school for show-and-tell or other special events. Items brought must be stored in their backpacks after they are presented.
- All cell phones, pagers, music/video players, electronic games and cameras must be off and out of sight during school hours (8:30am until exiting the building) other than for sanctioned educational activity i.e. field trips. Text messaging/phone calls are prohibited. If parents need to get in touch with their child, please call the office. Devices will be confiscated by a teacher and returned to the student at the end of the day. Additional offenses will result in the device being turned over to administration and will only be released to parent/guardian. The school will not assume responsibility for loss or damage.

Reference: Policy JICAB

Food in the Classroom

Any classroom in the school may be designated as “nut free.” These classrooms will be clearly marked.

Carbonated drinks and energy drinks are not allowed in the classroom or the cafeteria at any time. Clear water is recommended throughout the day; exceptions are made for juice, gatorade, etc. during snack time and lunch.

Food Services



Breakfast and Lunch

Breakfast is available daily from 8:15-8:30. Students will be dismissed directly from the bus to the cafeteria to pick up their breakfast. Breakfast and lunch are free for all students during the 2021-2022 school year. Students with food allergies will be provided a table that is free of foods known to induce an allergic response from them. A complete breakfast and lunch menu is sent home to parents/guardians at the beginning of each month. **Reference: Policy EFC /EFAA**

- Kindergarten students will eat lunch within their classroom.
- Students 1-8 will eat both breakfast and lunch in the cafeteria.

Pictures

Individual photographs of students are taken during the first few weeks of school. Parents/guardians have the opportunity to purchase photographs in a variety of packets. A prepay order/information form will be sent home with the students containing dates for school pictures and prices of the picture packets. Pictures are used for student identification cards. Purchase of pictures is optional.

Photo Waiver

Paul School's ability to portray its program accurately and vibrantly is, in part, dependent on parental support to communicate with the community at large. We may utilize photographs of your child when participating in school related activities (classroom and otherwise) and athletics. These photos may be published in our regular communication media such as our school newsletter, school Facebook page and school website.

Your permission is assumed unless an opt out form is completed which is included in the registration packet. The opt out form can also be obtained by communicating with the front office.

Office Procedures

Change of Contact-Emergency Information

In order for the school to quickly contact parents/guardians in the event of an emergency, it is necessary for the school to have the following information on file at the school:

- Home telephone number or the number of a neighbor who may relay a message
- Name and phone number of parent/guardian place of employment
- Name and phone number of a responsible person who may be contacted in case a parent/guardian cannot be located.

The school MUST have a phone number, even if unlisted, in order to make contact in the event of an emergency. The school will respect the privacy of all parents and students.

Parents/guardians must inform the school office of any changes in address or phone numbers throughout the school year. All parents/guardians must provide a phone number (home, work, mobile, etc.) where they can be reached during the school day in the event of an emergency.

McKinney-Vento Homeless Assistance Act

If a family becomes homeless at any time during the school year, please notify the school's social worker in order to receive services to help you during this transition. According to the McKinney-Vento Homeless Act the criteria for being homeless is:

- lacking a regular, fixed and adequate nighttime residence (substandard housing)
- sharing housing due to economic struggles (double-up)
- living in a shelter, hotel or motel
- living in a public place not designed for sleeping (cars, parks)

- an unaccompanied youth
- a child or youth abandoned in a hospital
- a migrant child who qualifies under any of the above

The school district will assist families during this time, so please speak with the school social worker. Matters of homelessness are confidential.

Reference: Policy JFABD

Nondiscrimination

The Wakefield School District will not discriminate on the basis of race, color, religion, national origin, age, sex, sexual orientation, genetic information, or disability in its educational programs, activities, or employment policies.

Inquiries, requests, or complaints about compliance with nondiscrimination may be directed to the superintendent of schools.

The Wakefield School District certifies that it has a Title IX, 504, and an ESOL Coordinator. SAU 101 Student Services Director, Anne Kebler, serves as the coordinator of each. She can be reached at 871-8502. Her office is located at the SAU 101 office at 76 Taylor Way, Wakefield NH, 03872.

Parents Right to Know

Parents have the right to:

- Know if their child is being provided services by paraprofessionals and their qualifications
- Know the degree/major/certifications of their child's teacher(s)
- Receive information on their child's level of achievement on all state assessments

Student Records

Parents/guardians have the right to examine their child's records. This may be done by written request at any time while school is in session. An appointment for the parent to come in will be made promptly after the request is received. Administration will be present to interpret any items that the parent/guardian requests. The parent/guardian has the right to appeal any record or portion thereof. Any student may meet with administration for the same purpose.

Questions and Concerns

Open and honest communication between home and school can support learning. Parents/guardians and caregivers are strongly encouraged to ask questions and address concerns in a timely manner regarding any aspect of our class and school operation directly with the person involved. In return, parents/guardians and caregivers should expect such open and timely communications from school personnel. In the interest of effective communications and efficient resolution of classroom and school concerns, the following process has been established:

- Step 1: Individual Teacher

- Make an appointment to discuss the concern with the teacher or other individual involved. Depending on the situation, it may be helpful to have the child participate in a conference.
- Step 2: School Administrator
 - If the situation has not been resolved to your satisfaction at the individual level, make an appointment to discuss the concern with the principal or assistant principal.
- Step 3: Superintendent of Schools
 - If the situation has not been resolved to your satisfaction at the school administrator level, make an appointment to discuss the concern with the superintendent of schools.
- Step 4: School Board
 - If your efforts have not met success, even after working with the superintendent, you may ask him/her to discuss the concern with the school board.

Visitor Policy

Upon entering the school, please report immediately to the window at the main office. All visitors will be required to sign-in and receive a visitor pass that is good for the duration of your scheduled activity.

Reference: Policy KI

- Classroom visits, including birthday parties, should be prearranged with your child's teacher.
- When visiting during school hours, you must sign in at the main office and present a valid state issued ID.
- All visitors will be asked to complete a covid screening form.
- Access to the building could be denied based on the responses provided Once you are signed in, you will receive a visitor badge.
- You must wear the badge during your entire visit. Upon leaving, please sign out at the main office and discard your badge.

Volunteers

We greatly value volunteer service provided by parents and other community members. The talent and support provided by school volunteers make our school a more dynamic and successful educational setting.

Before working with students regularly in a classroom or in an unsupervised situation on or off school property, a school volunteer must undergo a background investigation, including a criminal history records check. The entire process, including fingerprinting, can take up to three months to complete. Directions for completing the background check are available at the SAU. Volunteers must sign in and out at the office each time they are in the building during school hours.

Reference: Policy IJOC

Safety and Emergency Procedures

Bicycles/Skateboards/Rollerblades

Students are welcome to bring bicycles, skateboards, scooters and rollerblades and must wear a helmet per State Law RSA 265:144. Bicycles must be secured in the bike racks, while rollerblades and skateboards are to be stored in the student's locker or classroom. Bicycles, skateboards, scooters, and rollerblades are brought to school at the owner's risk. The school will not assume responsibility for loss or damage. Students are not to ride bicycles, scooters or skateboards on school grounds, especially on the walkways to and from the school doors. If students violate these rules, they will lose the privilege of riding these items to school.

Bus Regulations



The right of all students to ride the school buses operated by the Wakefield School District is conditional upon their good behavior and observance of the following rules and regulations. Students who violate these rules will be reported to school officials and may lose transportation privileges either on a temporary or extended basis. Video Cameras may be used on school buses to monitor student behavior. Audio recording in conjunction with video recording may also be captured on school buses, in accordance with the provisions of RSA 570-A:2. The Superintendent or his/her designee will ensure that there is a sign prominently displayed on the school buses informing the occupants of the school buses that such video and audio recording are occurring. If disciplinary action occurs as a result of audio or video recordings, the student's parent/guardian may request, in writing using the Access Request Form to the business administrator within five (5) days, to review this information with the appropriate personnel. No other individuals shall be entitled to view or listen to the recording without the express authorization of the Superintendent.

Bus routes can be found on the SAU website and the school's Facebook page.

Bus students must ride the bus assigned to them unless a note has been provided by the parent/guardian indicating the reason for the bus change. Students must get a bus pass from the office in order to ride a different bus. Permission to ride a different bus is dependent on available space.

Students in grades PK-2, must have a parent or older sibling present at the bus stop, for afternoon drop off. Parents may opt out of this by writing a letter to the assistant principal. This letter should be received 24 hours prior to the opt out beginning. For this and all other transportation concerns please contact Mr. Strout: chad.strout@sau101.org or 522-8891 ext. 202.

Reference: Policy ECAF

*****As of this time, masks in school are optional, however they must be worn when riding a bus.**

Per the Center for Disease and Control (CDC) , masks must be worn on the bus at all times. Students can choose to wear their own masks or one will be provided for them as they enter in the morning and afternoon.

Drugs/Alcohol

Students who bring prescription or non-prescription drugs to school for ingestion as prescribed by a physician, must be kept in the nurse's or principal's office, unless arrangements are made by the school nurse or principal to have the medication in the child's possession. (see Policy JLCD)

Taking of illegal drugs including alcohol and/or possession and distribution of the same, in any form, is not permitted at any time on school property, including the school bus, school building and school playgrounds or playing fields. Upon being caught, parents will be notified immediately.

Reference: Policy JICH

Emergency Closing

When inclement weather or emergency situations cause the school to close, radio and television stations will be notified prior to 7:00am. Announcements will be carried on the following radio and television stations:

WOKQ 97.5 FM
WMUR Channel 9

The school district has installed a phone notification system called School Messenger. This system will contact parents/guardians at the phone number(s) provided at the beginning of the year. This system notifies parents/guardians of weather/emergency school closings and of unexpected early dismissals.

- Caller ID will display the school's main number
- School Messenger will leave a message on any answering machine or voicemail provided
- School Messenger cannot call an extension number

In the event school is delayed, it will always be for two hours. Breakfast will not be served. Buses will pick-up students two hours later than usual, including buses for out-of-district placements.

In the event school is cancelled for the day, there will be no bus transportation from Wakefield to the high school, or out-of-district locations. In addition, all school activities scheduled for that day will be cancelled.

Emergency Drills

The school will periodically run emergency drills to ensure the safety of everyone at Paul School. Any person in the building is expected to participate in all emergency drills being conducted while they are on campus.

Late Bus

The school may provide a late bus for students who are involved in after-school activities. Parents will be notified beforehand when the late bus will be offered. When offered, the late bus will be leaving the school at approximately 4:30pm. A schedule of stops is available in the office and on the school website. At the discretion of the principal, students who are repeatedly not picked up on time may not be allowed to utilize the late bus. Students who are suspended from the bus will not be allowed to utilize the late bus.

Lockers

Students in grades 5-8 will be provided with a locker and a combination lock for their locker. Students are expected to store coats and backpacks in their lockers as these items will no longer be permitted in the classroom. Students may go to their lockers only at assigned times or with permission from a staff member. Locks must be returned in June to avoid a \$5 charge. No personal locks will be allowed on the lockers at any time. Lockers are the property of the Wakefield School District and are subject to inspection by administration (with or without notification). Specific inspections of individual lockers may be conducted by administration upon reasonable suspicion that illegal or prohibited items or substances are present.

Reference: Policy JIH

Recess

K-6 students will go outside daily for recess, unless excused by a doctor's note or an arrangement made through the school. Students are expected to come to school prepared for outside recess. Proper footwear and outer-wear is important for student safety. Indoor recess due to inclement weather is called in severe weather situations only. In the winter, indoor recess will occur when the 'real feel' is below 20°. Students are expected to have all appropriate outdoor weather gear for winter recess. If you have any trouble obtaining warm items, please contact the main office.

Tobacco Free Schools



Smoking and use of other tobacco products or possession of any tobacco products is prohibited at all times within Paul School and on all school property. We consider e cigarette devices to be in this category. Anyone found smoking, using other tobacco products, or in possession of any tobacco products on school grounds will be asked to cease immediately and subject to disciplinary consequences and will be referred to the local law enforcement agency if they are less than 18 years old. **Reference: Policy ADB, ADC, GBEC, GBED, JICG**

Weapons in School

The Wakefield Schools and the Wakefield Police Department, in an effort to ensure a safe environment for students and employees, prohibit persons bringing weapons, whether visible or concealed, into any school building, onto school property, school buses, or to school sponsored

events regardless of where it is being held. The term weapon shall be defined as any of the following: a firearm, or any device, object, or artifact that has been determined by the superintendent of schools to be dangerous to any student or faculty member and also determined by him/her to have no legitimate purpose in school on the day in question.

Use of any object as a weapon, although not necessarily designed to be a weapon, to inflict or harm and/or intimidate, coerce or harass another person, is prohibited. Examples of such objects include, but are not limited to, belts or other articles of clothing, combs, pencils, files, compasses, scissors, and replicas of weapons.

Reference: Policy JICI

Guidance Services

The school counselor offers a safe and confidential place to talk with students. Counselors are professionally bound to maintain the confidence of discussions within legal guidelines.

School counseling and social work services are available to all students PK-8.

Services offered by our guidance counselor include: individual counseling (as needed); academic advising; classroom lessons; consultation with students, parents, and school staff; collaboration with community agencies; student placement; individually or in small groups, to support educational, emotional, and behavioral growth. Our counselor seeks to establish caring, collaborative, and confidential relationships with students, parents, and teachers to facilitate student's personal development.

Health Services

Health care at Paul School is provided by a certified full time nurse. The role of the nurse is to enhance student learning by modifying or removing health related barriers and by promoting an optimal level of wellness. Duties include taking care of ill/injured children, screenings, and compiling student health records.

Students should not go to the nurse's office unless they have the permission of their classroom teacher. In addition, they are not to call parents or guardians directly to be picked up; that is the job of the school nurse, or in her absence, the front office.

Emergency forms are required for all students. The nurse must be able to contact parents when children are ill or injured so please keep your child's emergency information current. If there is an injury or illness that requires immediate emergency medical attention, the Wakefield Ambulance will be called to transport the child to the nearest medical facility. Every attempt will be made to contact the parents/guardians if an injury or illness of a serious nature occurs at school. The alternative person listed in the emergency information provided will be contacted if parents/guardians cannot be reached.

Reference: Policy JLCE-R

Students are not permitted to self-administer internal medications without authorization from the nurse and/or administration. When possible, please give student medication at home. Medication needed during school hours must be brought to school by a parent/guardian or authorized adult, and be in the original prescription container. Written parent/guardian permission and a physician order are required. Inhalers may be kept in the nurse's office to prevent loss. Older students may keep inhalers with them if written parent/guardian permission and physician orders are on file. The use of cough drops in school is discouraged; a note from a parent is required for use of cough drops.

Reference: Policy JLCB

When to Keep Your Sick Child Home From School*

It is important for children to attend school but there are times when an absence due to illness is necessary. Keeping your child home when they are sick gives their body time to rest and recover and protects other students and staff from potential illness. If your child has any of the following symptoms please keep him/her home.

- Fever - temperature of 100 degrees or higher. Your child must be fever free for 24 hours without the use of fever-reducing medications before they may return to school
- Vomiting - your child may not return to school for 24 hours following the last episode of Vomiting
- Diarrhea - while a single occurrence of diarrhea may simply be the result of an aggravated belly, more than one episode may indicate illness. In this case, your child should not return to school for 24 hours following the last occurrence of diarrhea.
- Cold/Cough - if your child has heavy cold symptoms such as, severe sinus congestion, significant lack of energy, and/or, a deep or uncontrollable cough, they should remain at home to rest.

*The current expectations for returning to school during COVID-19 supersede these requirements which are in place for a typical school year.

Minimum Immunization:

Reference: Policy JLCB

Any child being admitted to the District must present proof of meeting immunization requirements. Failure to comply with this provision may result in exclusion from school for the child. The school nurse, principal, or designee is responsible for documenting that all students have been immunized prior to school entrance in accordance with RSA 141-C:20-a.

Principal will notify parents/guardians of this requirement at the earliest possible date, so that the necessary plans can be made with the family physician or other medical resources to accomplish this standard prior to the child being admitted to school.

A student shall be exempted from the above immunization requirements if he/she presents written documentation in accordance with RSA 141-C:20c from his/her physician that immunization will be detrimental to his/her health. A child will be excused from immunization for religious reasons, upon the signing of a notarized form by the parent or guardian stating that the child has not been immunized because of religious beliefs.

In the event of an outbreak, students who have been exempted from immunization requirements will be excluded from school for a period of time, to be established after consultation with the NH Dept. of Health and Human Services, if such students are considered to be at risk for the disease that they have not been immunized against.

2021 to 2022 immunization schedule for DHHS.

- *Td/ Dtap/ TDAP.*
 - *6 years and under: 4 or 5 doses with the last dose on or after the student's 4th birthday. 7 years or older 3,4, or 5 doses given on or after the student's 4th birthday. Grades 7-12. One TDAP required prior to seventh grade entrance. May have at age 11.*

- *Polio.*
 - *Three to four doses with the last dose before or after the student's 4th birthday. Three doses with the last given on or after the student's 4th birthday OR 4 doses regardless of age.*

- *Hepatitis B is required for all our aged students.*
 - *Must be 3 doses at acceptable intervals with the last dose given at or after 6 months of age.*

- *MMR*
 - *2 doses with the first on or after the student's first birthday.*

- *Varicella*
 - *2 doses with the first dose on or after the student's first birthday.*

Students for whom records do not indicate vaccination, may be unable to attend school to prevent the spread of infectious disease. Students are also required to have a medical physical in their medical record prior to entering school. This is also a DHHS requirement. This pertains to preschoolers, kindergarteners and transfers.

Birth certificates must be on file for all students.

Academics

Conduct

Teachers and students plan activities that are educationally beneficial for all students. They are scheduled in conjunction with the school curriculum and special interests for the students and teachers. During activities both in school and away from school, students are expected to “Be Kind, Be Safe, Be Cooperative and Be Responsible”. Anything less may be cause for disciplinary action. In addition, dress must be appropriate for the activity. Parental permission is required for any away from school activity. Students who choose not to attend these activities are expected to attend school as usual.

Students are expected and encouraged to engage in their learning at high levels. This means students take ownership of learning activities, display high levels of energy, demonstrate a willingness to ask questions, pursue answers, consider alternatives, and take risks in pursuit of quality. They do not simply follow directions but actively work to improve the quality of their performance. With deep engagement, students retain what they learn and can transfer that learning to new contexts.

Extracurricular Activities

Athletics

The Paul School offers students in grades 6-8 a chance to play the following sports through the school:

Soccer

Baseball

Softball

Please reference the Student Athletic Handbook for additional information.

The school works closely with the Wakefield Parks and Recreation Department to provide additional athletic activities for students of all ages. Contact the Parks and Recreation Department at 522-9977 for more information.

Under an agreement with the Wakefield Parks & Recreation Department, students who have been assigned a detention or suspension must complete the detention or suspension prior to participating in any Parks & Recreation activities.

Dances

Dances are considered an extracurricular activity and are for Paul School students only. In order to attend dances, students must be in school the entire day. Wakefield homeschool students are permitted to attend.

Students attending the school dance must enter and exit the dance from the main entrance in front and are not permitted to leave the building, prior to the dance ending. Students who do leave will not be permitted back inside and parents will be notified.

Field Trips

Field trips are designed to stimulate student interest and inquiry. They provide opportunities for social growth and development and are an important extension of classroom learning. Field trips are planned in advance and require parents/guardians to sign a permission slip for their child to attend. Field trips may require families to pay basic costs. Student financial assistance is available by request.

All volunteers on field trips must register in the office prior to leaving. Field trips are an extension of learning. However, if students do not have permission to attend the trip, those students will be placed in another classroom for their instruction. Occasionally, a class will take a “walking” field trip where no bus transportation is involved. At the start of the year, a blanket permission slip for walking field trips will be sent home for signature. A notice will be sent home informing parents/guardians of the impending field trip, but no additional signed permission slip is required.

All field trips require appropriate school behavior while imposing additional responsibility on teachers. To cope with the additional responsibility while outside the classroom environment, one or both parents must accompany students who are disruptive. If a student has not demonstrated that he or she is able to behave appropriately in school, he or she may not be allowed to participate in field trips. If there is a question about a particular student attending a field trip, the teacher should bring the concern to the principal for review; the goal is to maintain the focus and purpose of the field trip.

In addition to following normal dismissal regulations, students will only be dismissed from a field trip into the custody of their parent or legal guardian. This must be put in writing and approved by the Principal or his/her designee at least 24 hours in advance. At the time of dismissal from the field trip, the parent / legal guardian must sign the student out with the supervising teacher. No parent / guardian may dismiss their child into the care of another person. No parent/guardian may dismiss a student from the field trip via a phone call unless it falls under the regular dismissal guidelines for emergencies.

Reference: Policy IJOA

Grading

Report cards are sent home quarterly. Parents and students have ongoing access to student grades throughout the year by utilizing PowerSchool (<https://sau101.powerschool.com/public/home.html>). Midway through each quarter, parents will receive a reminder to check PowerSchool in order to be aware of any difficulties in time to meet with teachers and develop a plan to help the student. This reporting system is designed to inform both students and parents/guardians of the grade status of the students, to alert them to any potential problems and to provide time for students to remedy the situation if necessary.

Letter grades and percentage equivalents (for grades 3-8)

A+ 98-100	B+ 91-92	C+ 83-84	D+ 75-76	F 69 or below
A 95-97	B 88-90	C 80-82	D 72-74	
A- 93-94	B- 85-87	C- 77-79	D- 70-71	

Homework

Homework is assigned to supplement and reinforce classroom teaching and learning. It may be assigned for a variety of reasons: to strengthen new skills, to complete unfinished classroom assignments, or to work on projects or guided reading activities begun in class. The amount of daily homework is established by each grade level team based on their curriculum, and may vary depending on individual needs.

Students who do not complete and turn in homework by the time specified by the teacher, may be assigned an incomplete and/or a school consequence such as, but not limited to, classroom detention or loss of school privileges.

Students should be assigned homework on a consistent basis according to the following guidelines:

Grades 1-3	10-30 minutes per day
Grade 4	40-50 minutes per day
Grades 5-6	50-60 minutes per day
Grades 7-8	up to 90 minutes per day

Reference: Policy IKB

Honor Roll

Students who attain an A average in every subject will be recognized for High Honors. Those students who maintain an average of B or better in all subjects will be recognized with Honors. All subjects are considered when determining honor roll status.

- ≥ 93 High Honors
- ≥ 85 Honors

Internet Use

The Wakefield School District offers students' access to the Internet. Students will be able to access the Internet under the supervision of their teacher.



All information on Paul School computers belongs to the Wakefield School District. The teachers, administration, and the district technology coordinator periodically monitor the sites students are visiting. Any inappropriate activity or visiting of inappropriate sites will lead to disciplinary action to include possible forfeiture of all internet privileges for the remainder of the school year and/or legal action.

Reference: Policy JICL-R

Parent-Teacher Conferences

At the end of the first quarter in November, a teacher/parent conference will be scheduled for all students. First quarter report cards will be distributed at the conference. Although we have these parent-teacher conferences each fall, parents/guardians are encouraged to schedule meetings with their child's teacher at any time there is a concern. Ongoing communication is the key to continued success.

Placement

Class placement is a cooperative process that takes place in the spring, involving the classroom teacher(s), specialists, administration and parent input from a class placement survey. There are many factors involved in this process, including what is best for individual students academically, socially and behaviorally as well as for the class as a whole.

The principal has the authority to change and finalize class placement. While we welcome parent input, requests for placement cannot always be honored.

Reference: Policy JG

Report Cards

K-2 report cards indicate the student's developmental understanding and mastery of the skills presented at each grade level. The report informs the parent(s) of how well the child is able to understand and apply the skill(s) being taught. Grade 3-8 report cards indicate numerical averages represented by a letter grade.

Report cards are sent home to students at the end of each quarter. Parents should contact teachers directly if they have questions about a student's grade(s).

Retention

Students in grades K-5 who are failing or are in danger of retention, will be identified by the beginning of the third quarter. The district refers to Light's Retention Scale as an aid when considering student retention. The scale considers several variables including but not limited to; size, age, sex, behavior, attendance, academic achievement, student attitude about retention,

learning disabilities, intelligence and motivation. A team consisting of parents, teachers, and administrators and, when appropriate, the child, will meet to develop a written action plan to promote increased academic success. This plan will be reviewed, and if necessary, revised at the midpoint of the third quarter, the end of the third quarter, and the midpoint of the fourth quarter. A decision on whether to retain or promote a child will, whenever possible, be made by June 1st.

Reference: Policy IKE

Special Education/Title I/504

Students needing additional assistance are afforded help through federally funded programs.

- Special Education
 - The Wakefield School District provides every child with an educational disability a free and appropriate public education. Children with disabilities are educated within the regular classroom setting to the maximum extent possible. The Director of Student Services is responsible for overseeing the implementation of Individualized Education Programs (IEPs).
 - Anyone who feels that a student may have an educational disability should refer them to the special education department.
- Title I
 - Title I is a federally funded program to help students achieve success while meeting high academic standards. Students are referred to the program by staff members and selected based on classroom performance and test results. Title I offers supplemental literacy and math instruction for students in grades K–8. Permission from parents/guardians is required for all Title I services provided. Parents/guardians also have the right to refuse Title I services.
- Section 504
 - Federal law defines a qualified handicapped individual under Section 504 as one that:
 - Has a physical or mental impairment that substantially limits one or more major life activities.
 - Has a record or history of such impairment.
 - Is regarded or treated as having such an impairment.
 - A detailed copy of the Section 504 process can be made available by contacting Deb Wilson, our social worker and 504 coordinator. **Reference: Policy IHBA, KB**

Student Rights

The rights and privileges of all students shall be guaranteed without regard to race, religion, sex, creed, marital status, national origin, sexual orientation, or genetic information.

Students have the right to peaceably and responsibly advocate the change of any law, policy, or regulation. Students may exercise their right to freedom of expression through speech, assembly, petition, and other lawful means. The exercise of these rights may not interfere with the rights of others or be disruptive to the day-to-day operation of the school. Freedom of expression does not extend to all expression, such as that which is obscene or slanderous; defamatory; bullying;

advocates violation of federal, state and local laws or school policies, rules and regulations; or uses “fighting words.”

Students may present complaints to teachers or administration. Adequate opportunities shall be provided for students to exercise these rights through channels established for considering such complaints.

Paul School students have the right to have:

- Their ideas and feelings respected
- A quiet and orderly place in which to learn
- Personal safety
- Personal belongings protected
- Questions answered in a timely fashion
- Due process when accused of misconduct

Textbooks and Other School Property

Students are responsible for books and supplies furnished to them and for their use of the school building and other property. Parents/guardians shall be required to make restitution for damages. Students are encouraged to report any prior damages immediately to their teacher. All textbooks should remain covered throughout the school year.

Reference: Policy JQ

Behavior

Behavior Guidelines

1. School is a place for learning, working and cooperating with others.
2. All students have a right to learn in a safe environment, free from verbal or physical harassment.
3. Respect for others should be the basis for all relationships within the school.
4. Parents will be contacted when their child's behavior is interfering with the learning environment.

Bullying

Bullying is defined as a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another student that involves:

- An imbalance of power
- Intent to do harm
- the person fearing for their safety

It is a form of student harassment that is prohibited by school board policy and state law and will not be tolerated. If you become aware of bullying at Paul School or at a school activity, please speak directly with a staff member. A ‘Potential Bullying Reporting Form’ has been created and shared with staff. A ‘Paul School Student Potential Bullying Form’ is available in the office and with classroom teachers for students to fill out.

- **Investigation**

- The principal or designee must initiate an investigation within five (5) school days of the reported incident of bullying or cyberbullying. The investigation shall be completed within ten (10) school days of the reported incident, and should include speaking with the alleged victim, alleged perpetrator, known witnesses, and reviewing other evidence available through reasonable good faith efforts. The results of the investigation shall be documented in writing and preserved in accordance with laws governing retention of educational records.
- The superintendent or designee may grant in writing an extension of the time period for the investigation and documentation of reports for up to an additional seven (7) school days, if necessary. *Reference: Policy JICK*

Detention

Any teacher may keep a student after school for up to one hour if the situation warrants. Students will be given a 24-hour notice and the parent/guardian will be notified so that transportation can be arranged, or the student may take the late bus, if available. Failure to attend a scheduled detention will result in additional school consequences including, but not limited to, additional detention, in school suspension, and/or loss of school privileges such as school dances or having lunch with peers in the cafeteria.

Dismissal From the Bus

Students whose conduct on the bus is unacceptable may be denied the use of bus transportation by the principal, superintendent, or his or her designee as per NHRSA 189:9A. In this event, it is the responsibility of the parent/guardian to see that the child is transported to and from school, since dismissal from the bus should not be construed as dismissal from school.

PBIS

Paul School uses Positive Behavior Intervention Supports (PBIS) as a method for addressing behavior issues. PBIS places an emphasis on proactive strategies for defining, teaching and supporting appropriate student behaviors to create a positive student environment. Introducing, modeling and reinforcing positive social behavior is an important part of a student's educational experience. The Universal Team has set school-wide behavior expectations and office referral behavior definitions with a goal of creating common vocabulary for all students, teachers, and parents. The Universal Team regularly reviews student behavior to identify behaviors that are school-wide issues which need to be addressed. The Universal Team develops challenges which are designed to help teach students the expected behaviors, develop school-wide goals, and establish a way to recognize and celebrate when goals have been achieved.

Minor Office Referral Definitions

- Behavior that does not require an administrator
- Behavior that is managed by the teacher, paraprofessional or other staff

- Behavior that does not violate other student's rights
- Behavior that is not chronic

Procedures may include:

- Inform student of behavior violation
- Reteach expected behavior
- Seek student input as to his/her version of the behavior
- Contact parent

Things to Consider:

- Does the student understand the expected behavior?
- Does the behavior expectation need to be taught?

Possible interventions/consequences for minor behaviors:

- | | |
|---|---|
| ● Verbal cue to change behavior | ● Loss of privilege (dance, field trip) |
| ● Conference with student | ● Atonement |
| ● Relocate for a brief "time out" | ● After school detention |
| ● Reteach school-wide behavior expectations | ● Lunch time detention (LTD) |
| ● Refer to Guidance | ● Assigned seating |
| ● Contact Home | |

Major Referral Definitions:

- Behavior that requires an administrative consequence, could involve detention, in- or out-of-school suspension or expulsion
- Behavior that is chronic minor behavior
- Behavior that significantly violates the rights of others (e.g., bullying/harassment)
- Behavior that is a violent act: physical aggression, loss of self-control, verbal or tempered aggression, endangering classmates and teachers.
- Behavior that requires an emergency response
- Behavior where a student is out of bounds without permission and unsupervised

Procedures may include:

- Staff will fill out the major office discipline referral form
- Assigning consequences
- Contacting parents
- Inform student of the rule violated
- Reteach expected behavior
- Seek student input as to his/her expected version of the behavior
- Follow additional due process guidelines
- May warrant administrative response

Possible interventions/consequences for major behaviors:

- Detention
- Restitution / community service
- In-school suspension
- Loss of student activity (dance, field trip)
- Atonement
- Refer to Guidance
- Parent contact
- Out-of-school suspension
- Expulsion

After office interventions, the referring staff member will be notified of the consequence, interactions and conversations had with the referred student for a follow-up. In most cases, follow up communications will happen by the end of the day.

It is the expectation of building administration that teachers inform parents/guardians of all concerns and coordinate efforts with them toward positive change.

Minor V. Major Behavior Definitions

These definitions help to define which behaviors are considered major and minor violations of school rules and expectations.

Behavior	Minor	Major
Inappropriate language	Student uses a low intensity swear or near swear or offensive gesture which is not directed towards an individual.	Student directs inappropriate, profane, abusive language towards others. Continuous minors will result in a major. Repeated majors directed towards others may be referred for harassment or bullying.
Physical Contact	Student engages in low intensity mutual horseplay involving contact with another person such as pushing in a playful manner.	Student engages in non-mutual horse play. Any contact resulting in physical injury intentional or not. Student employs mannerisms that conveys a challenge to fight, or creates an unsafe environment.
Fighting	No minor offense	Student engages in significant physical contact with another person (student or adult) with the intent to harm.
Non-Compliance	Failure to follow directions within a reasonable amount of time (isolated incident)	Continuous failure to comply with school-wide expectations.

Bullying / Harassment	No Minor Offense	<p><u>Bullying</u> - A single significant incident or a pattern of incidents involving a written, verbal or electronic communication, or a physical act or gesture, or any combination thereof, directed at another student. (Policy JICK)</p> <p><u>Harassment</u> - Student engages in conduct, actions, writings, or comments based upon an individual's gender, race, national origin, sexual orientation, religion, age, or disability, that is carried out with the intention of, or has the effect of violating a person's dignity; or creating an intimidating, hostile, degrading, humiliating or offensive environment.</p> <p><u>Sexual Harassment</u> - Unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature. (POLICY JBAA)</p> <p><u>Hazing</u> - An activity which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization sanctioned or authorized by the Board of Education. (JICFA)</p>
Disruption	<p>Student disrupts academic learning environment.</p> <p>Student behavior interrupts other students' learning. Examples include but are not limited to: shouting out, excessive talking, out of assigned seat without permission.</p>	<p>Student engages in purposeful or persistent behavior that interrupts or significantly disrupts the educational process of the activity or classes. Excessive disruption or jeopardizing the safety of other students and staff.</p>
Property Damage/	Student marks another's paper, hides or moves peer's materials or supplies	Student participates in substantial destruction or disfigurement of

Vandalism	<p>with the intent to disrupt.</p> <p>Student fails to use classroom materials for their intended use.</p> <p>Student unintentionally causes damage to school or personal resources.</p>	<p>property.</p> <p>Student deliberately or repeatedly causes damage to school or personal resources.</p> <p>Student knowingly participates in substantial destruction or disfigurement of property.</p> <p>Student deliberately causes destruction to belongings of high personal or monetary value. (JQ)</p>
Theft	No Minor Offense	<p>Student is in possession of, has passed on, or is responsible for removing someone else's property without the person's permission. Student has signed another person's name without his/her permission.</p>
Cheating / Plagiarism / Lying	<p>Student submits someone else's work or ideas (intellectual property) as their own and/or allows others to use his/her work as their own.</p> <p>Student delivers a message that is untrue.</p>	<p>Student continuously submits someone else's work or ideas as their own.</p> <p>Student delivers message that is untrue which creates a disruption in a classroom or school.</p>
Dress Code	<p>The following are not acceptable:</p> <p>Student wears hats, bandanas, durags or "hoodies" on the head or head gear (including sunglasses) that make student identity difficult to determine.</p> <p>Student wears underwear not covered by outer clothing, including boxers and bra straps.</p> <p>Student has any portion of buttocks or midsection visible.</p> <p>Student wears apparel or accessories which, through words or</p>	

	<p>design, is sexually suggestive or offensive; promotes the use or consumption of alcohol, drugs, or tobacco, including drug paraphernalia; suggests intolerance or lack of respect to others on the basis of gender, race, religion, or ethnic, social, or economic background; promotes violence.</p> <p>Student wears, carries or displays gang paraphernalia.</p> <p>Student wears apparel (including jewelry) which through normal use, is destructive to school property, is inherently dangerous or poses a threat to the student or others, such as chains and spike collars.</p> <p>Slippers *Flip flops are strongly discouraged</p>	
Out-of Bounds Location	<p>Student is outside their scheduled location without a pass or teacher awareness.</p> <p>Student uses different grade level bathrooms and water fountains.</p>	<p>Student leaves school building or grounds without authorization.</p> <p>Student deliberately skips or leaves class without permission.</p>
Bomb/ School Violence Threat	No minor offense	<p>Student participates or plans in the delivery of a message of possible destructive materials being on school property, near school property and/or pending violence.</p>
Use or Possession of Drugs, Alcohol, Weapons	No minor offense	<p>Student possesses, uses, distributes, or sells drugs, alcohol, weapons, combustibles, or other unsafe substance or item which could harm or does harm an individual or property. (JICG, JICH, JICI)</p>

Behavior Matrix

A matrix has been developed for teachers and students to identify the expected behaviors at Paul School. All students are expected to be safe, be cooperative, be kind and be responsible. The matrix includes appropriate behaviors in each of these categories in different areas of the building (refer to page 34).

	Be Safe	Be Cooperative	Be Kind	Be Responsible
Panther Expectations	<ul style="list-style-type: none"> • Give others personal space, keep hands and feet to yourself • Notify adults when there is a problem or bullying/harassment • Report unsafe/suspicious behavior • Use equipment and materials properly and for intended purpose • Ask and receive permission to leave an area • Dispose of trash properly • Practice excellent hygiene • Move safely • Follow emergency procedures 	<ul style="list-style-type: none"> • Follow adult directions • Use appropriate voice levels • Use appropriate language • Take care of property • Use equipment and supplies appropriately • Leave areas cleaner than you find them 	<ul style="list-style-type: none"> • Offer help to others • Use kind words • Play fairly • Practice good manners • Solve problems peacefully 	<ul style="list-style-type: none"> • Clean up after yourself • Use appropriate language and tone • Be on time and prepared • Use personal and school belongings appropriately • Take ownership for your choices and actions; be honest • Follow the dress code • All phones and electronic devices should be turned off when entering the building and remain off until exiting the building
Arrival and Departure	<ul style="list-style-type: none"> • Enter and exit building safely using designated entrances/exits • Once on school grounds: <ul style="list-style-type: none"> ◦ Walk bikes, skateboards, and scooters to appropriate areas ◦ Store or hold other sports equipment • Hoods, sunglasses, and headgear should be off upon entering the building 	<ul style="list-style-type: none"> • Hold door for others behind you • Recognize the movement needs of others 	<ul style="list-style-type: none"> • Greet others kindly 	<ul style="list-style-type: none"> • Arrive/leave at designated time • Dress for the weather • Keep belongings organized • Store all energy drinks/soda until the conclusion of the day
Assembly	<ul style="list-style-type: none"> • Sit in designated areas 	<ul style="list-style-type: none"> • Use audience manners • Applaud appropriately • Listen, pay attention, and respond politely to speakers and presentations 	<ul style="list-style-type: none"> • Applaud the effort and bravery of presenters 	<ul style="list-style-type: none"> • Come with empty hands • Make a good seating choice
Bathroom	<ul style="list-style-type: none"> • Receive adult permission to use the bathroom • Use closest available bathroom • Wash hands when finished • Water and soap stay in the sink • Practice excellent hygiene 	<ul style="list-style-type: none"> • Flush after use • Give others privacy and maintain your privacy • Maintain a graffiti-free environment • Keep bathroom surfaces clean 	<ul style="list-style-type: none"> • Conserve soap, water, paper towels, and toilet paper 	<ul style="list-style-type: none"> • Keep bathroom clean, dry, and free of debris • Dispose of personal products properly • Return to room immediately when finished
Bus	<ul style="list-style-type: none"> • Report unsafe behavior • Enter/exit the bus in an orderly manner • Remain seated and face forward • Follow evacuation procedures • Keep food, drink and belongings in backpack • Cross the street in front of the bus after driver direction 	<ul style="list-style-type: none"> • Keep bus clean and aisles clear • Follow bus stop rules 	<ul style="list-style-type: none"> • Use good bus riding manners 	<ul style="list-style-type: none"> • Know your dismissal plan prior to dismissal • Have an office note if going to a different stop • Be prepared to load/unload the bus • Sit in assigned seat • Keep track of belongings
Cafeteria	<ul style="list-style-type: none"> • Arrive in a single file line using appropriate voice levels and walk directly to assigned table • Keep food and utensils to self and use as intended • Remain seated until instructed otherwise 	<ul style="list-style-type: none"> • Be courteous to all staff and students • Listen, pay attention, and respond politely when lunch is being served • Wait patiently in the lunch line • Stay seated while eating • Practice good table manners 	<ul style="list-style-type: none"> • Be friendly and inviting to others 	<ul style="list-style-type: none"> • Follow rules of your grade level in the cafeteria • Clean up table and floor area • Food/drinks should be finished before leaving the cafeteria
Classroom	<ul style="list-style-type: none"> • Prevent spread of germs • Walk/interact appropriately inside the classroom • Use classroom technology safely and as directed • Use supplies and furniture correctly 	<ul style="list-style-type: none"> • Listen, pay attention, and respond politely to speaker • Accept others for their differences and opinions • Allow others to learn • Respect the property of others • Work as a team when appropriate • Positively contribute to classroom community 	<ul style="list-style-type: none"> • Use considerate words, actions and body language • Try your best • Be part of the solution • Offer help to others in need when appropriate • Share supplies 	<ul style="list-style-type: none"> • Come to class with all necessary materials • Ask for and/or accept help appropriately when needed • Do your own work • Follow classroom rules • Keep classroom materials in the appropriate location • Meet or exceed the classroom academic expectations • Stay on task and engage in your own learning
Emergency Drills	<ul style="list-style-type: none"> • Complete silence • Listen for adult instructions • Walk safely in line to designated area • Keep hands and feet to self 	<ul style="list-style-type: none"> • Complete silence • Exit efficiently 	<ul style="list-style-type: none"> • Complete silence 	<ul style="list-style-type: none"> • Complete silence • Stay with group in designated area • Listen for adult instructions
Hallway	<ul style="list-style-type: none"> • Walk on the right side • Be aware of obstacles 	<ul style="list-style-type: none"> • Enjoy artwork and displays with eyes • Respect classes in session • Recognize the movement needs of others 	<ul style="list-style-type: none"> • Greet people silently • Be aware of students' personal space 	<ul style="list-style-type: none"> • Have signed agenda/hall-pass at all times • Keep hallways clean
Recess	<ul style="list-style-type: none"> • Dress appropriately for weather • Line up using the appropriate voice level in the designated area when called • Use equipment for its intended use • Communicate recess concerns with recess staff immediately • Stay in designated recess area • Be gentle and fair to avoid injury 	<ul style="list-style-type: none"> • Share the equipment • Allow others to participate in group activities • Accept rules and outcomes appropriately 	<ul style="list-style-type: none"> • Encourage good sportsmanship • Invite others to play 	<ul style="list-style-type: none"> • Follow the rules of the game/playground • At adult signal: stop, look, and listen • Pick up equipment and personal belongings

Positive Office Referrals

Students should be written up for positive behaviors as well as negative behaviors. Any staff member can fill out a positive referral form and submit it to the main office. Students should be written up for consistently following school expectations and when they're caught going above and beyond the expectations of being kind, cooperative, responsible or cooperative. A positive referral will trigger administration to call the student's home to celebrate and communicate the student's positive behavior.

Sexual Harassment

All students of the Wakefield School District are expected and instructed to contribute to an atmosphere free of sexual harassment. Sexual harassment of any employee or student by any other employee or student, or by anyone a student or employee may interact with in order to fulfill their job or school responsibilities, is a violation of Wakefield School District policy and will not be tolerated.

Recognizing that some may not be comfortable filing a complaint without support, the Wakefield School encourages the alleged harassed individual to seek support from school staff, a parent, or other trusted individual. If the investigation indicates that harassment has occurred, it will be reported to the principal and appropriate law enforcement and/or state agencies.

Reference: Policy JBAA

Student Due Process

Students facing discipline will be afforded all due process rights given by law. The Superintendent or his/her written designee is authorized to suspend any student for ten days or less for violations of school rules or policies. Should the Superintendent desire to suspend a student for more than ten days, such student will be afforded a hearing before the school board. In addition to the provisions of this policy, the Board recognizes the application of all pertinent provisions of RSA 193:13 and associated Department of Education rules. Student due process rights shall be printed in the Parent-Student Handbook and will be made available in other languages or presented orally upon request.

Reference: Policy JIA

Suspension From School

The school administration is authorized by the superintendent of schools and state law to suspend students from school if the situation warrants. Parents will be notified of all suspensions.

Reference: Policy JICD

- **Out of School Suspension**

The school administration is authorized by the superintendent of schools and state law to suspend students from school for major breaches of school rules or ongoing minor breaches of school rules. Parents/guardians will be notified in writing, and when possible by phone, when their student has been suspended. Students may not be on school property or at any school sponsored events on or off school property on the day(s) they are suspended. Parents/guardians will be informed in writing of the reason for the suspension and the length of the suspension. Parents/guardians may be required to attend a meeting with the student and the school administration prior to the student's readmission to school. Any student who commits an offense warranting suspension may be referred to the superintendent of schools for further action, which may include expulsion from school. Students suspended from school are now required, by law, to have educational assignments made available to them during their suspension. Upon the student's return, they will be required to process with the behavioral inclusionist. *Reference: Policy JICDD*

- **In-School Suspension**

In school suspension allows the student to remain in school but he or she does not participate in his/her normal academic day. Students who receive this consequence will report directly to the office upon arrival at school. *Reference: Policy JICD*

School Board

Members

Chairperson: Mr. Bob Ouellette - bob.ouellette@sau101.org
Term Expires 2022

Vice Chair: Relf Fogg - indafogg@yahoo.com
Term Expires 2022

Mary Collins - mary.collins@sau101.org
Term Expires 2023

Sheena Robbins - sheena.robbins@sau101.org
Term Expires 2024

Caitlin Gelinis - caitlin.gelinis@sau101.org
Term Expires 2024

Clerks & Moderator:

Moderator: Dino Scala

School District Clerk: Valerie Ward

Meetings

Wakefield School Board meets twice monthly, on the first and third Tuesday, at the Paul School. Agendas for regular and special meetings are posted on the District website (www.sau101.org) and posted on the community bulletin board in the school lobby prior to the meeting. Meetings begin at 6:00pm and are open to the public. There is time set aside at the beginning and end of the meeting for public comment. The School Board formulates and adopts policies and budgets in support of the education of our students. Parent attendance and comments are welcomed and encouraged.

Paul School



Staff Reference Binder 2021-2022

“Every learner will be prepared with the confidence, skills, and knowledge to be a successful, contributing member of their community and society.”

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**Wakefield School District
2021-2022 School Year Calendar**

	<u>Mon</u>	<u>Tue</u>	<u>Wed</u>	<u>Thur</u>	<u>Fri</u>		<u>Mon</u>	<u>Tue</u>	<u>Wed</u>	<u>Thur</u>	<u>Fri</u>	
AUGUST/ SEPTEMBER (21 Days)			TW	TW	TW							
	TW	31	1	2	NS	FEBRUARY (15 Days)		1	2	3	4	
	6	7	8	9	10		7	8	9	10	ER	
	13	14	15	16	17		14	15	16	17	18	
	20	21	22	23	24		21	22	23	24	25	
	27	28	29	30			28					
OCTOBER (19 Days)					I	MARCH (22 Days)		I	2	3	4	
	4	5	6	7	TW		7	8	9	10	11	
	11	12	13	14	15		14	15	16	17	TW	
	18	19	20	21	22		21	22	23	24	25	
	25	26	27	28	29		28	29	30	31		
NOVEMBER (18 Days)						APRIL (16 Days)					I	
	1	2	3	4	5		4	5	6	7	8	
	8	9	10	11	12		11	12	13	14	15	
	15	16	17	ER/PC	ER/PC		18	19	20	21	22	
	22	23	24	25	26		25	26	27	28	29	
	29	30										
DECEMBER (16 Days)						MAY (20 Days)						
			1	2	3		2	3	4	5	6	
	6	7	8	9	10		9	10	11	12	TW	
	13	14	15	16	ER		16	17	18	19	20	
	20	21	22	23	24		23	24	25	26	27	
	27	28	29	30	31		30	31				
JANUARY (20 Days)						JUNE (11 Days)				1	2	3
	3	4	5	6	7		6	7	8	9	10	
	10	11	12	13	14		13	14	ER	SD	SD	
	17	18	19	20	21		SD	SD	SD	SD	SD	
	24	25	26	27	28		SD	SD	SD	SD		
	31											

August through January: 94 Days

February through June: 84 Days

TW = Teacher Workshop SD = Makeup Day for Snow ER = Early Release Day PC = Parent Conference NS = No School

*Student's First Day of School = Tuesday August 31, 2021

Student Days Out

August 25-27 & 30 Teachers return - TW
 September 6 Labor Day
 October 11 Columbus Day
 November 11 Veterans' Day
 November 24 -26 Thanksgiving Recess
 December 23 - January 2 Holiday Break

January 17 Civil Rights Day
 February 21 - 25 Winter Recess
 April 25 - 29 Spring Recess
 May 30 Memorial Day

Red indicates when quarter ends

178 Instructional Days

Revised 8.4.2021

WAKEFIELD SCHOOL DISTRICT MISSION STATEMENT

Welcome Statement

We welcome you as an employee of Paul School and the Wakefield School District. Our district is a great place to work and we hope to work with you for many years. We want to thank you for choosing our community and for helping our students reach their ultimate potential.

This binder is designed to help all employ

ees understand the rules, regulations and procedures for our school as well as providing information and resources. Please do not hesitate to contact Kristen White (Principal) or Chad Strout (Assistant Principal) if you have any further questions or concerns. Kristen can be contacted by email at kristen.white@sau101.org, or extension 201. Chad can be reached at chad.strout@sau101.org, or extension 202. Administration has an open door policy and encourages you to come and speak any time. You can also schedule a meeting with either secretary at your earliest convenience.

Core Values

Environment: A safe and respectful environment is essential for student growth and success.

We believe that through respect, flexibility, communication and accountability, each and every person in our school will follow and expect others to follow the Be Statements to create high expectations and a safe, positive learning environment.

Relationships: Positive relationships help build the foundation for educational success.

We believe our school community can and will thrive when all stakeholders (staff, families, students, community members) have positive, meaningful interactions and are respectfully involved and engaged through active communication.

Successful Learning: Successful learning occurs when individual students' needs are met.

We believe that through effective problem solving, respect, a positive growth mindset and social emotional learning, all students will be able to advocate for themselves, manage their time wisely and challenge themselves to become successful life-long learners.

Academics: Academic success can be achieved through high expectations and an unwavering belief in all students' potential.

We believe that through modeling, high expectations and multiple modes of learning, students will be highly engaged and able to excel in their own individual success with a drive for life-long learning upon leaving the Paul School.

2021/2022 Paul School Staff
Principal: Kristen White
Asst. Principal: Chad Strout
Student Service Director: Anne Kebler
Administrative Assistant: Jen Hayward

<u>Classroom Teachers</u>			<u>Special Education</u>			<u>Transportation</u>	
PK	Angela Boston			Director	Anne Kebler	Lead Driver	Stephanie Stewart
K	Meghan Libby	Rebecca Roberts	Valerie Barlow	Secretary	Laurie Newsome	Drivers	Kelley Bushman
1	Laura Courts	Jackie Jakubec	Jen Learned	Lead Sp. Ed. Teacher	Lisa DuBois		
2	Katie Tyler	Lauree Royle	Meghan Kelly	Sp.Ed. CM	Melissa Catuaro		Heather Dube
3	Jasmine Robinson	Juliana Purvis	Lindsay Reynolds (Tent)	Sp.Ed. CM	Beth Capen		Stacey Dubreuil
4	Elayne Ellis	Aaron Nason	Robert O'Neill	Sp.Ed. CM	Kathy Frothingham		
5	Cathy Olson	Noelle Taylor		Sp.Ed. CM	Meghan Nason		Jennifer Goldthwaite
6	Peter Boucher	Theresa Drum	Mark Perkins	Substitute Coordinator	Betsy Stipo		
7	Melanie Buell	Carol Ann Mallette-Tonken	Julie Crowley				
8	Sam Fairfield	Liz Hadzima	Kathleen Leonardi				

<u>Integrated Arts</u>		<u>Title 1</u>		<u>Paraprofessionals</u>	
Art	Tracy Bemis	Title 1 Coordinator	Diana Pettis	Breanne Arnold	Jaden McKellar
PE	Christopher Gallant	Title 1 Tutor	Kate Kelley	Colleen Bonnell	Meghan DeColfmacker
Health	Kim Hastings	<u>Related Services</u>		Tammy Canney	Lisa Toohey
Library/Tech Library Aide	Cara McNeovich Mary Soares	School Psychologist	Esther Wakefield	Michelle Castonguay	Cynthia Trentsch
Music	Julie Sullivan	Speech		Linda Simmons	Alicia Wallingford
<u>SRO- Student Resource Officer</u>	Dave Landry		Beth Pagnotta	Robbin Fifield	Jolene Welch
<u>Partner Program</u>	Amanda Long	TVI	Cheryl Gannon	Amber Lamper	
<u>Partner Program ABA Tutors</u>		OT	Ruth Ashley	Maintenance	Joe Williams
Chrissy Carberry	Kristina King	PT	Krissy West	Lucas Salisbury	Gerry Soucy
Alex Gilliken	Rebecca Libby	Admin Asst. PT	Penny Morin	Ron Burpee	Melissa Gylfpe
Meghan Gregoire	Karyn Stone	Social Worker	Deb Wilson	Cafe Services	Michelle Bernier
Amy Huppe	Katie Miressi	Counselor	Lori Cook		
Renee Stevens	Sara Gilliken	Nurse	Lisa Wunderlich		
<u>ABA Tutors</u>	Donita Bourne	Math Inter.		LNA	Tracey Searles
Laurie Belliveau	Jodi Furlong	Reading Specialist	Sharon Bonnevie		

Staff Procedures

ABA Tutors

ABA tutors receive training on how to use applied behavior analysis (ABA) procedures to teach new skills and decrease undesired behaviors. They work with students to decrease undesired behaviors through prompting strategies, data collection and behavior reduction interventions. They also work together with case managers, related services and our board certified behavior analyst to develop and implement highly individualized lessons.

Arrival and Departure

Staff hours for teachers are 20 minutes before the instructional day to 20 minutes after the completion of the instructional day or upon completion of professional responsibilities, whichever is later. All staff are encouraged to be here every day and to be prompt with their attendance. Please greet students as they enter your classroom.

The standard paraeducator work day spans 7 hours and an ABA tutor's day is 8 hours. The typical day for a para runs 15 minutes before and after the instructional day, unless otherwise specified by an administrator. It is the expectation that all teachers will be in their classrooms ready for students when we open doors for students and remain with their students in the classroom until all students are dismissed.

Attendance

Jen Hayward and the sub coordinator, Betsy Stipo, must be contacted by all staff if you are going to be absent. 2021-22 Sub Coordinator: **Betsy Stipo (973-534 5235)**.

For unplanned absences, please call the school (522-8891) and leave a message on the attendance recording when you are absent. When leaving a message, please include which type of leave: sick, personal or bereavement. In addition, please contact the sub coordinator between the hours of 5:30 p.m. and 9:00 p.m. the night before your absence, or the morning before your absence between the hours of 6:00 a.m. and 6:45 a.m. The sub coordinator's preferred communication method is text, but you can also call and email when necessary. The sub coordinator will reply to confirm she received your message or call.

- For planned absences, an Anticipated Time-off Request Form (Appendix J) must be completed and submitted to Kristen White. Please place your request form in the metal file holder outside Kristen's office that is labeled time off. You do not need to submit a form for a day you were previously out, for example, an unplanned sick day that already occurred, nor do you need to call the school. You do still need to contact the sub coordinator.
- For Partner Program ABA tutors, please contact Amanda Long (amanda.long@sau101.org) to report your absence. She will communicate with the sub coordinator as needed.

Attendance Records

Please submit your classroom attendance in PowerSchool 15 minutes after the bell.

District policy states that when a student is excessively absent or exhibits a pattern of repeated absences, parents/guardians should be contacted and the office should be notified to take proper action. The following procedure will be followed:

- A Paul School staff member calls home each time a student is absent from school (without parent notification) to ensure parents are aware of the absences.
- If a student has four whole days (8 half days) of unexcused absences, a letter will be sent home and parents/guardians will be invited in to discuss the attendance issues. The purpose of the discussion is to determine the reasons for the absences and to consider possible support Paul School could offer to help eliminate future absences.
- After five whole days (10 half days) of unexcused absence, an official truancy letter will be sent home.
- For each subsequent unexcused absence, the assistant principal will contact the parent/guardian to determine the nature of the absence. If necessary, a parent meeting with the assistant principal, guidance counselor, classroom teacher and other pertinent school staff will be scheduled. The purpose of the meeting will be to establish an attendance plan with the collaboration of the parent/guardian, offer school assistance, and to notify parent/guardian that ongoing absences will constitute “habitual truancy”.

Cell Phone Usage

Staff cell phones should not be in use for personal purposes during the school day except for during duty-free planning or duty-free lunch. Exceptions can be made at the discretion of an administrator.

Classrooms

Teachers are responsible for the upkeep and organization of their classroom. Submit all custodial requests by emailing the facilities manager, Joe Williams (joe.williams@sau101.org).

At the end of the day:

- Floors, countertops, and student desks and/or tables are clear of debris
- All materials should be orderly and neat in appearance
- All materials stored on bookshelves should be straightened out, stacked neatly and in orderly alignment.
- Cabinets should be completely closed and be able to be opened safely without materials spilling out.
- Tops of cabinets should have materials stacked neatly and less than 12 inches from the ceiling.
- All windows should be closed and lights turned off.
- Lock up laptop carts. (Students are not permitted to have the combination)

Wall decorations should be hung by command strips, hot glue, or painters tape. Please avoid using duct tape, velcro, and masking tape as they leave a sticky residue when pulled off the wall. If you have questions regarding classroom decor, speak with Joe.

Classroom Parties and Events

Please notify the office of any party or classroom event that is scheduled. Parents must sign in and out of the office. Please consider the classroom make-up including student allergies, cultural diversity and religious beliefs of the students when planning parties and other events.

*Please also be mindful to encourage healthier food options such as cheese and crackers, popcorn, fruits and veggies.

Dismissal

Students who are dismissed during school hours must be released through the front office. Please do not allow parents or relatives to take students from your classroom for any reason. Refer them to the office to sign out the child. The office will always call for the student if he or she is being dismissed.

*Parent pick-up students will be dismissed directly from their classroom and then bus students by the specific bus they belong to. Walkers will be dismissed last.

Duty Responsibilities

Please remember to be on time for duties as it affects many students and staff. During duties such as lunch or recess, please monitor all students by circulating around the designated area to ensure safety and that all students are following school rules. Duty descriptions below:

St. Anthony's Crosswalk: Walk down Burroughs Avenue until it intersects Meadow Street / Rt. 109 and assist in getting students safely across the road.

Forrest Street Crosswalk: Walk down Forrest Street until it intersects Meadow Street / Rt. 109 and assist in getting students safely across the road.

Parent Pick up / Drop Off: Set up and bring in the orange markers indicating the area parents should drop off their children. Go to the front of the building and assist students in getting into and out of their cars.

Bus Duty: Please ensure bus riders are greeted and helped on and off of the bus.

Front Entrance Foyer: Greet students at the main school entrance and assist them in getting to class safely.

Gymnasium Hall: Go to the activity area hallway to provide supervision and assist students in getting through the halls safely.

Title 1 Area: Go to the area next to the Title 1 office provide supervision and assist students in getting through the halls safely

Top of the Primary Ramp: Stand by the entrance to the primary hallway and provide supervision and assist students in getting through the halls safely

SAU/Bus crosswalk: Go to the crosswalk between the front of the school and the SAU to greet students and ensure they are crossing the street safely.

Lunch: Go to the cafeteria to assist students while eating lunch. Students should remain seated unless they have permission from a staff member to get up. Students may get up to dump their tray/trash and then return to their seats. Students should request permission to use the restroom. At the end of lunch, ask students to sit quietly and dismiss clean, quiet tables to line up for recess.

Recess: Go through the cafeteria / gym to exit the building and walk towards the playground. There are three zones during recess: top field, bottom field and play equipment. While on duty, please be sure to circulate that area to ensure that all students are following rules. At the end of recess, classes will line up in their assigned areas.

Electronics

Any electronic equipment used including interactive boards, laptops, computers, document cameras, iPads, etc. are the property of the school district and must be properly used and stored at all times. During non-school hours equipment (computers/laptops) need to be put away out of sight or locked for the night. Each teacher will be given a laptop and email at the beginning of the year for professional use. These laptops can be turned in at the end of the year or signed out for use over the summer, with approval from the administration.

The school has iPad carts available for projects and can be checked out. The school has Chromebooks available for all students. Students may not use a Chromebook/laptop without signed permission turned in to the Library Media Center.

It is the teacher's responsibility to have the carts locked up each night. DO NOT leave chrome carts/laptops plugged in overnight. It is the duty of the teacher on duty to supervise the use of the devices with students at all times and classroom teachers need to access their GoGuardian to supervise students. (Appendix X)

If an item is damaged or broken, please notify either Cara McNevech or Mary Soares in the Library Media Center in person with the device. If a student's device is in need of repair a loaner is available for checkout, but paperwork must be filled out prior and can be found in the LMC. (Appendix Y)

If anyone is in need of technical support please email ITSupport@sau101.org and someone will get back to you within 24 hours. This can also include student/staff email issues, websites not working or inaccessible, projector problems, unable to print, etc. Please DO NOT email Mainstay before connecting with Cara or Mary.

Website updates, changes, or suggestions can be made by Paul School employees, but need to be sent via email to Rebecca Roberts at rebecca.roberts@sau101.org or ITSupport@sau101.org. Please give at least 24-48 hours for updates to be made.

The Technology Task Force is always looking for more members. Meetings are once a month on Thursdays, before school in the LMC. If you would like more information, suggestions, or join please see Cara McNevech cara.mcnevich@sau101.org.

Emergency Contact Form

All employees are required to complete an Emergency Contact Information form each school year. This information will be used to contact persons selected by the employee in case of an emergency. The emergency contact form should be completed on the first day of school.

Field Trips

The principal will authorize field trips that meet educational objectives and relate to the curriculum and allow participants and nonparticipants to carry on their schoolwork with a minimum of lost school time. The teacher, in requesting permission to take a class off school grounds on a field trip, should submit the details of the trip to the principal along with the Field Trip Activity Sheet (Appendix I). Teachers are responsible for planning each field trip including:

1. Make requests for permission and transportation at least one month prior to the proposed trip or event. (Appendix H)
2. Out of state field trips must have school board approval.
3. Let cafeteria staff, office staff, special educators, and specialists know that students will not be in school on the day of the trip.
4. Receive a signed permission slip for every student participating in the field trip before the date of departure. The permission slip must include times of departure and arrival, location of the field trip, reason for going on the field trip, cost of trip, lunch accommodations, medical accommodations, and chaperones. No student may leave the school grounds on a field trip unless a parent or guardian has properly signed the form.

Fundraising

Staff members may raise funds to support school trips, etc. Procedures have been put in place on how to appropriately handle fundraising money. Please see Appendix B-D for additional information.

Keys/Entering the Building

All teachers will be supplied with keys to their classrooms and a fob to enter the building. Paul School will customarily be opened, closed and secured by the designated custodian or another district employee who is specifically designated to perform those functions. The facilities manager and school administrators may make arrangements for staff to enter the building after hours if a request for access is made under certain circumstances that are beneficial to the school's operations. Normal school access hours are 7:00am - 5:00pm. If teachers stay beyond 5:00pm, it may impact the time custodians spend in that classroom. The school is typically manned by custodial staff from 7:00am - 11:00pm Monday through Friday. The school is closed on weekends.

Master Calendar

A master calendar of events is posted in Google Calendar. If you would like to add an event to the calendar, please email Jen Hayward at jen.hayward@sau101.org

Morning Meeting/Personal Learning Time

A morning meeting/advisory program is a critical component that connects our teachers with a group of students to provide academic and social emotional support and strengthens the community of the school. All K-3 classrooms will conduct morning meetings while students in grades 4-8 will be participating in Personal Learning Time (PLT).

Paraprofessionals

The main job of paraprofessionals is to implement lessons and activities to designated students in accordance with specific learning objectives as well as encourage and monitor student engagement. They are not to copy papers for non-instructional activities, create lesson plans, grade papers, or record grades. All paraprofessionals are to receive a thirty minute lunch. If a paraprofessional does not accompany a student to a related service such as OT, PT, speech, or an IA, the paraprofessional may be utilized to do other duties such as providing support in a different classroom, and supervising lunch and/or recess.

PowerSchool

PowerSchool is used as the school's information system. It enhances communication between parents and teachers by providing access to student information from home, work, or from any remote location with Internet access. All grades are entered into PowerSchool. Any questions please see Chad.

- Grades should be updated as needed but no later than by the end of the day on Tuesdays for the previous week. Exceptions can be made for larger projects.
- Missing assignments should be entered with a missing indicator and a score of 50. This accurately reflects a failing score while giving students the opportunity to recover.
- **Communication home must be documented to ensure we have transparency and accountability. The most efficient way to do this is to have every individual teacher create a Google Doc titled "Name of Teacher Parent Contacts" and share this with both administrators. This document will have the name of the student, parent or guardian the conversation was held with, date and time, paraphrase the reason and nature of the conversation and the result of the conversation.**

Recess Duty Expectations

In an attempt to stay consistent with playground expectations please adhere to the following when out at duty:

1. Circulate around the playground area; visibility is key! Do not stay in one spot the entire recess. Minimize congregating.
2. An adult needs to be supervising the kickball game at all times.
3. Make sure that there is a first aid kit and a walkie talkie out at the recess area in case of an emergency.
 - a. Two walkies are located in the office for recess duty use; it is essential that one walkie be brought out to the playgroup for communication during recess duty.
 - b. The first aid kit should be brought out by the first group out at recess and hung on the fence. Staff members in the last recess need to bring the first aid kit back to the main office near the walkies.
4. Playground structures are to be used appropriately (down the slide, no students on top of the monkey bars) If after prompting, a student is found to be inappropriately using the equipment, a consequence could be to remove that student from that piece of equipment for the remainder of that recess period.

5. During winter months:
 - a. Students are not allowed on the snow unless they have the following:
 - i. Boots
 - ii. Snow Pants
 - iii. Jacket
 - iv. Hat
 - v. Gloves
 - b. Students who have all of the appropriate clothing may play in the snow safely (make a snowman, snow angel, snow fort, etc.) Students are not allowed to throw snow at anyone. If a student is seen throwing snow at another person, they will sit out for part of recess the next day.
6. Students need to be picked up/brought in from recess by an adult in their classroom and prompted to wash their hands and/or sanitize.

Sign-in/out Sheet

We ask that all staff members sign out when leaving the building during the school day. The goal of the Sign-In/Out sheet is to identify which staff members are present in the school building at any given time. The sign in sheet ensures an accurate and easily accessible record of which employees are physically present within the school for emergency response purposes. The staff Sign In/Out sheet is located in the main office located on the pink clipboard under the window.

Staff Dress Code

Dress

It is the belief of the district that educators are professionals and should dress accordingly. Please dress as a professional educator when students are in the building and school is in session by wearing business casual attire. Be mindful that we serve as role models for students.

Business Casual Dressing for Work

Below is a general overview of appropriate business casual attire. Items that are not appropriate are listed too. Both lists are all inclusive and both are open to change. At a minimum, staff appearance must exceed the minimum standards identified in the student dress code.

No dress code can cover all contingencies so employees must exert a certain amount of judgement in the choice of which clothing to wear to work. If you experience uncertainty about acceptable, professional business casual attire, please ask an administrator.

Pants

Pants that are similar to Dockers and other makers of cotton or synthetic material pants, wool pants, dressy capris, and nice looking dress synthetic pants are acceptable. Leggings are considered appropriate when worn with a lengthy shirt covering the buttocks. Dress bermuda shorts are also considered appropriate for warm weather days.

Every Friday is jeans day with a \$1.00 contribution to the Sunshine Fund. Please give the funds to Jennifer Hayward or Penny Morin. Jeans may also be worn on field trips and special occasions.

Inappropriate pants for school include jeans, sweatpants, exercise pants, short shorts, athletic shorts, bib overalls and cargo pants. Exceptions to this dress code would apply to PE instructors or instructors who require different attire for safety reasons or work conditions.

Skirts, Dresses

Dress and skirt length should be at a length in which you can sit comfortably in public and maneuver about in the classroom. Short, tight skirts that ride halfway up the thigh are inappropriate for work. Mini skirts, sundresses, beach dresses and spaghetti strap dresses or any dress that is too revealing are considered inappropriate.

Tops

Casual shirts, dress shirts, sweaters, golf type shirts are acceptable attire. Inappropriate attire for work includes casual tank tops; midriff tops; shirts with potentially offensive words or terms, logos, pictures, cartoons or slogans; halter tops; sweatshirts and casual t-shirts. Use discretion when choosing your shirt for the day to ensure it has adequate coverage and is suitable for school. Shirts promoting Paul School are always acceptable.

Footwear

Athletic or walking shoes, loafers, clogs, sneakers, boots, flats, dress heels, and leather deck type shoes are acceptable for work. Flip flops are not acceptable attire. Please be aware that any shoe with an open toe poses a safety risk and should be worn with caution.

Jewelry, make-up, perfume and cologne

Be mindful that some employees and students are allergic to the chemicals in perfumes and make-up. In general, make-up, jewelry and perfume should not be a distraction to those around them.

Hats and head covering

Hats are not appropriate in the school. Head coverings that are required for safety or medical reasons, religious purposes or to honor cultural tradition are allowed. Hats may be worn on hat days.

Conclusion

If clothing fails to meet these standards as determined by the administration, the employee will be asked not to wear the inappropriate item to work again. If the problem persists, the employee may receive a verbal and written warning if needed, and may be sent home to change clothes. Progressive disciplinary action may be applied if dress code violations continue.

Substitute Binders

A substitute binder is an essential resource that all teachers should have prepared and clearly labeled on their desk in case they are absent. This folder should provide the substitute with important information to help them teach your students throughout the day. Take time to organize your binder and clearly make available all materials your sub will need during your absence, including “to-go bags”. Inform substitutes to leave you a detailed note regarding the progress on the lesson plans and any behavior issues during the day.

1. **Class List:** Provide a class list and place a star next to the students that can be trusted to help the substitute with any questions they may have.
2. **Duty Schedule:** Provide a schedule of any duties that the teacher may have (bus, lunch, hall duty).
3. **Class Schedule/Routine:** Include a copy of the daily routine, as well as an early release and delayed opening schedule. Provide information such as how attendance is taken and where it should go, how students work is collected, when students are able to use the restroom, how students are dismissed, etc.
4. **Emergency Procedures:** Include a copy of the evacuation map as well as the lockdown procedures
5. **Forms:** Include a copy of a referral form (Appendix Q), behavior rubric (Appendix R), building map with phone numbers.
6. **Additional Materials:** Prepare a few additional assignments in case students complete planned assignments faster than intended.
7. **Emergency Lesson Plans:** Select at least a week's worth of emergency lessons in case you are not able to complete a lesson for your time out of the classroom. Include projects, spare worksheets and/or review sheets with enough copies for the whole class.

****Please have a copy of your Emergency Lesson Plans to Kristen and Jen by the end of the day on 9/17/21**

Paraeducators and ABA tutors should submit their student's daily schedule and essential resources for the day, along with directions to where they should be at any given time over the course of the day to Anne Kebler at the SAU office and Lisa DuBois in the Special Education office. Partner Program ABA tutors should submit their information to Amanda Long.

Staff Room

The staff room is for all staff members and can be used before and after school, during planning time, or lunch. Students are not allowed in this room for any reason. Each staff member is responsible for their own food or other materials used in the staff room. It is the responsibility of the staff using the room to keep it neat in appearance.

Textbooks

Teachers are responsible for maintaining an accurate inventory of textbooks as well as documenting which books have been assigned to students.

Visitor Passes

Any visitor entering the building must sign in with the front office. At that time, the visitor must sign in and will receive a visitor's badge which must be worn at all times. It is the responsibility of all staff to ask any visitor not wearing a badge to return to the office. The safety of our students is our number one concern and we thank you for participating in that effort.

Emergency Procedures

It is our duty as educators to ensure the safety of all of our students. The teacher is responsible for reviewing the emergency procedures with their students at the beginning of the year, as well as posting the evacuation maps near the classroom door. The emergency bags and clip boards will be appropriately stocked with classroom rosters, red and green cards, first aid kits, exit routes and Zone maps hanging by each classroom exit. In an event that the school is evacuated, the building will be cleared by Administration and the Facilities Director.

Fire Drill

When the alarm rings, students should be escorted from their classes to their specific Zone and placement within this Zone. (Appendix N). Before exiting the classrooms, staff must grab their to-go bag and clip board. Staff should follow their Primary Evacuation Route (in red) on their emergency maps, which are located on the clipboard hanging in the classroom or offices. As staff and students are exiting the building, the administration and facilities manager will clear the building. Once outside, and in your assigned area, take attendance and hold up appropriate color coded cards. Staff and student voices should remain quiet throughout the drill.

Green Card = all accounted for

Red Card = not all accounted for

If a red card is held up, an administrator will come over and use the radio to locate the missing student. Once all students are accounted for and the building is deemed safe, staff and students can re-enter the building.

The Command Center will be located at the flagpole and will be staffed by: Incident Commander (Principal), secretaries (Attendance Officer), school nurse and the social worker, SRO and the Assistant Principal. Each situation presents its own challenges and any staff member at any time could be asked to fill a position.

Lock Down

Classroom

1. Students and Staff report to the nearest room.
2. Close and lock classroom door
3. Cover the door and window if possible/necessary
4. Pull shades, turn off lights
5. Move students to designated area in the room (best area to protect them and yourself)
6. Sit self and students on floor
7. Ignore Fire Alarm
8. Remain silent and wait for "All Clear" or an Evacuation notice from a police officer or the School Commander. This will be done by an administrator or a police officer unlocking the classroom door and announcing "all clear"

Library

1. You will hear "Lockdown"
2. Lock your door and do not let anyone in
3. Pull down shades or have something handy to cover the door
4. Move students to a secured spot / hard corner / speech room
5. Do not answer the door for anyone
6. Wait for the announcement to come from either Officer Landry or Administration to announce it is "ALL CLEAR". This will be done by an administrator or a police officer unlocking the classroom door and announcing "all clear".

Art

1. You will hear “Lockdown”
2. Lock your door and do not let anyone in
3. Pull down shades or have something handy to cover the door
4. Move students to a secured spot / hard corner
5. Do not answer the door for anyone
6. Wait for the announcement to come from either Officer Landry or Administration to announce it is “ALL CLEAR”. This will be done by an administrator or a police officer unlocking the classroom door and announcing “all clear”

Gym

1. You will hear “Lockdown”
2. Lock the doors and do not let anyone in
3. Pull down shades or have something handy to cover the door
4. Move students to a secured spot / hard corner / Teacher’s room
5. Do not answer the door for anyone
6. Wait for the announcement to come from either Officer Landry or Administration to announce it is “ALL CLEAR”. This will be done by an administrator or a police officer unlocking the classroom door and announcing “all clear”

Music

1. You will hear “Lockdown”
2. Lock your doors, close and lock the divider and do not let anyone in
3. Pull down shades or have something handy to cover the door
4. Move students to a secured spot / hard corner / Backstage
5. Do not answer the door for anyone
6. Wait for the announcement to come from either Officer Landry or Administration to announce it is “ALL CLEAR”. This will be done by an administrator or a police officer unlocking the classroom door and announcing “all clear”.

Cafeteria

1. You will hear “Lockdown”
2. Joe will lock cafeteria doors
3. Lock doors to teacher’s room and maintenance room
4. Move students into a hard corner
 - a. Ex. 3rd grade in corner near left kitchen door, 4th grade in corner near closet door
5. Do not answer the door for anyone
6. Wait for the announcement to come from either Officer Landry or Administration to announce it is “ALL CLEAR”. This will be done by an administrator or a police officer unlocking the door and announcing “all clear”

Office

1. You will hear “Lockdown”
2. Lock your doors and do not let anyone in
3. Move students into a secure area
4. Pull down shades or have something handy to cover the door
5. Do not answer the door for anyone
6. Wait for the announcement to come from either Officer Landry or Administration to announce it is “ALL CLEAR”. This will be done by an administrator or a police officer unlocking the door and announcing “all clear”.

Nurse

1. You will hear “Lockdown”
2. Lock both doors and do not let anyone in
3. Move students to a secured spot / bathroom
4. Do not answer the door for anyone
5. Wait for the announcement to come from either Officer Landry or Administration to announce it is “ALL CLEAR”. This will be done by an administrator or a police officer unlocking the door and announcing “all clear”.

Hallway

1. If you are in the hallway with or without a student, go to the nearest bathroom or open room and lock the door
2. Do not answer the door for anyone
3. Wait for the announcement to come from either Officer Landry or Administration to announce it is “ALL CLEAR”. This will be done by an administrator or a police officer unlocking the door and announcing “all clear”.

Playground

1. You will hear “Lockdown”
2. Evacuate the playground
3. Move students out the back gate of the far field and down the hill
4. Make sure student leave the playground quickly and quietly
5. Wait for the announcement to come from either Officer Landry or Administration to announce it is “ALL CLEAR”. An administrator or police officer will come outside to inform you of this.
6. Leave your walkie-talkie on low to hear the announcement
 - a. Playground is the only exception to the silent rule

Snow Recess

1. You will hear “Lockdown”
2. Evacuate the front area
3. Move students into the SAU building

4. Wait for the announcement to come from either Officer Landry or Administration to announce it is “ALL CLEAR”. This will be done by an administrator or a police officer unlocking the classroom door and announcing “all clear”.
5. Leave your walkie-talkie on low to hear the announcement
 - a. Playground is the only exception to the silent rule

The Don’t List

1. Do not call the office ... we are to remain silent
2. Do not answer the phone ... we are to remain silent
3. Do not radio (walkie-talkie) ... we are to remain silent

*Administration will guide any students in the hallways and place them in rooms. We will not knock, we will use our keys. We will also check bathrooms.

After the Lockdown

1. If you are in the middle of interventions or Special Education Services at the end of the lockdown, immediately check in with the classroom teacher.
2. After the lockdown, all teachers (including IA’s) will take attendance and report missing students
3. Playground personnel will organize students by class
4. After the “all clear” announcement :
 - a. teachers that had students on the playground are to report to the playground so they can take attendance
 - b. teachers that had students in the cafeteria are to report to the cafeteria so that you can take attendance

2021-2022 Safety Schedule

- | | |
|----------------------------|---------------------------|
| • Fire Drill: 9/14 @ 9am | • Lockdown: 1/18 @ 9am |
| • Fire Drill: 9/29 @ 10am | • Lockdown: 2/03 @10am |
| • Fire Drill: 10/22 @ 9am | • Fire Drill: 4/20 @ 10am |
| • Fire Drill: 11/16 @ 10am | • Fire Drill: 5/10 @ 9am |
| • Fire Drill: 12/3 @ 9am | • Fire Drill: 5/26 @ 10am |

*There will be a total of eight fire drills and two lockdown drills conducted this year.

SRO

Officer Dave Landry is employed by the Wakefield Police Department and assigned to our school during the school year. His duties include supporting safety, security, administration and providing educational resources. His office is located in the center of the school outside the gymnasium and special education office.

Committees and Meetings

It is strongly encouraged that each staff member be an active participant in the school. Committee work is a great way to stay involved and improve the professional capacity of the Paul School Community.

Staff meetings are held on Wednesdays throughout the school year, each with a focused topic. Meeting topics will rotate between vertical team meetings, staff meetings and committee work. Attendance is mandatory for all case managers, classroom teachers and certified teaching staff. A sign in sheet will be passed around each meeting. These meetings will be used to implement professional practices and to share information. If for any reason you cannot attend, please inform building administrators in advance. Meetings typically run for approximately one hour after school.

It is required that each grade level team meets at least once a week as a PLC. Minutes from these meetings should be shared to administration via Google Drive.

Meeting Dates

- **Staff Meetings** (typically the 3rd Wednesday of the month)
 - 9/15, 10/20, 11/7, 12/15, 1/19, 2/16, 3/16, 4/20, 5/18 **NOTE JUNE DATE 6/8**
- **Team Level Meetings-** Consist of grade level teachers, case managers, interventionist and support staff. **Please let Kristen and Chad know what your weekly meeting day is so that they can attend every other week.**
 - Pre-K, 1, 3, 5, 7/8 - Kristen
 - IA- Kristen
 - K, 2, 4, 6, 7/8 - Chad

Scheduled Early Release

- Early release days are considered regular work days and attendance is required for all staff.
 - **11/18 and 11/19 Conferences**
 - **12/17 and 2/11 updated by School Board on 8/3**

Community Day Schedule

In order to help build a strong sense of community within Paul School, we will hold monthly school community days. During these assemblies, all students and staff get together in the gym. We will deliver whole school messages, celebrate the positives, birthdays and student achievements, showcase talents and roll out behavioral expectations and challenges. Teachers are expected to sit with their students during community days.

Thursday, September 30th: Grades PreK-4, 1:50-2:15, Grades 5-8 2:20-2:50

Friday, October 22nd: Grades PreK-4, 1:50-2:15, Grades 5-8 2:20-2:50

Tuesday, November 30th: Grades PreK-4, 1:50-2:15, Grades 5-8 2:20-2:50

Friday, December 17th: Grades PreK-4, 1:50-2:15, Grades 5-8 2:20-2:50

Friday, January 28th: Grades PreK-4, 1:50-2:15, Grades 5-8 2:20-2:50

Friday, February 18th: Grades PreK-4, 1:50-2:15, Grades 5-8 2:20-2:50

Friday, March 25th: Grades PreK-3, 1:50-2:15, Grades 4-8 2:20-2:50

Friday, April 22nd: Grades PreK-3, 1:50-2:15, Grades 5-8 2:20-2:50

Friday, May 27th: Grades PreK-4, 1:50-2:15, Grades 5-8 2:20-2:50

2nd to last day of school: 2:15-2:50 PM

PM Community Day Schedule 2:00- 3:00

Lunch Schedule

Grade K	10:50 - 11:20
Grades 1, 2	11:20 - 11:50
Grades 3, 4	11:50 - 12:20
Grades 5, 6	12:25 - 12:55
Grades 7, 8	1:00 - 1:30

Recess

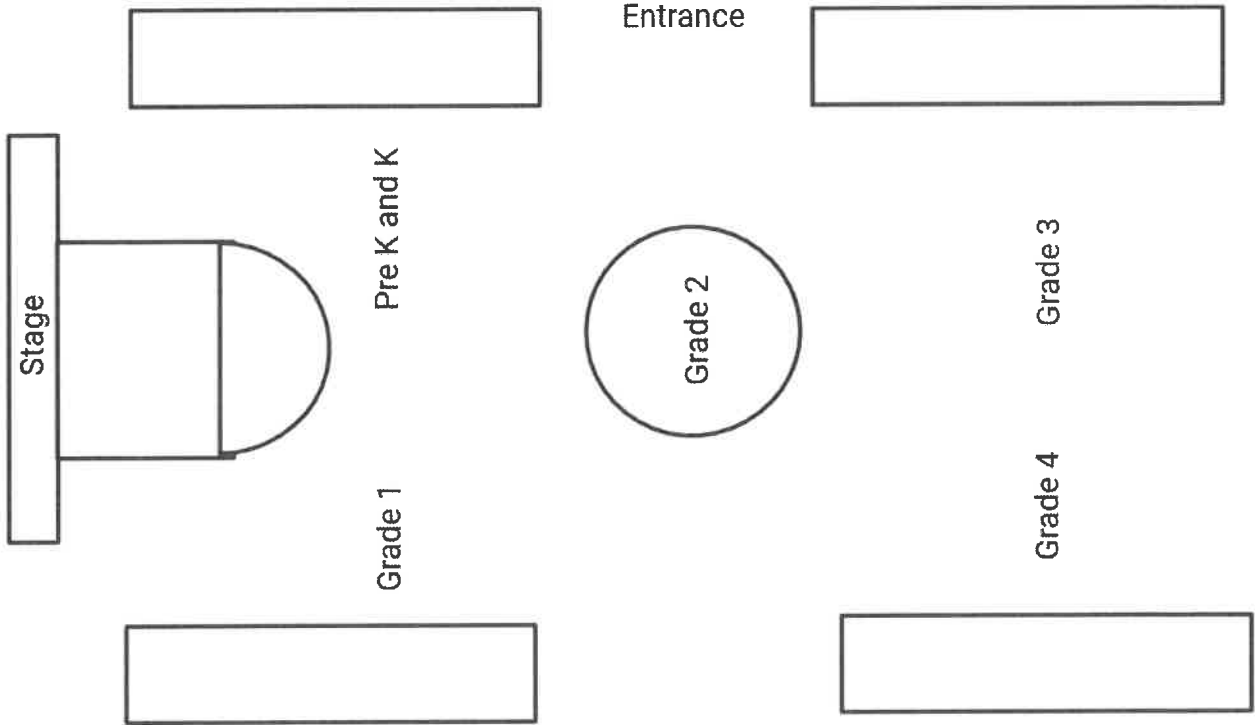
Grade K	10:15 - 10:45
Grades 1, 2	10:45 - 11:15
Grades 3, 4	12:25-12:55
Grades 5, 6	1:00- 1:30

IA Schedule

Grades 7, 8	8:45 - 9:25
Grade 6	9:30 - 10:10
Grades 4, 5	10:15 - 10:55
IA Lunch	11:00-11:30
Grade K	11:35 - 12:15
Grade 1	12:20 - 1:00
Grade 2, 3	1:05 - 1:45

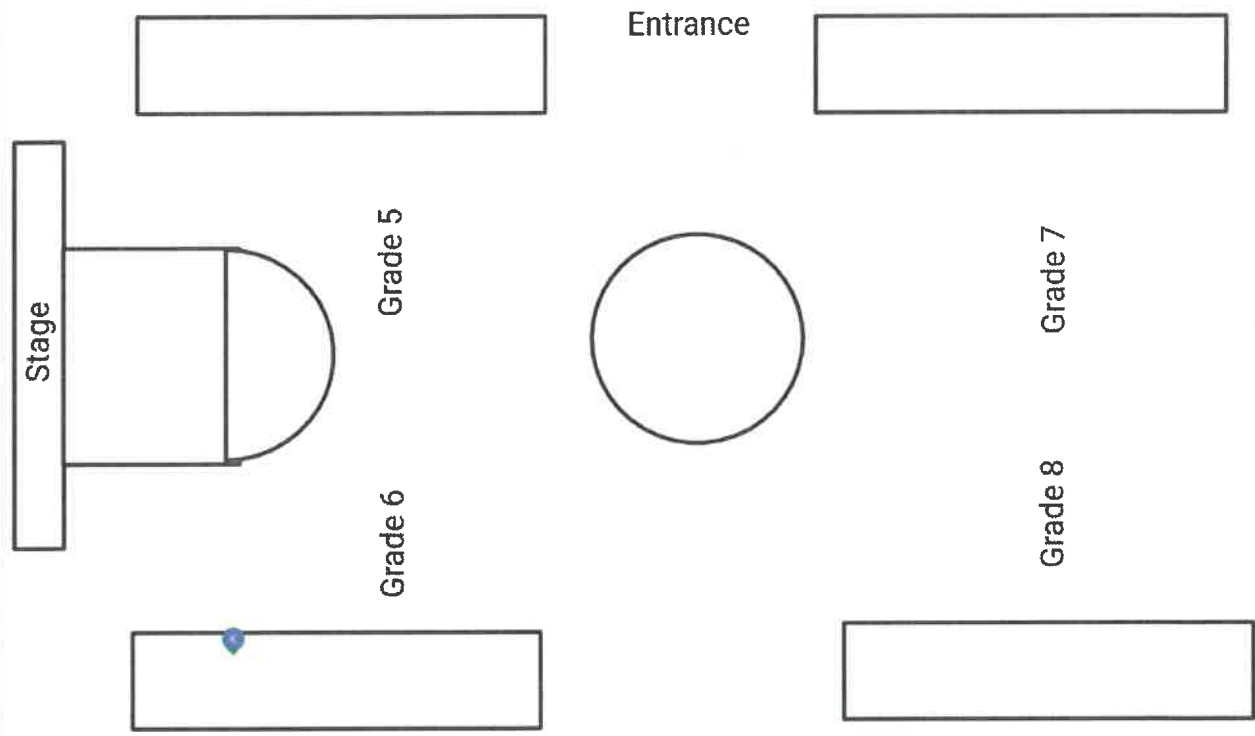
Community Day Seating Map

Prek - Grade 4 2:00- 2:25

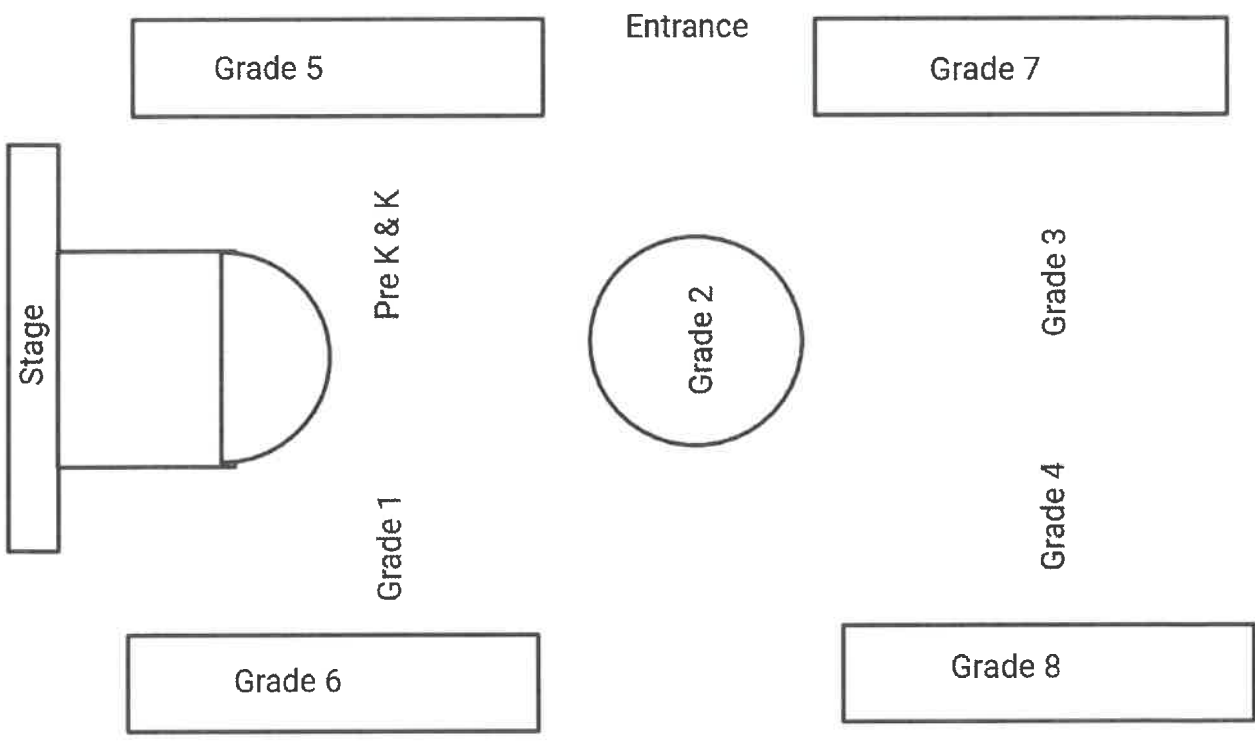


Community Day Seating Map

Grade 5- Grade 8 2: 30- 3:00



**Community Day Seating Map
All Grades**



Community Day Committee: In an effort to engage all of our students and staff we are seeking staff members to join this committee to create school events that focus on social emotional learning, positive school climate and culture as well as overall health and wellbeing of all members of the school community. If you are interested in joining please speak with Kristen.

Culture and Climate Committee: The culture and climate committee consists of teachers, paraprofessionals, office staff and administrators who are interested in creating initiatives, events and parties that help support staff by focusing on positive life events and offering support to staff during times in need. If you're interested in joining the CCC, see Lisa or Cathy.

Health and Wellness Committee: The Wellness Committee typically meets quarterly. The team plans and promotes activities that promote good health for staff and students. The team also assesses the current school health environment, programs and policies to identify ways to strengthen each to improve the overall health of students and staff. If you're interested in joining the Health and Wellness Committee, speak with Kim Hastings, or attend a meeting.

Joint-Loss Committee: The joint-loss committee (JLC) meets quarterly to assess the school's safety concerns. Every employee has the right to a workplace free from occupational safety and health hazards. The joint loss committee is designed to prevent workplace accidents, illnesses, and to keep the school as safe as possible. To be part of the JLC, speak with Chad Strout.

Professional Development Committee: The Professional Development Committee consists of staff members, including administration and meets throughout the school year to review professional development binders for staff. The committee also provides clarification and support on the recertification process. For more information, attend a meeting or email Pam Stiles.

PTA: The Parent Teacher Association (PTA) is looking for new members and typically meets the second Tuesday of every month at 3:30. The PTA is a voice for the school's parents and teachers. They work to promote the welfare of our children, school and community. The PTA encourages all staff to participate. If you are interested in joining the PTA, please contact Jen Hayward. All meetings will be at 5:30pm in the Paul School Library. A Zoom meeting link will be available through the school's FB page. Meeting dates are as follows: 9/17, 10/21, 11/17, 12/16, 1/12, 2/17, 3/16, 4/21, 5/18, 6/16.

Technology Committee: The Technology Committee meets quarterly, or as needed. The team discusses and solves technological concerns within the school and works to create a plan for future needs. The team also provides insight on professional development needs in this area. If you're interested in being part of the Technology Committee speak with Cara McNevich, or attend a meeting.

PBIS:

- **Universal Team**

- The Universal (Positive Behavioral Interventions and Supports) Team meets twice per month and provides resources for all staff to teach appropriate behaviors, in addition to providing

school-wide roll-outs. If you are interested in joining the PBIS Universal team, attend a meeting or email Tracy Bemis.

- **Targeted Team**

- The Targeted (Positive Behavioral Interventions and Supports) Team meets twice a month and as needed. They analyze behavior data from a school-wide level down to the individual level. The team provides support to staff and students, and creates intervention plans for students with behavioral needs to promote student growth. If you are interested in joining the PBIS Targeted team, attend a meeting or email Chad Strout.

Staff Development

Reimbursement

The Wakefield School Board and administration recognizes the need for continued staff training as part of a viable professional growth program and therefore encourages staff members to attend new learning opportunities.

1. **Course Reimbursement**

- a. The district will reimburse the tuition costs of up to four credits at the University of New Hampshire rate, for approved courses. The current rate of a UNH Graduate credit is \$785 per credit totalling \$3140 per year. Upon approval, staff members should fill out the tuition reimbursement document (Appendix J) and submit it to administration when registering for courses. Once the course is completed, with a grade of B or better, the cost of the course will be reimbursed. (See Wakefield Education Association Agreement 13.1, 13.2)

2. **Workshops/Conferences**

- a. The district will provide up to \$400. Registrations can be prepaid if notified in advance and the workshop accepts a purchase order. Other costs will be reimbursed with receipts. (See Wakefield Education Association Agreement 13.3, 13.4)

The district will provide \$450 for each paraeducator to participate in professional development. The PD money is not to exceed \$7,000 per school calendar year. Workshops will be considered on a first come first serve basis until the monies have been depleted. PD forms should be completed with a registration form and a copy of the workshop information at least three weeks in advance to Chrissy Carberry for paras and to Kristen White for teachers. Please remember that in order to have the district pay for your workshop or course ahead of time, you cannot register yourself.

*For information on out of state professional development see Appendix A.

Teacher Recertification

To keep teacher certifications current, they must be renewed every three years. Professional educators and paraprofessionals are required to maintain their certification with the state of New Hampshire. Teachers must document 45 hours aligned to NH ED 505.07 and 30 hours for each certification area over three years. Paraprofessionals must document 38 hours over three years. Documentation and reflection of these hours must be organized in a portfolio and submitted to building administration by April 1st of the year their certification expires. More detailed information, along with required forms, can be found in your Google Drive (Shared with me). Please contact your professional development representative for specific questions.

Instruction

In order to help our students achieve at the highest levels, we want to make sure that we are reaching the highest levels of Bloom's Taxonomy and Webb's Depth-of-Knowledge (see Rigor Matrix on next page). Students should be moved beyond the knowledge level/DOK 1 and into the upper levels in order to become lifelong learners able to excel in their own individual success.. Students should be engaged in creating, evaluating, analyzing, and applying throughout their learning.

Be mindful of the quality of questions. Lower level questions are suitable for review but will not expand students' understanding. High quality questions cause students to think and reflect, deepening their understanding, while promoting student to student discussion. During discussions, create multiple opportunities for students to engage with each other and when necessary, facilitate by focusing on students' reasoning. For example, if there are more than four students' hands up in response to your question, have students turn and talk which creates authentic dialogue and enables more students to share their thoughts.

In addition to assignments and formal assessments, formative assessments should be utilized frequently to check for understanding during a lesson and before moving on. Formative assessment strategies such as thumbs up/thumbs to the side/thumbs down, fist to five, whiteboard practice and exit tickets are quick and efficient tools to implement and provide an immediate snapshot of student understanding.

Our mission is to meet our students' needs by meeting them where they're at. On one end of the spectrum is the one-size-fits-all learning activity, while on the other end, there is the completely individualized learning activity. The ideal is to provide equivalent learning activities that cater to the students' strengths but bring all the students to the same learning objective. There are multiple ways to differentiate including but not limiting to:

- Varying the length or quantity of assignment
- Extending/curtailing the duration of the assignment
- Changing the language of the assignment
- Scaffolding the learning activity from easy to medium to difficult
- Providing choices for students to demonstrate mastery

Webb's Depth-of-Knowledge

HESS' COGNITIVE RIGOR MATRIX & CURRICULAR EXAMPLES: Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions – Math and Science

REVISED BLOOM'S TAXONOMY	WEBB'S DOK LEVEL 1 RECALL & REPRODUCTION	WEBB'S DOK LEVEL 2 SKILLS & CONCEPTS	WEBB'S DOK LEVEL 3 STRATEGIC THINKING/ REASONING	WEBB'S DOK LEVEL 4 EXTENDED THINKING
Remember Retrieve knowledge from long-term memory; recognize, recall, locate, identify	<ul style="list-style-type: none"> Recall, observe, & recognize facts, principles, properties Recall/ identify conversions among representations or numbers (e.g., customary and metric measures) 			
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion (such as from examples given), predict, compare, contrast, match like ideas, explain, construct models	<ul style="list-style-type: none"> Evaluate an expression Locate points on a grid or number on number line Solve a one-step problem Represent multi-relationships in words, pictures, or symbols Read, write, compare decimal in scientific notation 	<ul style="list-style-type: none"> Identify and explain relationships or a non-event/cause/effect Make and record observations Explain steps followed Summarize results or concepts Make basic inferences or logical predictions from data/observations Use sketch diagrams to represent or explain mathematical concepts Make and explain estimates 	<ul style="list-style-type: none"> Use concepts to solve non-routine problems Explain, generalize, or connect ideas using supporting evidence Make and justify conjectures Explain thinking when more than one response is possible Explain phenomena in terms of concepts 	<ul style="list-style-type: none"> Relate mathematical or scientific concepts to other content areas, other domains, or other concepts Develop generalizations of the results obtained and the strategies used (from investigation or readings) and apply them to new problem situations
Apply Carry out or use a procedure in a given situation; carry out (apply) to a familiar task, or use (apply) to an unfamiliar task	<ul style="list-style-type: none"> Follow simple procedures (recipe-type directions) Calculate, measure, apply a rule (e.g., rounding) Apply algorithm or formula (e.g., area, perimeter) Solve linear equations Make conversions among representations or numbers, or within and between customary and metric measures 	<ul style="list-style-type: none"> Select a procedure according to criteria/problem and perform it Solve routine problem applying multiple concepts or decision points Retrieve information from a table, graph, or figure and use it to solve a problem requiring multiple steps Translate between tables, graphs, words, and symbolic notations (e.g., graph data from a table) Construct models given criteria 	<ul style="list-style-type: none"> Design investigation for a specific purpose or research question Conduct a designed investigation Use concepts to solve non-routine problem Use & show reasoning, planning, and evidence Translate between problem & symbolic notation when not a direct translation 	<ul style="list-style-type: none"> Select or devise approach among many alternatives to solve a problem Conduct a project that specifies a problem, identifies solution paths, solves the problem, and reports results
Analyze Break into constituent parts, determine how parts relate, differentiate between relevant elements, distinguish, focus, select, organize, outline, find coherence, deconstruct	<ul style="list-style-type: none"> Retrieve information from a table or graph to answer a question Identify whether specific information is contained in graphic representations (e.g., table, graph, T-chart, diagram) Identify a pattern/trend 	<ul style="list-style-type: none"> Categorize, clarify materials, data, figures based on characteristics Organize or order data Compare/contrast figures or data Select appropriate graph and organize & display data Infer data from a simple graph Extend a pattern 	<ul style="list-style-type: none"> Compare information within or across data sets or texts Analyze and draw conclusions from data (using evidence) Generalize a pattern Interpret data from complex graph Analyze similarities/differences between procedures or solutions 	<ul style="list-style-type: none"> Analyze multiple sources of evidence to analyze complex/abstract themes Gather, analyze, and evaluate information
Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique			<ul style="list-style-type: none"> Cite evidence and develop a logical argument for concepts or solutions Describe, compare, and contrast solution methods Verify reasonableness of results 	<ul style="list-style-type: none"> Gather, analyze, & evaluate information to draw conclusions Apply understanding in a novel way, provide argument or justification for the application
Create Reorganize elements into new patterns/ structures, generate, hypothesize, design, plan, construct, produce	<ul style="list-style-type: none"> Brainstorm ideas, concepts, or perspectives related to a topic 	<ul style="list-style-type: none"> Generate conjectures or hypotheses based on observations or prior knowledge and experience 	<ul style="list-style-type: none"> Synthesize information within one data set, source, or text Formulate an original problem given a situation Develop a scientific/mathematical model for a complex situation 	<ul style="list-style-type: none"> Synthesize information across multiple sources or texts Design a mathematical model to inform and solve a practical or abstract situation

HESS' COGNITIVE RIGOR MATRIX & CURRICULAR EXAMPLES: Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions – ELA & Social Studies

REVISED BLOOM'S TAXONOMY	WEBB'S DOK LEVEL 1 RECALL & REPRODUCTION	WEBB'S DOK LEVEL 2 SKILLS & CONCEPTS	WEBB'S DOK LEVEL 3 STRATEGIC THINKING/ REASONING	WEBB'S DOK LEVEL 4 EXTENDED THINKING
Remember Retrieve knowledge from long-term memory; recognize, recall, locate, identify	<ul style="list-style-type: none"> Recall, recognize, or locate basic facts, terms, details, events, or ideas explicit in texts Read words orally in connected text with fluency & accuracy 			
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion, predict, compare/contrast, match like ideas, explain, construct models	<ul style="list-style-type: none"> Identify or describe literary elements (characters, setting, sequence, etc.) Select appropriate words when intended meaning/definition is clearly evident Describe/explain who, what, where, when, or how Define/describe facts, details, terms, principles Write simple sentences 	<ul style="list-style-type: none"> Specify, explain, show relationships, explain why (e.g., cause-effect) Give non-event/cause/effect Summarize results, concepts, ideas Make basic inferences or logical predictions from data or texts Identify main idea or accurate generalizations of texts Locate information to support research/explain central ideas 	<ul style="list-style-type: none"> Explain, generalize, or connect ideas using supporting evidence (such as: example, text references) Give non-event/cause/effect Identify, make inferences about explicit or implicit themes Describe how word choice, point of view, or bias may affect the reader's interpretation of a text Write multi-paragraph composition for specific purpose, focus, voice, tone, & audience 	<ul style="list-style-type: none"> Relate how one work or ideas specifically relate to other content domains (e.g., social studies, mathematics or science) Develop generalizations of the results obtained or strategies used and apply them to new problem-based situations
Apply Carry out or use a procedure in a given situation; carry out (apply) to a familiar task, or use (apply) to an unfamiliar task	<ul style="list-style-type: none"> Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning of words Apply rules or resources to edit spelling, grammar, punctuation, conventions, word use Apply basic formats for documenting sources 	<ul style="list-style-type: none"> Use context to identify the meaning of words/phrases Obtain and interpret information using text features Develop a text that may be limited to one paragraph Apply simple organizational structures (paragraph, sentence types) in writing 	<ul style="list-style-type: none"> Apply a concept in a new context Revise final draft for meaning or progression of ideas Apply internal consistency of text organization and structure to composing a full composition Apply word choice, point of view, style to impact readers' answers/interpretation of a text 	<ul style="list-style-type: none"> Illustrate how multiple themes (historical, geographic, social, artistic, literary) may be interrelated Select or devise an approach among many alternatives to research a novel problem
Analyze Break into constituent parts, determine how parts relate, differentiate between relevant elements, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias or point of view)	<ul style="list-style-type: none"> Identify whether specific information is contained in graphic representations (e.g., map, chart, table, graph, T-chart, diagram) or text features (e.g., headings, subheadings, captions) Decide which text structure is appropriate to audience and purpose 	<ul style="list-style-type: none"> Categorize/compare literary elements, terms, facts/details, events Identify use of literary devices Analyze format, organization, & internal text structure (signal words, transitions, semantic cues) of different texts Distinguish relevant/irrelevant information; fact/opinion Identify characteristic text features; distinguish between texts genres 	<ul style="list-style-type: none"> Analyze information within data sets or texts Analyze interrelationships among concepts, issues, problems Analyze or interpret author's craft (literary devices, viewpoint, or potential bias) to create or critique a text Use reasoning, planning, and evidence to support inferences 	<ul style="list-style-type: none"> Analyze multiple sources of evidence or multiple works by the same author or across genres, time periods, perspectives, cultures Further analyze text/discourse to make informative sources Analyze discourse issues
Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique			<ul style="list-style-type: none"> Cite evidence and develop a logical argument for conjectures Describe, compare, and contrast solution methods Verify reasonableness of results Justify or critique conclusions drawn 	<ul style="list-style-type: none"> Evaluate relevancy, currency, & completeness of information from multiple sources Apply understanding in a novel way, provide argument or justification for the application
Create Reorganize elements into new patterns/ structures, generate, hypothesize, design, plan, produce	<ul style="list-style-type: none"> Brainstorm ideas, concepts, problem, or perspectives related to a topic, principle, or concept 	<ul style="list-style-type: none"> Generate conjectures or hypotheses based on observations or prior knowledge and experience 	<ul style="list-style-type: none"> Synthesize information within one source or text Develop a complex model for a given situation Develop an alternative solution 	<ul style="list-style-type: none"> Synthesize information across multiple sources or texts Articulate a new voice, address a new knowledge or perspective

Literacy and Math Benchmark Assessments

- Teachers will assess each student to establish an academic baseline for each student. The following tools will be utilized schoolwide. Additional assessments will be administered for students, as appropriate.
 - STAR Tests
 - The STAR Reading and Math tests will be administered to all students in grades 1-2 in the fall and K-2 in the spring.
 - Provides a baseline to gauge students' level of understanding along with information to plan for upcoming lessons, small groups and interventions.
 - Teachers use STAR scores to screen and identify at risk students in need of reading interventions and monitor progress of individual students throughout the year.
 - Math and Reading 3-8: NWEA
 - Two times a year; fall and spring
 - Reading K-2: F&P Benchmark Assessments
 - Math K-8: IXL Diagnostic
 - Provide students opportunities to work on every two weeks
 - SAS Modulares
 - Modulares in both Reading and Math will be administered to all students in grades 3-8 at the start of each unit

Classroom Management

Effective classroom management is essential in building a classroom community. Crucial to creating, encouraging and supporting high expectations in our classroom is building relationships with students as well as a climate of high achievement. Establishing procedures and routines early on in the year are also important. In order to maintain a classroom environment that is conducive to learning, please note the following requests.

1. Acknowledge Students
 - a. Greet them in a positive manner every day.
 - b. Welcome them back if they've been out sick.
 - c. Make eye contact with them during whole group instructions.
 - d. Encourage them to be active learners
2. Communicate Value
 - a. Show interest in them
 - b. Actively listen
 - c. Be accessible
 - d. Utilize humor
 - e. Demonstrate respect, fairness and realness
3. Students should be shown what is expected from day one. This includes how to line up, walk in the hallway, procedures for passing in papers, sharpening pencils, etc. When students repeatedly engage in these activities, it becomes routine and the students will rise to your expectations. Positive reinforcement should be used as often as possible.

4. High expectations are a must! Please be explicit and systematic with your expectations for proper behavior in the classroom, hallways, playground, cafe and assemblies.
5. Have a behavior management plan in place from day one. The plan should be posted in the room at all times. This plan should review rules to follow, consequences for not following the rules, and possible reinforcers for following classroom procedures.
6. Explicitly teach our behavior matrix throughout the year and consistently model those behaviors for students.
7. Everyone, at all times, must be shown respect and fairness.

All minor behaviors should be dealt with by the classroom teacher and documented. We want students to learn from their mistakes and be given opportunities to correct and atone for them, as opposed to being punished. Remember to always model the desired behaviors and to share alternative behaviors with the student to ensure the repeated infractions do not occur. All staff are responsible for helping to create a positive climate and culture; in a world where you can be anything, be kind!

Paul Elementary School General Procedures for Problem Behavior Intervention

1. Observe Behavior
2. Check Behavior Definitions (in staff binder and on blue Behavior Rubric)
3. Is the behavior a Major-Level referral?
 - a. No
 - i. Has the expected behavior been taught and modeled?
 1. If no, teach expected behavior
 2. If yes, and 1st occurrence: Re-teach Expectations
 - a. If student improves behavior, acknowledge compliance
 3. If yes and 2nd occurrence: Redirect, Remind, and Re-teach Expectations
 - a. Utilize Classroom Management Best Practices*
 - b. If student improves behavior, acknowledge compliance
 4. If yes and 3rd occurrence in an instructional period, proceed to b.i.4
 - At this point, staff can/should assign meaningful and appropriate consequences.
 - *ex. Student, after teacher has completed all of the steps in #3, still threw paper around the classroom. Teacher assigns lunch or recess detention for student to come in and help clean classroom*
 - *ex. Student, after teacher has completed all of the steps in #3, continues to sit silently at their desk refusing to work. Teacher assigns lunch, recess, or after school detention to allow student time to complete learning/assignments that were not done during the class period(s).*
 - *Ex. Student, after teacher has completed all of the steps in #3, continues to scribble on their neighbor's story. Teacher removes the student from the next activity to write an apology and together, decide how the student can make up for their poor choice with their neighbor.*
- b. Yes

- i. Evaluate safety of the situation
 1. Safe while **not** interfering with the learning of others
 - a. Redirect, Remind, and Re-teach Expectations
 - b. Complete office referral and send to office at earliest convenience
 - *Students does not need to be removed from class
 2. Safe while interfering with the learning of others - proceed to #3.a
 3. Unsafe (danger/potential of physical harm to self or others)
 - a. Call Office: Request escort for student to the office
 - *If administration is unavailable, radio for Guidance
 - *If Guidance is unavailable, radio for SRO
 - *If SRO is unavailable, call office and send student to office
 4. Complete Office Referral Form
 - a. Send form to office as soon as possible

4. Administration Intervention

- a. Assess Safety
- b. Gather Information

Referral must be received before continuing

- c. Problem Solve
- d. Determine Consequences
- e. Follow-up with Concerned Parties [parents, faculty, etc]
- f. File Documentation

***Classroom Management Best Practices for Staff**

- Teacher-student dialogue should be handled quickly, quietly and respectfully
 - Whenever possible, address individual behavior privately
 - Be mindful of the Trauma-Responsive Framework
 - Experiences: what happened
 - Impacts: emotional, cognitive, social, behavioral
 - Future: safety, connection, hope
 - Ex. "I saw how he talked to you and the reaction on your face. I could tell how sad and angry you were when you threw the chair. You are not alone and these strong feelings won't last forever."
 - See people, not behavior
 - Low and slow
 - Low body, eyes, voice, language complexity
 - Slow heart rate, speech, movements, agenda
 - Name it to tame it
 - Provide words and meaning to experiences to help calm the amygdala.
 - Describe the actions, feelings and intentions you are observing; builds self understanding and improves regulation capacity
 - Praise process and perseverance over ability and intelligence
- Be aware of the weather you bring; choose to bring the sunshine!
- Begin with clear expectations of outcome/objectives
- Deposits before withdrawals
 - Increase ratio of positive to negative teacher to student interactions
- Actively supervise at all times
- Positively interact with most (ideally all) students during lesson

- Be proactive
 - If you recognize a student beginning to shift into the yellow zone, create an opportunity to check and connect, offer to take a break/walk, get a drink, run an errand, etc.
- Manage minor (low intensity/frequency problems) behaviors positively and quickly
- Be prepared for activity
- Engage students in active discussion
 - student to student, student to teacher
- Regularly check for student understanding
- End activity with specific feedback
- Provide specific information about what happens next
- Conduct smooth and efficient transitions between activities
- Provide extra time/assistance for struggling students

Engagement Rubric

- **Deep Engagement**
 - Students take full ownership of learning activities, displaying high levels of energy, a willingness to ask questions, pursue answers, consider alternatives, and take risks in pursuit of quality.
- **Engagement**
 - Students begin taking ownership of learning activities. Their involvement shows concentration and effort to understand and complete the task. They do not simply follow directions but actively work to improve the quality of their performance.
- **Active Compliance**
 - Students participate in learning activities and stay on task without teacher intervention. However, their work has a routine or rote quality and significant thought or commitment to quality is not evident.
- **Passive Compliance**
 - Students follow directions in a rote or routine manner. Attention may be mildly distracted, and they may need some added teacher attention or direction to remain on task.
- **Periodic Compliance**
 - Students' attention and participation fluctuates. They appear distractible and stall out easily when questions emerge. May require significant teacher attention and direction.
- **Disengaged**
 - Students appear blocked, unable or unwilling to participate in learning activities. Classroom management procedures or redesign of learning activities may be required.

Discipline Procedures

Behavior Guidelines

1. School is a place for learning, working and cooperating with others.
2. All students have a right to learn in a safe environment, free from verbal or physical harassment.
3. Respect for others should be the basis for all relationships within the school.
4. Parents should be contacted when their child's behavior is interfering with the learning environment.

PBIS

Paul School uses Positive Behavior Intervention Supports (PBIS) as a method for addressing behavior issues. PBIS places an emphasis on proactive strategies for defining, teaching and supporting appropriate student behaviors to create a positive student environment. Introducing, modeling, and reinforcing positive social behavior is an important part of a student's educational experience. The Universal Team has set school-wide behavior expectations and referral behavior definitions with a goal of creating common vocabulary for all students, teachers, and parents. The Universal Team regularly reviews student behavior to identify behaviors that are school-wide issues which need to be addressed. The Universal Team develops challenges which are designed to help teach students the expected behaviors, develop school-wide goals, and establish a way to recognize and celebrate when goals have been achieved. School wide expectations are behaviors that staff should consistently teach and model.

Minor Office Referral Definitions

- Behavior that does not require an administrator
- Behavior that is managed by the teacher, paraprofessional or other staff
- Behavior that does not violate other student's rights
- Behavior that is not chronic

Procedures may include:

- Inform student of behavior violation
- Describe expected behavior
- Seek student input as to his/her version of the behavior
- Contact parent

Things to Consider:

- Does the student understand the expected behavior?
- Does the behavior expectation need to be taught?

Possible interventions/consequences for minor behaviors:

- Verbal cue to change behavior
- Conference with student
- Relocate for a brief "time out"
- Reteach school-wide behavior expectations
- Refer to Guidance
- Parent contact
- Loss of privilege (dance, field trip)
- Atonement
- After school detention
- Lunch time detention (LTD)
- Assigned seating

Major Referral Definitions:

- Behavior that requires an administrative consequence, could involve detention, in- or out-of-school suspension or expulsion
- Behavior that is chronic minor behavior
- Behavior that significantly violates the rights of others (e.g., bullying/ harassment)
- Behavior that is a violent act: physical aggression, loss of self-control, verbal or tempered aggression, endangering classmates and teachers.
- Behavior that requires an emergency response

- Behavior where a student is out of bounds without permission and unsupervised

Procedures may include:

- Staff will fill out the referral form (Appendix Q)
- Assigning consequences
- Contacting parents
- Inform student of the rule violated
- Reteach expected behavior
- Seek student input as to his/her expected version of the behavior
- Follow additional due process guidelines
- May warrant administrative response

Possible interventions/consequences for major behavior

- | | |
|--|----------------------------|
| ● Detention | ● Refer to Guidance |
| ● Restitution / community service | ● Parent contact |
| ● In-school suspension | ● Out-of-school suspension |
| ● Loss of student activity (dance, field trip) | ● Expulsion |
| ● Atonement | |

Students suspended from school are now required, by law, to have educational assignments made available to them during their suspension.

After office interventions, the referring staff member will be notified of the consequence, interactions and conversations had with the referred student for a follow-up. In most cases follow up communications will happen by the end of the day.

It is the expectation of building administration that teachers inform parents/guardians of all concerns and coordinate efforts with them toward positive change.

Positive Office Referrals

Students should be written up for positive behaviors as well as negative behaviors. Any staff member can fill out a positive referral form and submit it to the main office. Students should be written up for consistently following school expectations and when they're caught going above and beyond the expectations of being kind, cooperative, responsible or cooperative. A positive referral will trigger administration to call the student's home to celebrate and communicate the student's positive behavior. (Appendix N)

Minor v. Major Behavior Definitions

These definitions help to define which behaviors are considered major and minor violations of school rules and expectations.

Behavior	Minor	Major
Inappropriate language	Student uses a low intensity swear or near swear or offensive gesture which is not directed towards an individual.	Student directs inappropriate, profane, abusive language towards others. Continuous minors will result in a major. Repeated majors directed towards others may be referred for harassment or bullying.
Physical Contact	Student engages in low intensity mutual horseplay involving contact with another person such as pushing in a playful manner.	Student engages in non-mutual horse play. Any contact resulting in physical injury intentional or not. Student employs mannerisms that conveys a challenge to fight, or creates an unsafe environment.
Fighting	No minor offense	Student engages in significant physical contact with another person (student or adult) with the intent to harm.
Non-Compliance	Failure to follow directions within a reasonable amount of time (isolated incident)	Continuous failure to comply with school-wide expectations.
Bullying / Harassment	No Minor Offense	<p><u>Bullying</u> - A single significant incident or a pattern of incidents involving a written, verbal or electronic communication, or a physical act or gesture, or any combination thereof, directed at another student. (Policy JICK)</p> <p><u>Harassment</u> - Student engages in conduct, actions, writings, or comments based upon an individual's gender, race, national origin, sexual orientation, religion, age, or disability, that is carried out with the intention of, or has the effect of violating a person's dignity; or creating an intimidating, hostile, degrading, humiliating or offensive environment.</p> <p><u>Sexual Harassment</u> - Unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature. (POLICY JBAA)</p>

		<p><u>Hazing</u> - An activity which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization sanctioned or authorized by the Board of Education. (JICFA)</p>
Disruption	<p>Student disrupts academic learning environment.</p> <p>Student behavior interrupts other students' learning. Examples include but are not limited to: shouting out, excessive talking, out of assigned seat without permission.</p>	<p>Student engages in purposeful or persistent behavior that interrupts or significantly disrupts the educational process of the activity or classes. Excessive disruption or jeopardizing the safety of other students and staff.</p>
Property Damage/ Vandalism	<p>Student marks another's paper, hides or moves peer's materials or supplies with the intent to disrupt.</p> <p>Student fails to use classroom materials for its intended use.</p> <p>Student unintentionally causes damage to school or personal resources.</p>	<p>Student participates in substantial destruction or disfigurement of property.</p> <p>Student deliberately or repeatedly causes damage to school or personal resources.</p> <p>Student knowingly participates in substantial destruction or disfigurement of property.</p> <p>Student deliberately causes destruction to belongings of high personal or monetary value. (JQ)</p>
Theft	No Minor Offense	<p>Student is in possession of, has passed on, or is responsible for removing someone else's property without the person's permission.</p> <p>Student has signed another person's name without his/her permission.</p>
Cheating / Plagiarism / Lying	<p>Student submits someone else's work or ideas (intellectual property) as their own and/or allows others to use his/her work as their own.</p> <p>Student delivers a message that is untrue.</p>	<p>Student continuously submits someone else's work or ideas as their own.</p> <p>Student delivers message that is untrue which creates a disruption in a classroom or school.</p>

Dress Code	<p>The following are not acceptable:</p> <p>Student wears bandanas, durags or “hoodies” on the head or head gear (including sunglasses) that make student identity difficult to determine.</p> <p>Student wears underwear not covered by outer clothing, including boxers and bra straps.</p> <p>Student has any portion of buttocks or midsection visible.</p> <p>Student wears apparel or accessories which, through words or design, is sexually suggestive or offensive; promotes the use or consumption of alcohol, drugs, or tobacco, including drug paraphernalia; suggests intolerance or lack of respect to others on the basis of gender, race, religion, or ethnic, social, or economic background; promotes violence.</p> <p>Student wears, carries or displays gang paraphernalia.</p> <p>Student wears apparel (including jewelry) which through normal use, is destructive to school property, is inherently dangerous or poses a threat to the student or others, such as chains and spike collars.</p> <p>Slippers *Flip flops are not recommended</p>	
Out-of Bounds Location	<p>Student is outside their scheduled location without a pass or teacher awareness.</p> <p>Student uses different grade level bathrooms and water fountains.</p>	<p>Student leaves school building or grounds without authorization.</p> <p>Student deliberately skips or leaves class without permission.</p>
Bomb/ School Violence	No minor offense	Student participates or plans in the delivery of a message of possible destructive materials being

Threat		on school property, near school property and/or pending violence.
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Bullying

A 'Potential Bullying Reporting Form' has been created and shared with staff. If you suspect bullying, fill out the Google Form (<https://forms.gle/Lmus7YqwcidTbCyn9>) and email Kristen and Chad ASAP. A 'Paul School Student Potential Bullying Form' is available in the office for students to fill out.

Panther's Den

The Panther's Den was designed to provide support for students and staff in an effort to prevent/reduce unexpected behaviors and stress. In addition, it provides a quiet place for students to work and/or take a sensory break. The staff member in the room will work with students to create regulation strategies and process challenges. At this time, the Den is now closed until further notice

Behavior Rubric

Behavior	Managed Within the Classroom		Guidance Referral	Office Referral
Task Avoidance	Failure to complete assignment due to lack of understanding directions/ difficulty of task		Failure to complete assignment due to emotional distress	Continual failure to complete assignments
Non-compliance	Failure to follow directions within a reasonable amount of time or after redirection (isolated incidents)		Failure to comply due to emotional distress	Continual failure to follow directions within a reasonable amount of time or after redirection
Disrespect	Mocking or rude language, gestures, or tone			Continual mocking or rude language, gestures, or tone
Disruption	Any low intensity activity/item that disrupts the educational process (isolated incidents)		Any activity of such emotional intensity that it interrupts the educational process	Activity that continuously disrupts the learning environment and prevents teaching and learning for others
Harassment/ Bullying				Explicit messages delivered through the written, verbal, electronic or physical means that are sexual, intimidating or threatening in nature
Inappropriate Language	Unintentional profanity used as an exclamation and not directed towards an individual			Swears, racial slurs or sexually oriented comments directed at another person in a threatening manner and/or aggressive language threatening to do harm to an

				individual or our school community
Out of Bounds	Being anywhere other than scheduled place including leaving without permission		Being out of bounds to avoid peer conflict	Leaving school property without permission, repeatedly leaving assigned area without permission
Physical Contact	Non-serious inappropriate physical contact (horseplay)			Physical contact resulting in intentional harm to another (fighting, physical intimidation, aggression)
Property damage/ Vandalism	Not using materials for their intended use; misuse and minor damage of property or school facilities			Destruction of material/item of high personal or monetary value and/or placing others at risk; major school facility damage
Technology Violation	Not using materials for their intended use			Repeated misuse of technology or accessing sexual, violent, or other inappropriate content
Theft/ Cheating	Low level event in the classroom and/or suspicion of cheating (isolated)			Plagiarism or deliberate purposeful theft of personal or school property without permission
Being Mean	Negative or unkind comments, written messages or actions directed at another person; purposefully excluding peers, (isolated incidents)		Recipient of unkind comments, actions or exclusions	See harassment/bullying for continual mean comments or actions

Use/ possession of drugs, alcohol, weapons				Possession of weapons and/or items that could be fashioned as weapons, illegal substances, combustibles or anything material intended for the purpose of doing harm to self or others
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Behavior Matrix

A matrix has been developed for teachers and students to identify the expected behaviors at Paul School. All students are expected to be safe, be cooperative, be kind and be responsible. The matrix includes appropriate behaviors in each of these categories in different areas of the building.

	Be Safe	Be Cooperative	Be Kind	Be Responsible
Panther Expectations	<ul style="list-style-type: none"> Give others personal space, keep hands and feet to yourself Notify adults when there is a problem or bullying/harassment Report unsafe/suspicious behavior Use equipment and materials properly and for intended purpose Ask and receive permission to leave an area Dispose of trash properly Practice excellent hygiene Move safely Follow emergency procedures 	<ul style="list-style-type: none"> Follow adult directions Use appropriate voice levels Use appropriate language Take care of property Use equipment and supplies appropriately Leave areas cleaner than you find them 	<ul style="list-style-type: none"> Offer help to others Use kind words Play fairly Practice good manners Solve problems peacefully 	<ul style="list-style-type: none"> Clean up after yourself Use appropriate language and tone Be on time and prepared Use personal and school belongings appropriately Take ownership for your choices and actions; be honest Follow the dress code All phones and electronic devices should be turned off when entering the building and remain off until exiting the building
Arrival and Departure	<ul style="list-style-type: none"> Enter and exit building safely using designated entrances/exits Once on school grounds: <ul style="list-style-type: none"> Walk bikes, skateboards, and scooters to appropriate areas Store or hold other sports equipment Hoods, sunglasses, and headgear should be off upon entering the building 	<ul style="list-style-type: none"> Hold door for others behind you Recognize the movement needs of others 	<ul style="list-style-type: none"> Greet others kindly 	<ul style="list-style-type: none"> Arrive/leave at designated time Dress for the weather Keep belongings organized Store all energy drinks/soda until the conclusion of the day
Assembly	<ul style="list-style-type: none"> Sit in designated areas 	<ul style="list-style-type: none"> Use audience manners Applaud appropriately Listen, pay attention, and respond politely to speakers and presentations 	<ul style="list-style-type: none"> Applaud the effort and bravery of presenters 	<ul style="list-style-type: none"> Come with empty hands Make a good seating choice
Bathroom	<ul style="list-style-type: none"> Receive adult permission to use the bathroom Use closest available bathroom Wash hands when finished Water and soap stay in the sink Practice excellent hygiene 	<ul style="list-style-type: none"> Flush after use Give others privacy and maintain your privacy Maintain a graffiti-free environment Keep bathroom surfaces clean 	<ul style="list-style-type: none"> Conserve soap, water, paper towels, and toilet paper 	<ul style="list-style-type: none"> Keep bathroom clean, dry, and free of debris Dispose of personal products properly Return to room immediately when finished
Bus	<ul style="list-style-type: none"> Report unsafe behavior Enter/exist the bus in an orderly manner Remain seated and face forward Follow evacuation procedures Keep food, drink and belongings in backpack Cross the street in front of the bus after driver direction 	<ul style="list-style-type: none"> Keep bus clean and aisles clear Follow bus stop rules 	<ul style="list-style-type: none"> Use good bus riding manners 	<ul style="list-style-type: none"> Know your dismissal plan prior to dismissal Have an office note if going to a different stop Be prepared to load/unload the bus Sit in assigned seat Keep track of belongings
Cafeteria	<ul style="list-style-type: none"> Arrive in a single file line using appropriate voice levels and walk directly to assigned table Keep food and utensils to self and use as intended Remain seated until instructed otherwise 	<ul style="list-style-type: none"> Be courteous to all staff and students Listen, pay attention, and respond politely when lunch is being served Wait patiently in the lunch line Stay seated while eating Practice good table manners 	<ul style="list-style-type: none"> Be friendly and inviting to others 	<ul style="list-style-type: none"> Follow rules of your grade level in the cafeteria Clean up table and floor area Food/drinks should be finished before leaving the cafeteria
Classroom	<ul style="list-style-type: none"> Prevent spread of germs Walk/interact appropriately inside the classroom Use classroom technology safely and as directed Use supplies and furniture correctly 	<ul style="list-style-type: none"> Listen, pay attention, and respond politely to speaker Accept others for their differences and opinions Allow others to learn Respect the property of others Work as a team when appropriate Positively contribute to classroom community 	<ul style="list-style-type: none"> Use considerate words, actions and body language Try your best Be part of the solution Offer help to others in need when appropriate Share supplies 	<ul style="list-style-type: none"> Come to class with all necessary materials Ask for and/or accept help appropriately when needed Do your own work Follow classroom rules Keep classroom materials in the appropriate location Meet or exceed the classroom academic expectations Stay on task and engage in your own learning
Emergency Drills	<ul style="list-style-type: none"> Complete silence Listen for adult instructions Walk safely in line to designated area Keep hands and feet to self 	<ul style="list-style-type: none"> Complete silence Exit efficiently 	<ul style="list-style-type: none"> Complete silence 	<ul style="list-style-type: none"> Complete silence Stay with group in designated area Listen for adult instructions
Hallway	<ul style="list-style-type: none"> Walk on the right side Be aware of obstacles 	<ul style="list-style-type: none"> Enjoy artwork and displays with eyes Respect classes in session Recognize the movement needs of others 	<ul style="list-style-type: none"> Greet people silently Be aware of students' personal space 	<ul style="list-style-type: none"> Have signed agenda/hall-pass at all times Keep hallways clean
Recess	<ul style="list-style-type: none"> Dress appropriately for weather Line up using the appropriate voice level in the designated area when called Use equipment for its intended use Communicate recess concerns with recess staff immediately Stay in designated recess area Be gentle and fair to avoid injury 	<ul style="list-style-type: none"> Share the equipment Allow others to participate in group activities Accept rules and outcomes appropriately 	<ul style="list-style-type: none"> Encourage good sportsmanship Invite others to play 	<ul style="list-style-type: none"> Follow the rules of the game/playground At adult signal: stop, look, and listen Pick up equipment and personal belongings

Communication

Communication is key! It is the intention of the administration to always be available for staff and students. The following media will be used to give and receive information:

1. **Announcements:** Every day announcements will be made which will include a greeting, the school mission statement, reminders for upcoming events, and any other pertinent information. Please make sure that students are listening to these announcements daily. Announcements will also be made at the end of the day and will include dismissal information. Please do not release any students before announcements are made.
2. **Weekly Happenings:** Each week administration will send an email that contains any information needed for the operation of the school. It will include upcoming events and any other information administration needs to share with the staff in order to maintain open lines of communication.
3. **Email:** Please check your school email daily.
4. **Staff mailboxes:** Please check your mailbox regularly.
5. **Telephone/Voicemail:** Each classroom is equipped with a phone; the extension of which is your room number, so you may be contacted directly. The phones are set up to have individual voicemails and passwords. Classroom phones enable the office to communicate with staff inside of each room with less interference than that of an overhead announcement. It also allows teachers to call the office or classroom to classroom directly. Staff members should be answering the phones, to avoid students relaying messages to/about other students.

Communication Home

Communication between the school and home sets the tone and is essential in building a positive relationship. Teachers are expected to regularly communicate student successes and challenges to parents/guardians. In order to achieve this goal, the following methods will be utilized:

- All K-5 teachers will be required to use Class Dojo (<https://www.classdojo.com/>) to keep parents informed. 6-8 teachers will communicate with parent(s)/guardian(s) through Remind (www.Remind.com).
- Emails or phone calls
 - It is expected that any calls or emails from parents or to parents are made before or after school, or during prep periods. Teachers should respond back to parent contact within 24 hours to ensure communication lines are kept open.
- Wakefield Weekly
 - The Wakefield Weekly is a great way to share what's happening in your classroom with parents and the community at large. There is a schedule indicating when each grade level is responsible for developing the Wakefield Weekly (pg. 44). The newsletter, published every Friday, is sent home with students, emailed to all parents district wide and is available on the school's website and Facebook page. Articles should be submitted to the office by the end of the day Wednesday of your scheduled week.
 -

- Letters Home
 - Before letters are sent home, they should be approved by administration and a copy should be given to the office staff so that they are informed and can respond appropriately to questions.

Confidentiality

As educators, we are entrusted with a significant amount of personal information about children and their families that is not common knowledge. The manner in which this information is handled impacts their lives and reputations. Information regarding a student is confidential and should be shared only with those who 'need to know' in order to appropriately support the student. While seeking advice from a colleague, asking questions of prior year teachers, and/or communicating with family members to gather information is expected, sharing such information with others in a non-professional setting is not. At no time should any staff member share any information about a student or a family situation that is not necessary to provide an appropriate education or with any individual who is not directly involved in providing a child's education.

Information of a private nature about colleagues should also be considered confidential and is best to be kept private.

Documentation which includes student personal information should be shredded. Shredders are located in the main office and the special education office.

Mandatory Reporting

All states require that if persons know or suspect that child abuse is going on, they report the abuse to the authorities. These mandatory reporting laws were instituted to help promote awareness of child abuse and early intervention, if possible. Communicate the suspected situation with the school's social worker, guidance counselor and administrators for support with reporting.

Snow Cancellations and Delays

For school cancellations and delays, the school will send out an automated message through School Messenger. The message, in most instances, will be sent by 5:30am. The school will also communicate on WMUR. If you aren't receiving school messenger alerts, please notify a school administrator asap.

Chain of Support

Area Of Concern	First	Second	Third	Fourth
Academics / Curriculum	Grade level team	Administration		
Attendance	School Office	Contact home	Guidance and/or Social Worker	Administration
Cafeteria	Food Services	Administration	Business Administrator	
Discipline	Minors: Contact home, Team Meetings, Administration Majors: Contact home, Administration			
Facilities	Custodian	Facilities Director	Administration	
Guidance	Grade level team	School Counselor/ Social Worker	Administration	Student Services Director
Special Education	Grade level team	Special Ed. Coordinator	Administration	Student Services Director
Transportation	School Office	Transportation Coordinator	Administration	

A chain of support helps identify who to contact should you have a question or concern about a specific matter. Additionally, at times an individual may not be satisfied with the answer they have been given and they would like to speak to someone at the next level in order to better resolve the question or problem.

2021-2022 Wakefield Weekly Schedule

Please submit a brief write up highlighting the happenings within your grade level to Chad Strout by the end of the day on Wednesday of your scheduled week.

September 7-10	September 13-17	September 20-24	September 27 October 1	October 4-7*	October 18-22	October 25-29
White	Strout	Wunderlich	MS 8	MS 7	Grade 6	Grade 5
November 1-5	November 8-12	November 15-19	November 22-23	November 29-December 3	December 6-10	December 13-17
Grade 4	Grade 3	Grade 2	Guidance	Grade 1	Kindergarten	Pre K
December 22-23*	January 3-7	January 10-14	January 18-21	January 24-28	January 31-February 4	February 7-11
White	Wilson	Gallant	Hastings	Sullivan	McNevech	MS 8
February 14- 18	February 28- March 4	March 7-11	March 14-17*	March 21-25	March 28- April 1	April 4-8
Pre K	MS 7	Grade 6	Grade 5	Grade 4	Grade 3	Grade 2
April 11-15	April 18-22	May 2-6	May 9-12*	May 16-20	May 23-27	May 31-June 3
Grade 1	Kindergarten	Bemis	Gallant	Hastings	Sullivan	McNevech
June 6-10	June 13-14					
Strout	White					

*School week ends on a day other than Friday.

**Duty Schedule
2021-2022**

Duty	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Drop Off--Cars 8:00-8:25	Bemis	Bemis	Bemis	Bemis	Bemis
	M. Nason	M. Nason	M. Nason	M. Nason	M. Nason
	Lamper	Lamper	Lamper	Lamper	Lamper
Morning Drop Off--Buses 8:00-8:20	McNevech	McNevech	McNevech	McNevech	McNevech
	Gallant	Gallant	Gallant	Gallant	Gallant
Saint Anthony's Crosswalk AM/PM	Swanson AM Canney PM	Swanson AM Canney PM	Swanson AM Canney PM	Swanson AM Canney PM	Swanson AM Canney PM
Forrest Street Crosswalk AM/PM	Sullivan	Sullivan	Sullivan	Sullivan	Sullivan
Parking Lot Entrance	Landry	Landry	Landry	Landry	Landry
Bus Crosswalk AM/PM	Catauro AM McKellar PM	Catauro AM McKellar PM	Catauro AM McKellar PM	Catauro AM McKellar PM	Catauro AM McKellar PM
Front Entrance Foyer	Bonnevie, Frothingham, Hastings, Castonguay, DuBois, L. Cook	Bonnevie, Frothingham, Hastings, Castonguay, DuBois, L. Cook	Bonnevie, Frothingham, Hastings, Castonguay, DuBois, L. Cook	Bonnevie, Frothingham, Hastings, Castonguay, DuBois, L.Cook	Bonnevie, Frothingham, Hastings, Castonguay, DuBois, L. Cook
Gym Hallway	Trentsch	Trentsch	Trentsch	Trentsch	Trentsch
Title 1 Office area	Capen	Capen	Capen	Capen	Capen
Entry Gate AM/PM	Joe AM Custodian PM	Joe AM Custodian PM	Joe AM Custodian PM	Joe AM Custodian PM	Joe AM Custodian PM
SAU CrossWalk AM/PM	Bonnell	Bonnell	Bonnell	Bonnell	Bonnell
PK Bus	Alicia Wallingford	Alicia Wallingford	Alicia Wallingford	Alicia Wallingford	Alicia Wallingford

Top of Primary Ramp	Fifield	Fifield	Fifield	Fifield	Fifield
Breakfast (Cafeteria)	Canney DeColfmacker McKellar Pettis Kelley	Canney DeColfmacker McKellar Pettis Kelley	Canney DeColfmacker McKellar Pettis Kelley	Canney DeColfmacker McKellar Pettis Kelley	Canney DeColfmacker McKellar Pettis Kelley
Gr 1-2 Recess 10:45-11:15 Rotates every other week with Lunch Duty starting with this one	Monday	Tuesday	Wednesday	Thursday	Friday
	Courts	Courts	Courts	Courts	Courts
	Jakubec	Jakubec	Jakubec	Jakubec	Jakubec
	Learned	Learned	Learned	Learned	Learned
Gr 1-2 Lunch 11:15-11:45 Rotates every other week with Recess Duty starting with this one	Tyler	Tyler	Tyler	Tyler	Tyler
	Royle	Royle	Royle	Royle	Royle
	Kelly	Kelly	Kelly	Kelly	Kelly
Kindergarten Lunch 10:50-11:20	Libby	Libby	Libby	Libby	Libby
	Roberts	Roberts	Roberts	Roberts	Roberts
	Barlow	Barlow	Barlow	Barlow	Barlow
Kindergarten Recess 11:20-11:50	Arnold	Arnold	Arnold	Arnold	Arnold
	Toohey	Toohey	Toohey	Toohey	Toohey
	Welch	Welch	Welch	Welch	Welch
Gr 3-4 Lunch 11:50-12:20 Rotates every other week with Recess Duty	Robinson	Robinson	Robinson	Robinson	Robinson
	Purvis	Purvis	Purvis	Purvis	Purvis
	Reynolds	Reynolds	Reynolds	Reynolds	Reynolds

starting with this one					
Gr 3-4 Recess 12:20-12:50	Ellis	Ellis	Ellis	Ellis	Ellis
Rotates every other week with Lunch Duty starting with this one	Nason	Nason	Nason	Nason	Nason
	O'Neil	O'Neil	O'Neil	O'Neil	O'Neil
Gr 5-6 Lunch 12:25- 12:55	Olson	Olson	Olson	Olson	Olson
Rotates every other week with Lunch Duty starting with this duty	Taylor	Taylor	Taylor	Taylor	Taylor
	DeColfmacker	DeColfmacker	DeColfmacker	DeColfmacker	DeColfmacker
Gr 5-6 Recess 1:30-2:00	Boucher	Boucher	Boucher	Boucher	Boucher
Rotates every other week with Lunch Duty starting with this duty	Perkins	Perkins	Perkins	Perkins	Perkins
	Drum	Drum	Drum	Drum	Drum
Gr 7-8 Lunch 1:00-1:30	Trenstch	Trenstch	Trenstch	Trenstch	Trenstch
	Strout	Strout	Strout	Strout	Strout
	Bourne	Bourne	Bourne	Bourne	Bourne
Kindergarten Dismissal	Arnold Welch Toohey	Arnold Welch Toohey	Arnold Welch Toohey	Arnol Welch Toohey	Arnold Welch Toohey
Afternoon Pick-Up--cars 3:00-3:15	M. Nason	M. Nason	M. Nason	M. Nason	M. Nason
	Bemis	Bemis	Bemis	Bemis	Bemis
	DeColfmacker	DeColfmacker	DeColfmacker	DeColfmacker	DeColfmacker

Afternoon Pick-Up--bus 3:00-3:15	Gallant	Gallant	Gallant	Gallant	Gallant
	McNeovich	McNeovich	McNeovich	McNeovich	McNeovich
	Catauro	Catauro	Catauro	Catauro	Catauro

Indoor Recess Schedule

Duty	Monday	Tuesday	Wednesday	Thursday	Friday
Kindergarten	Arnold	Arnold	Arnold	Arnold	Arnold
	Toohey	Toohey	Toohey	Toohey	Toohey
	Welch	Welch	Welch	Welch	Welch
1-2	McKellar	McKellar	McKellar	McKellar	McKellar
	Bonnell	Bonnell	Bonnell	Bonnell	Bonnell
	DuBois	DuBois	DuBois	DuBois	DuBois
3-4	Lamper	Lamper	Lamper	Lamper	Lamper
	Fifield	Fifield	Fifield	Fifield	Fifield
	Simmons	Simmons	Simmons	Simmons	Simmons
5-6	Swanson	Swanson	Swanson	Swanson	Swanson
	Frothingham	Frothingham	Frothingham	Frothingham	Frothingham
	Bonnell	Bonnell	Bonnell	Bonnell	Bonnell

Pledge Schedule for the 2021-2022 School Year

Please send a few students down to the office each day to say the pledge. Each student will receive a pencil from the office the first time he or she comes to the office.

Aug 31- Sept 2	Sept 7-10	Sept 13-17	Sept 20-24	Sept 27 Oct-1	Oct 4-7	Oct 12-15
5-O	5-T	4- N	4-E	4-O	3-Rob	3- Rey
Oct 18-22	Oct 25-29 1	Nov 1-5	Nov 8-12	Nov 15-19	Nov 22-23	Nov 29 - Dec 3
3- P	2- K	2-R	2-T	1-J	1-L	1-C
Dec 6-10	Dec 13-17	Dec 20-22	Jan 3-7	Jan 10-14	Jan 18-21	Jan 24-28
K- B	K- L	K- R	PK	5-O	5-T	4-N
Jan 31- Feb 4	Feb 7-11	Feb 14-18	Feb 28- Mar 4	Mar 7-11	Mar 14-17	Mar 21-25
4-E	4-O	3-Rob	3- Rey	3- P	2-K	2-R
Mar 28 - April 1	Apr 4-8	Apr 11-15	Apr 18-22	May 2-6	May 9-12	May 16-20
2-T	1-J	1-L	1-C	K-B	K-L	K-R
May 23-27	May 31 - June 3	June 6-10	June 12-14			
PK	5-O	5-T				

2021-2022 Regular School Day Schedule
Lunch Schedule

Grade K	10:50- 11:20
Grades 1, 2	11:15 - 11:45
Grades 3, 4	11:50-12:20
Grades 5, 6	12:25-12:55
Grades 7, 8	1:00-1:30

Recess

Grade K	11:20 - 11:50
Grades 1, 2	10:45 - 11:15
Grades 3, 4	12:20-12:50
Grades 5, 6	12:55- 1:25

IA Schedule

Grades 7, 8	9:00-9:45
Grade 6	9:50- 10:35
Grade 4, 5	10:40- 11:25
Grade 1	1:15-2:00
Grade K	12:25-1:10
Grades 2, 3	2:05-2:50

2021-2021 Early Release Schedule
Lunch Schedule 8:40-12:40

Grade K	10:25 - 10:50
Grades 1, 2	10:50 - 11:15
Grades 3, 4	11:15 - 11:40
Grades 5, 6	11:40-12:05
Grades 7, 8	12:05 - 12:30

IA Schedule

Grades 7, 8	8:45 - 9:10
Grade 6	9:15 - 9:40
Grade 4, 5	9:45 - 10:10
Grade 1	10:15 - 10:40
IA Prep/Lunch	10:45 - 11:35
Grade K	11:40 - 12:05
Grades 2, 3	12:10 - 12:35

**2021-2022 Two Hour Delayed Opening Schedule
10:40-3:10**

Lunch Schedule

Grade K	11:00- 11:30
Grades 1, 2	11:25 - 11:55
Grades 3, 4	12:00 - 12:30
Grades 5, 6	12:35 - 1:05
Grades 7, 8	1:10-1:40

IA Schedule

Grades 7, 8	10:45 - 11:15
Grades 4, 5	11:20 - 11:50
Grades 6	11:55 - 12:25
IA Lunch	12:30 - 1:00
Grade K	1:05- 1:35
Grade 1	1:40 - 2:20
Grade 2, 3	2:15 - 2:45

Appendix

- A. Out of State Professional Development Form
- B. Student Activities Check Request Form
- C. Student Activities Deposit Form
- D. Cash Receipts and Deposits
- E. Mileage and Toll Reimbursement Form
- F. Expense Reimbursement Form
- G. Direct Deposit Form
- H. Request for Transportation Services
- I. Field Trip Activity Sheet
- J. Field Trip Permission Slip
- K. Course/ Workshop Reimbursement Form
- L. Anticipated Time Off Request
- M. Teacher Pay Schedule
- N. Stipend Proposal Form
- O. Referral Form
- P. Positive Office Referral Form
- Q. Paul School Student Potential Bullying Report Form
- R. Fire Drill Line Up
- S. When to See the Nurse Guide for Teachers
- T. Daily Home Screening
- U. Paraprofessional Time Card
- V. Paraprofessional Time Card Example
- W. Union Agreement
- X. Chromebook Student & Parent Agreement
- Y. Computer Repair Form



POLICY COMMITTEE MEETING

September 15, 2021
7:15 AM
SAU Conference Room
Agenda **and Minutes**

1. GBEB: Staff Dress Code
Paragraph 3 amended:

Staff will adhere to the same expectations of students as stated in the ~~Parent/Student~~ **Student/Family** handbook. Staff is allowed to wear pants/slacks, dresses, and skirts to school. Skirts **and shorts** should be of appropriate length, and not be made of spandex or light, see-through materials. Staff members may not wear the following attire: ~~blue~~ jeans (with the exception of Fridays and a contribution to the "Jeans Fund"), sweat suits, sweatpants, net tops, bare midriff tops, pajama pants, or ~~tank tops~~ **unsafe footwear**.

2. IJK - Supplemental Materials Selection and Adoption
Amended the NHSBA Model Policy:

Title: ~~MOVIES AND VIDEOS~~

Educational Relevance:

The showing of movies and videos ~~must~~ **should** be limited to a specific educational purpose. ~~General selection criteria should include quality of the overall work, fair and accurate representation of the facts, the reputation and significance of the writer, director and/or performer, and critical acclaim of the work itself.~~

Age Appropriate Movies, Paragraph 2

~~Junior High Level/Middle School~~ **Grades 7 and 8**: Only G rated movies may be shown without parental permission. Any movie with a PG rating ~~to be shown at the junior high/middle school requires parental/guardian notification.~~ Any movie with a **or** PG-13 rating to be shown ~~at the junior high/middle school~~ **in 7th or 8th grade** requires a signed, written consent from a parent/guardian that must be kept on file before the student may view the video.

Age Appropriate Movies, Paragraphs 3 and 4

~~High School: Only G, PG, and PG-13 rated movies may be shown without parental permission. Only certain segments having a valid educational purpose of any R rated movie may be shown. Any segment of an R rated movie to be shown at the high school requires a note signed by a parent/guardian that must be kept on file before the student may view the video.~~

~~The Board discourages the showing of any R rated movie in school. However, the Board also recognizes that some segments of certain R rated movies may have a valid educational purpose. Therefore, R rated movies are not to be shown in their entirety, and segments may be shown only if no other means of instruction can present the information. Signed, written permission must be granted by a parent/guardian before the student may view the video.~~

Policy IJK-R was also amended (form). Items such as:

- A selection for showing the film in its entirety or partially was removed
- If a family wished to preview or borrow the movie was removed
- An option to mail the form to the school was removed

a. IMBA - Online/Virtual Education

IMBA will be discussed at the next meeting.

b. GBEF- School District Internet Access for Staff

c. JICL (reference only)- School District Internet Access for Students

3. JLF-R

This will be discussed at the next meeting.

STAFF DRESS CODE

The Wakefield School Board expects all staff members to properly reflect the school district and be neatly groomed and dressed in clothing suitable for the subject of instruction, the work being performed, or the occasion.

The board retains the authority to specify the following dress and grooming guidelines for staff, within law, that will prevent such matters from having an adverse impact on the educational process. All staff members shall, when assigned to district duty:

- A. Be physically clean, neat and well groomed;
- B. Dress in a manner reflecting their assignments;
- C. Dress in a manner that does not cause damage to district property;
- D. Dress and be groomed in such a way so as not to cause a health or safety hazard.

Staff will adhere to the same expectations of students as stated in the–Student/Family handbook. Staff is allowed to wear pants/slacks, dresses, and skirts to school. Skirts and shorts should be of appropriate length, and not be made of spandex or light, see-through materials. Staff members may not wear the following attire: jeans (with the exception of Fridays and a contribution to the “Jeans Fund”), sweat suits, sweatpants, net tops, bare midriff tops, pajama pants, or unsafe footwear.

Notwithstanding these prohibited items, the Board recognizes that the nature of certain teaching assignments (i.e., Art, Physical Education, field trips, etc.) may require exceptions to the above policy and will be dealt with on an individual basis. Per New Hampshire law, footwear will be worn in the building at all times. If a staff member feels that an exception to this policy would enable him/her to carry out assigned duties more effectively, a request shall be made to the Principal or Assistant Principal.

Mrs. Priscilla Colbath, Chairperson
Mrs. Janet Gagnon
Mrs. J.Lisbeth Olimpio
Mrs. Judith Nason
Mr. Peter Kasprzyk

Adopted by the Board: April 4, 2001
Revised by the Board:
Reaffirmed by the Board: November 3, 2010
Revised by the Board: September 7, 2011
Revised by the Board:

Supplemental Materials Selection and Adoption Movies

Purpose

The Board believes that movies, videos, and other audiovisual materials are important tools in the educational process. At the same time, the Board believes that the use of movies and videos should be limited so that they are used legally and appropriately in achieving legitimate educational objectives. Therefore, it is the Board's purpose to have a policy that promotes the appropriate educational use of movies and videos in schools by maximizing classroom instructional time, encouraging parental participation in the education process, and fostering community values.

Policy

It is Board policy to establish course curriculum and work in partnership with parents to promote an appropriate learning environment that reflects community values. Therefore, the following guidelines represent Board policy regarding how and when movies and videos may be used as an instructional strategy to supplement approved course curriculum.

Educational Relevance

The showing of movies and videos should be limited to a specific educational purpose.

Administrator's Authorization

At least five (5) days prior to the showing, the instructor/teacher shall submit to the principal, in writing, the following information on the particular films :

1. Title and brief description
2. Purpose for showing the movie/video
3. Match with course objectives
4. Proposed date(s) of viewing
5. When and how parents will be notified, or if necessary, grant consent
6. Audience rating (G, PG, PG-13)

Age Appropriate Movies

Elementary Level: Only G rated movies may be shown without parental permission. However, parents must be notified that the movie will be shown in class. Any PG rated movie to be shown

at the elementary level requires a signed, written consent from a parent/guardian that must be kept on file before the student may view the video.

Grades 7 and 8: Only G rated movies may be shown without parental permission. Any movie with a PG or PG-13 rating to be shown in 7th or 8th grade requires a signed, written consent from a parent/guardian that must be kept on file before the student may view the video.

PARENTAL/GUARDIAN NOTIFICATION FORM

Use of Commercially Produced Movie/Video Recordings

Wakefield School District
Paul School

Date: _____

Dear Parent/Guardian:

I am planning on showing _____ movie/video
to your child's class. This film/video is rated _____.

The purpose of showing this film/movie/video is class is:

Name of Teacher: _____

Movies Rated G- Parents do not need to return the permission slip. This notice is for information only.

Movies Rated PG or PG-13 (grades 7 and 8 only) - Please sign below and have your child return it to their homeroom teacher by _____.

_____ My child has my permission to view this film/movie/video.

_____ I do not want my child to view this film/movie/video. Please substitute a meaningful, related, alternative activity.

Name of Student: _____

Signature of Parent/Guardian: _____

Date: _____

**Town of Wakefield
Capital Improvement Project Request
2022-2027**

Department: SAU 101

Prepared by: Pamela Stiles, Superintendent
Joe Williams, Facilities Manager

Project Description: Bathroom Renovation

Type of Project: Replace existing facilities equipment
 Improve quality of existing facilities or equipment
 Expand capacity of existing service level/facility
 Provide new facility or service capacity

Reason for Project: Removes imminent threat to public health or safety
 Alleviates substandard conditions or deficiencies
 Responds to Federal or State requirements
 Improves the quality of existing services
 Provides added capacity to improve growth
 Reduces long-term operating costs
 Eligible for grant funds for a limited time
 Provides incentive for economic development
 Other:

Project Justification:

This project is to renovate the main bathrooms. Partitions, flooring, hardware, some toilets. There will be eight bathrooms in total. The restrooms currently are older tile, older partitions, and some older toilets, 4 faucets in the gymnasium bathrooms to be replaced.

Anticipated Year of Purchase: Summer, 2023
Estimated Total Cost: (current Dollars) \$46,000
Useful Life: 20 year
Estimated Trade-In Value (if any)

Funding Sources: Operating Budget
 Grant
 Bond
 Warrant Article (Warrants for 2022, 2023 \$23,000 each year)
 Fund Balance
 Other

**Town of Wakefield
Capital Improvement Project Request
2022-2027**

Department: SAU 101

Prepared by: Pamela Stiles, Superintendent
Joe Williams, Facilities Manager

Project Description: Parking Lot and Sidewalk Maintenance

Type of Project: Replace existing facilities equipment
 Improve quality of existing facilities or equipment
 Expand capacity of existing service level/facility
 Provide new facility or service capacity

Reason for Project: Removes imminent threat to public health or safety
 Alleviates substandard conditions or deficiencies
 Responds to Federal or State requirements
 Improves the quality of existing services
 Provides added capacity to improve growth
 Reduces long-term operating costs
 Eligible for grant funds for a limited time
 Provides incentive for economic development
 Other:

Project Justification:

Catch basin is broken, tar for sidewalk and Taylor Way is cracked and falling apart. Sidewalk is uneven and is a trip hazard by the curbing. Tear out the old, new road pack with two inch sub base and one inch finish overlay for sidewalk and Taylor Way.

Anticipated Year of Purchase: Summer, 2023
Estimated Total Cost: (current Dollars) \$40,000
Useful Life: 15 years
Estimated Trade-In Value (if any)

Funding Sources: Operating Budget
 Grant
 Bond
 Warrant Article
 Fund Balance
 Other

**Town of Wakefield
Capital Improvement Project Request
2022-2027**

Department: SAU 101

Prepared by: Pamela Stiles, Superintendent
Joe Williams, Facilities Manager

Project Description: Playground addition

Type of Project: Replace existing facilities equipment
 Improve quality of existing facilities or equipment
 Expand capacity of existing service level/facility
 Provide new facility or service capacity

Reason for Project: Removes imminent threat to public health or safety
 Alleviates substandard conditions or deficiencies
 Responds to Federal or State requirements
 Improves the quality of existing services
 Provides added capacity to improve growth
 Reduces long-term operating costs
 Eligible for grant funds for a limited time
 Provides incentive for economic development
 Other:

Project Justification:

The small playground was unstable, broken, and at the end of life use. Small playground closer for the younger children. This will be a K-3 set up.

Anticipated Year of Purchase: Summer, 2022
Estimated Total Cost: (current Dollars) \$60,000
Useful Life: 15 years
Estimated Trade-In Value (if any)

Funding Sources: Operating Budget
 Grant
 Bond
 Warrant Article
 Fund Balance
 Other

**Town of Wakefield
Capital Improvement Project Request
2022-2027**

Department: SAU 101

Prepared by: Pamela Stiles, Superintendent
Joe Williams, Facilities Manager

Project Description: School Bus Purchase

Type of Project: Replace existing facilities equipment
 Improve quality of existing facilities or equipment
 Expand capacity of existing service level/facility
 Provide new facility or service capacity

Reason for Project: Removes imminent threat to public health or safety
 Alleviates substandard conditions or deficiencies
 Responds to Federal or State requirements
 Improves the quality of existing services
 Provides added capacity to improve growth
 Reduces long-term operating costs
 Eligible for grant funds for a limited time
 Provides incentive for economic development
 Other:

Project Justification:

This is a rotation of the fleet. This will take the place of the older vehicle in the fleet. This is recurring.

Anticipated Year of Purchase: 2024-25 school year

Estimated Total Cost: (current Dollars) \$200,000

Useful Life: 15 years

Estimated Trade-In Value (if any): \$5,000

Funding Sources: Operating Budget
 Grant
 Bond
 Warrant Article (\$90,00 each year, 2022, 2023)
 Fund Balance
 Other

**Town of Wakefield
Capital Improvement Project Request
2022-2027**

Department: SAU 101

Prepared by: Pamela Stiles, Superintendent
Joe Williams, Facilities Manager

Project Description: Well installation

Type of Project: Replace existing facilities equipment
 Improve quality of existing facilities or equipment
 Expand capacity of existing service level/facility
 Provide new facility or service capacity

Reason for Project: Removes imminent threat to public health or safety
 Alleviates substandard conditions or deficiencies
 Responds to Federal or State requirements
 Improves the quality of existing services
 Provides added capacity to improve growth
 Reduces long-term operating costs
 Eligible for grant funds for a limited time
 Provides incentive for economic development
 Other:

Project Justification:

Replace well that currently does not produce water. This is to keep costs down to the water precinct. This is strictly for water ballfields.

Anticipated Year of Purchase: Summer, 2023
Estimated Total Cost: (current Dollars) \$30,000
Useful Life: 25 years
Estimated Trade-In Value (if any)

Funding Sources: Operating Budget
 Grant
 Bond
 Warrant Article (\$15,000 2022, 2023)
 Fund Balance
 Other

Wakefield School District
SAU 101

Staff New Hires				
Name	Title	Effective Date	Replacing/New	Salary
Jennifer Palmatier	Math Teacher		Crowley	\$34,137

Resignations			
Name	Title	Effective Date	Salary
Stephanie Stewart	Bus Driver	9/17/2021	\$21/hour

Retirements			
Name	Title	Effective Date	Salary

WAKEFIELD SCHOOL DISTRICT
SCHOOL ADMINISTRATIVE UNIT 101

INTENT TO HIRE

Name of Employee: Jennifer Palmatier

Position being hired for: Grade 7 math

Existing Employee? Yes No

Replacing: _____

Submit with this form:

- Completed Application
- Reference Sheet
- Resume (if applicable)
- Transcripts (if applicable)
- Certification (if applicable)
- Three letters of recommendation (if applicable)

NH Certification ID # SOE Expiration Date: _____

Baccalaureate Degree from: UNH

Degree Mechanical Engineering Year 1985

Graduate Degree from: _____

Degree _____ Year _____

Hours Per Day: _____ Days Per Week: _____ Days Per Year: _____

Time Card: Yes No

Collective Bargaining: WTA WPA No Affiliation

Hiring Manager Comments:

Jennifer's references all share her heart for teaching, her ability to problem solve and work with others. She is passionate about teaching and is a quick learner.

Submitted by: Kristen White Date: 9/10/21

To be filled in by Superintendent

Account Number: _____

Hourly Rate: \$34,137/year Salary: Track/Step: T1/ST1

Signature of Superintendent: Pamela S Date: _____

September 2, 2021

RECEIVED

SEP 08 2021

COPY

Superintendent Stiles,

Due to personal reasons beyond my control, I have had to make the tough decision to resign.

Please accept this letter as notice of my resignation as the Assistant Principal of the Paul School. My last day in the district will be Friday, September 24, 2021.

I would like to thank you and the School Board for giving me the opportunity to serve our kids.

Sincerely,

A handwritten signature in black ink, appearing to be "CS" or similar initials, written in a cursive style.

Chad Strout



Pam Stiles <pamela.stiles@sau101.org>

Re:

1 message

Stephanie Stewart <stephanie.stewart@sau101.org>

Wed, Sep 8, 2021 at 2:22 AM

To: Pam Stiles <pamela.stiles@sau101.org>

This is my notice . I have decided to take another job. This job has been amazing and I loved it and the children. This is with a very heavy heart to leave . With everything going on with co coordinators and not knowing what they are doing. And drivers doing the lead position. They have no idea for the rules , regulations , and safe cs! My last day will be September 17th

On Tue, Sep 7, 2021, 9:24 PM Pam Stiles <pamela.stiles@sau101.org> wrote:

Stephanie,

I could not open the attachment.

Pam

On Tue, Sep 7, 2021 at 7:44 PM Stephanie Stewart <stephanie.stewart@sau101.org> wrote:

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✓

NHSBA Notice: NHSBA Delegate Assembly - October 16, 2021

4 messages

Message from NHSBA <bchristina@nhsba.org>
Reply-To: <bchristina@nhsba.org>
To: <pamela.stiles@sau101.org>

Tue, Aug 17, 9:12 AM

Having trouble viewing this email? [Click here](#)**NHSBA Delegate Assembly
October 16, 2021**

Dear NHSBA Member School Boards,

Included with this email/packet is a document with all Proposed Resolutions submitted for the 2021/2022 NHSBA Delegate Assembly, scheduled for Saturday October 16, 2021 from approximately 11am to 3pm. The agenda is being finalized and will be sent to all members in the upcoming weeks.

With respect to the Proposed Resolutions, NHSBA asks the following from its member school boards:

1. Please [click here](#) to have all school board members review the Proposals.
2. Please [click here](#) to have all school board members review the 2021 Proposed Continuing Resolutions.
3. Have your local school board appoint/elect an official Delegate to attend the NHSBA Delegate Assembly. Please [click here](#) to register and complete your Delegate selection.
4. Have your local school board take an official vote/position on each of the Proposed Resolutions.

Additionally, please note the following:

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1. Every submitted Proposed Resolution is included as it was submitted. The Proposed Rationale was completed by the school board that submitted the Proposal.
2. The recommendation from the NHSBA Board of Directors is just that - a recommendation. The ultimate positions/Resolutions will be determined by NHSBA member school boards.

Thank you for your attention to this matter. Please contact NHSBA if you have any questions.

Respectfully,

Barrett M. Christina
Executive Director

Barrett M. Christina, Esq.
NHSBA Executive Director
bchristina@nhsba.org
(603) 228-2061

The New Hampshire School Boards Association, 25 [Triangle Park Dr.](#),
[Ste 101, Concord, NH 03301](#)

SafeUnsubscribe™ pamela.stiles@sau101.org
Update Profile | Customer Contact Data Notice
Sent by bchristina@nhsba.org powered by



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Pam Stiles <pamela.stiles@sau101.org>

Tue, Aug 17, 4:22 PM

To: Bob Ouellette <bob.ouellette@sau101.org>, Relf Fogg <indafogg@yahoo.com>, Mary Collins <mary.collins@sau101.org>, Sheena Robbins <sheena.robbins@sau101.org>, Caitlin Gelinis <caitlin.gelinis@sau101.org>

FYI

[Quoted text hidden]

Sheena Robbins <sheena.robbins@sau101.org>

Thu, Sep 16, 5:09 PM

To: Pam Stiles <pamela.stiles@sau101.org>

Pam,

Is this something required of all boards? This will be my first fall as a board member. What is your experience with what is expected and/or the norm?

[Quoted text hidden]

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Pam Stiles <pamela.stiles@sau101.org>

NHSBA Delegate Assembly – IMPORTANT UPDATE – Change of Location

1 message

The New Hampshire School Boards Association <bchristina@nhsba.org>

Mon, Sep 20, 2021 at 12:45 PM

Reply-To: bchristina@nhsba.org

To: pamela.stiles@sau101.org



IMPORTANT UPDATE NHSBA Delegate Assembly - Change of Location

Dear NHSBA Members,

This email is to inform you of a change of location to the October 16, 2021 NHSBA Delegate Assembly.

Due to varying COVID-related protocols, this year's Delegate Assembly will be held at the Grappone Conference Center, [70 Constitution Ave, Concord, NH 03301](#). Registration will begin at 10am and the Business Meeting will begin at 11am, with a discussion of the Resolutions to follow. This year's Assembly will not have any training sessions before the Business Meeting.

A light, continental breakfast and refreshments (coffee, tea, water) will be provided.

Hosting the Delegate Assembly at the Grappone Center will allow for appropriate social distancing. Mask use is recommended, but not required.

Date: Saturday October 16, 2021
Location: Grappone Conference Center, [70 Constitution Ave., Concord, NH 03301](#)
Registration: 10:00am
Delegate Assembly: 11:00am – 1:00pm (approximate)

[CLICK HERE TO REGISTER](#)

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In order for the staff to prepare, NHSBA will be closing registration for the Delegate Assembly at 4:30pm on Wednesday, October 13, 2021.

As a reminder, each member-school board may send one voting Delegate. However, any and all board members are invited to attend. All submitted and proposed Resolutions will be brought forward to the Delegation. Every proposal will be discussed, debated and ultimately voted on by those Delegates in attendance. These Resolutions and Statements of Belief guide NHSBA's state-wide advocacy efforts.

Thank you for your attention to this matter.

Barrett M. Christina, Esq.
NHSBA Executive Director
bchristina@nhsba.org
(603) 228-2061



The New Hampshire School Boards Association | [25 Triangle Park Dr., Ste 101, Concord, NH 03301](#)

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Sent by bchristina@nhsba.org in collaboration with



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