



ANTRIM ELEMENTARY SCHOOL

STUDENT HANDBOOK 2015-2016

10 SCHOOL STREET
ANTRIM, NH 03440
603-588-6371

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Letter from the Principal

Dear Parents/Guardians and Students:

I want to once again welcome both new and returning families to Antrim Elementary School (AES), home to eagles that soar! I hope that you share my excitement for the year ahead!

In an effort to support the development of a strong home-school relationship, a school handbook has been put together. The AES Handbook covers essential information regarding our school, as well as important district policies adopted by our School Board. I hope that both you and your child(ren) find it to be a helpful resource. I recommend that you keep the AES Handbook in a convenient place for reference throughout the school year.

On behalf of the AES staff, please know that you and your child(ren) are a valued part of the AES community. We want to assure you that we are dedicated to providing the very best for each and every student. As the school's vision states:

Antrim Elementary School is a community inspiring all members to grow academically, socially, and emotionally within a safe, caring and nurturing environment. In challenging students and staff toward excellence, we support a collaborative and cooperative school striving for enthusiasm and joy in learning. We are respectful of diversity for individuals and groups, and teach the values of our democratic society. Kindness, respect, honesty, and cooperation are central to our success as a community of learners.

I, as well as the rest of the AES staff, look forward to partnering with you to make the 2015-2016 school year a great one!

Sincerely,

Ann Allwarden

Ann Allwarden, Ed.D.
Building Principal



Vision Statement

Our vision of Antrim Elementary School is a community inspiring all members to grow academically, socially, and emotionally within a safe, caring, and nurturing environment. In challenging students and staff toward excellence, we support a collaborative and cooperative school striving for enthusiasm and joy in learning. We are respectful of diversity for individuals and groups, and teach the values of our democratic society. ***Kindness, Respect, Honesty, and Cooperation*** are central to our success as a community of learners.



Student Rights

Students have the right to:

- receive an education.
- be respected.
- be in a safe environment.
- be informed of rules and consequences.
- the truth and fair play.
- be treated fairly by others.
- receive extra help if needed.

Student Responsibilities

Students have the responsibility to:

- listen while others are talking.
- respect others (bodies, feelings and property).
- practice safety rules.
- honor rules and consequences.
- be honest and considerate.
- care for school property.
- always do their best.

Meet the Staff of AES

Ann Allwarden – Building Principal
Sarah Edwards – Administrative Assistant
Vicki Mellon – School Nurse

Jean Robinson – Special Education Teacher
Allison Lipnoski – Special Education Teacher
Helen Sullivan – Title I Coordinator/Teacher
Roberta Wilmot – Title I Teacher

Sarah Grossi – Kindergarten Teacher
Kathy Stacy – Kindergarten Teacher
Mary Donovan – Grade 1 Teacher
Cindy Zawacki – Grade 1 Teacher
Emily Hartnett – Grade 2 Teacher
Elizabeth Lawler – Grade 2 Teacher
Nan Colby – Grade 3 Teacher
Tom Morris – Grade 3 Teacher
Brianna Bastarache – Grade 4 Teacher
Fabiola Woods – Teacher-in-Charge/Grade 4 Teacher

Jennifer Farrell – Paraprofessional
Sarah Halliday - Paraprofessional

Carole Storro – Music/Art Teacher
Linda Tenney – Library Media Specialist
Tim Conway – Physical and Health Education Teacher
Matthew Hale – Technology Coordinator

Robin Gregg – School Counselor
Stephanie Chinnery – School Physiologist
Cheryl Jessie – Occupational Therapist
Meredith Desaulniers – Speech/Language Pathologist
Christine Lindner – Speech/Language Assistant
Kathy Anderson – Physical Therapist

Custodian—Adam Fletcher

Meet Antrim’s School Board Members

Crista Salamy (Term exp. 2017)
Rich Cahoon (Term exp. 2016)

Admissions/Transfers

Admission Requirements

School registration may be arranged through the Antrim Elementary School's office during the school year and through the Office of the Superintendent during the summer.

During school year contact: Antrim Elementary School
10 School Street
Antrim, NH 03440
Phone: (603) 588-6371

During summer contact: ConVal School District
Office of the Superintendent, SAU #1
106 Hancock Road
Peterborough, NH 03458
Phone: (603) 924-3336.

Admission to Kindergarten

A child may enter Kindergarten if his/her chronological age will be five (5) before August 25th of the school year of entry (see district policy [JEB-Entrance Age](#)).

Transfers – Entering

Parents/Guardians of new students are required to complete a registration packet providing current contact information, proof of residency, birth certificate with parent(s) name, proof of custody (if applicable), health history/immunizations, and current copies 504 Plans/IEPs (if applicable). The registration packet needs to be completed prior to a student starting school. In fairness to the student, the class, and the classroom teacher, we would appreciate that teachers have a minimum of a one day notice prior to a student's entrance.

Immunization Requirements

The State of New Hampshire requires that all students have the proper immunizations before entering school. Schools within the ConVal School District also require parents to fill out a confidential health form for school files and proof of a physical examination with a doctor's signature.

Transfers – Exiting

Families are asked to provide a minimum of three days' notice of intention to exit to another school. This provides the student with the opportunity to say goodbye to friends and teachers. Immunization records can be sent directly to the transfer school upon receipt of signed release forms. Please notify AES of your change of address.

Daily Schedule

08:20 Earliest arrival.

08:40 Classes begin.

10:40-11:10 Recess for grades 2 & 3

12:30 Lunch for grades K, 1, & 4

01:00 Lunch for grades 2 & 3, and recess for grades K, 1 & 4.

03:25 Bus riders and walkers are dismissed.

03:25 Pick-ups are dismissed via front office foyer.

Parents/guardians who are picking up their child at the end of the day, must sign him/her out and remain in the front office foyer until your child's name is called for dismissal.

Specialist Schedule

Dates	Week	Specials for Grossi, Donovan, Hartnett,	Specials for Stacy, Zawacki, Lawler,
		Colby, and Bastarache	Morris, and Woods
8/27-9/4	1	Music	PE
9/8-9/11	2	PE	Music
9/14-9/18	3	Health	Library/Media
9/21-9/25	4	Library/Media	Health
9/28-10/2	5	Art	PE
10/5-10/8	6	PE	Music
10/13-10/16	1	Music	PE
10/19-10/23	2	PE	Music
10/26-10/30	3	Health	Library/Media
11/2-11/6	4	Library/Media	Health
11/9-11/13	5	Art	PE
11/16-11/20	6	PE	Music
11/30-12/4	1	Music	PE
12/7-12/11	2	PE	Music
12/14-12/18	3	Health	Library/Media
1/4-1/8	4	Library/Media	Health
1/11-1/15	5	Art	PE
1/19-1/22	6	PE	Music
1/25-1/29	1	Music	PE
2/1-2/5	2	PE	Music
2/8-2/12	3	Health	Library/Media
2/15-2/19	4	Library/Media	Health
2/29-3/4	5	Art	PE
3/8-3/11	6	PE	Music
3/14-3/18	1	Music	PE
3/21-3/25	2	PE	Music
3/28-4/1	3	Health	Library/Media
4/4-4/8	4	Library/Media	Health
4/11-4/15	5	Art	PE
4/25-4/29	6	PE	Music
5/2-5/6	1	Music	PE
5/9-5/13	2	PE	Music
5/16-5/20	3	Health	Library/Media
5/23-5/27	4	Library/Media	Health
5/31-6/3	5	Art	PE
6/6-6/10	6	PE	Music
6/13-6/14 + snow	1	Music	PE

Student Attendance

Regular and punctual patterns of attendance are required of each student in order to achieve grade-level academic standards and make consistent educational progress. The following are considered to be *excused* absences: (a) illness, (b) recovery from an injury, (c) required court attendance, (d) medical and dental appointments, (e) death in the immediate family, (f) observation or celebration of a religious holiday, and (g) other reasons approved by the principal or permitted by the law. Any absence that has not been excused for any of these reasons will be considered an *unexcused* absence.

If parents/guardians wish for their child to be absent for a reason not listed in the excused absences noted above, the parent/guardian must provide a written explanation of the reason for such absence, including why the student will be absent and for how long the student will be absent. The principal will make a determination as to whether the stated reason for the student's absence constitutes good cause and will notify the parent/guardian of his/her decision.

Reporting Absences

In the event of an absence, please call the school by 8:40am to inform the school of the student's absence and reason for absence. In addition, for absences due to reasons other than illness, parents/guardians must provide written notice or a written excuse that states the reason for non-attendance. The principal may require parents to provide additional documentation in support of their written notice, including but not limited to doctor's notes, court documents, obituaries, or other documents supporting the claimed reason for non-attendance.

Safety Check Program

AES will contact a student's parent/guardian if we do not receive a phone call or advance notice regarding a student's absence or tardiness.

Family Vacations/Educational Opportunities

Generally, absences other than for illness or injury during the school year are discouraged. The school principal may, however, grant special approval of absence for family vacations, provided written approval is given in advance. Parents are asked to write a note to their child's teacher at least two weeks before the trip. This advance planning will allow the teacher enough time to work with parents and the student regarding homework completion.

Given ConVal District policy, the following absence communication timetable will be utilized:

- **Three Unexcused Absences:** A letter will be mailed to the student's parents or legal guardian.
- **Five Unexcused Absences:** A letter including dates of absence will be mailed to the student's parents or legal guardian. The letter will be followed by verbal communication from the school. Parents or legal guardian will be asked to meet with the school principal and school counselor to discuss this issue further.

- **If absenteeism continues:** A letter including dates of absence will be mailed to the student's parents and/or legal guardian. A second meeting with parents/guardian will be scheduled.

For more information, please see the district's policy [JH - Attendance, Absenteeism, and Truancy](#).

Make-Up Work

When a student is absent from school, make-up work will be arranged between the teacher and student/parent.

Arrival

Morning Drop Off

Students may not be dropped off until 8:20am. At 8:20am students report either to the playground, cafeteria, or classroom, depending on where the teacher on morning duty has instructed them to go. Duty teachers are on the playground and in the cafeteria. Students are able to purchase breakfast at this time.

IMPORTANT: The staff at AES cannot be held responsible for children dropped off before 8:20am. For your child's safety, please make sure they are not dropped off before this time. Please contact Lisa Hennessy at before.after.school.clubs@gmail.com, if you would like your child to participate in their *Before School Program*.

Please note: The Before School Program is not a ConVal sponsored program.

Reporting Tardy Arrivals

Prompt arrival is very important. When students arrive late, parents/guardians are expected to accompany their children into the building and complete a Late Arrival slip. This ensures a student's safe arrival and helps the school maintain accurate attendance records. Parents are expected to call by 8:40am to report a child tardy. In addition to letting the school know when your child will arrive, please be sure to let the school know whether your child will need a school lunch.

When your child arrives late to class, announcements, instructions, and group activities are missed. Each child is an important member of the class and timely, consistent participation makes a difference in what is learned. We encourage parents to model the value of promptness for their children. The habits children develop during their formative years will serve them throughout their lives.

Dismissal

Early Dismissal

In the case of illness, injury, emergency, or appointment, a child may be dismissed from school during the school day. Parents need to complete an *Early Dismissal* slip.

Communication Required For Dismissal Changes

At the beginning of the school year, parents/guardians note their child(ren)'s usual dismissal routine on the *ConVal School District's Student Enrollment Form*. If a student's dismissal routine needs to change, please send a note to school outlining changes. Without a note, children will be sent home their usual way. Whenever possible, send dismissal notes with your child in the morning. Notes are forwarded to the office and passed along to bus drivers. For this reason, use a separate piece of paper for all other notes to your child's teacher.

Include in each note: Your child's full name, his/her destination with address, whether they will take a bus or riding in a car, and who will pick them up. Sign and date each note.

Written notes are required when your child will be (a) picked up instead of riding the bus--or the reverse, (b) riding a different bus, (c) riding the bus to a different bus stop, or (d) picked up by anyone other than a parent or legal guardian.*

**A photo ID may be requested.*

At times parents may need to phone in a change for their child's dismissal routine. We ask that you make the call **before 2:00pm**. The end of the school day gets very busy, and changes made to close to the end of the day can cause delays in students' dismissal. *Please do not send dismissal information via email.*

Afternoon Dismissal

Bus Riders: AES staff members accompany students as they walk outside to the buses and then supervise students as they load onto the appropriate bus.

Car Pickups: AES staff members dismiss children individually to parents picking up by car. Please park and come into the building for your child.

Walkers: Walkers are expected to walk on sidewalks, cross streets at cross walks, and look both ways before crossing a street.

Bike Riders: In order to ride a bike to and from school, students must have written permission from a parent/guardian, and they must wear a helmet.

Visiting Antrim Elementary School

Parents/Guardians are encouraged to visit AES. Visitors use the main entrance. For safety and security reasons, visitors will be asked to report to the school's office to sign in and state the reason for their visit. Visitors will also be given a visitor's badge to wear.

Parents/Guardians are encouraged to observe the school program and meet with their child's teachers. Parents/Guardians who are interested in observing a class or meeting with a teacher are asked to please contact the appropriate teacher directly to schedule a date and time.

Volunteering at Antrim Elementary School

AES welcomes individuals who are willing to volunteer their valuable time and talents to enrich students' learning experiences. AES recognizes and appreciates the valuable role that volunteers play in supporting staff and students. The AES Staff believes that a school in which teachers, parents, and community members work together provides the most meaningful educational experience for the children. School volunteers assist classroom teachers by providing individualized attention and by assisting with special projects in the classroom. Volunteers also support major school events such as Open House, Book Fair, Literacy Night, Field Day, and much, much more. Each year the Antrim community devotes over 1,000 hours of volunteer time to the AES student body.

Designated Volunteers

AES staff members can assign designated volunteers to supervise or work with groups of students. For example, a designated volunteer could supervise students as they (a) select and check out books in the library, (b) use available programs in the media lab, or (c) weed and water the garden beds. Designated volunteers are also able to supervise small groups of students on field trips.

In order to become a designated volunteer, interested individuals need to complete a Criminal Records Check fingerprint packet. The packet contains a Release Authorization Form which must be completed and signed in the presence of a notary. It also includes the fingerprint card that requires additional information be completed. You may also contact the Human Resources Department of the Superintendent of Schools, at 924-3336 ext. 2033, to schedule a time to have your fingerprints done at the Superintendent's Office in Peterborough.

Parent/School Connection

Parent/Teacher Organization (PTO)

The PTO is an organization of parents and teachers who meet monthly to discuss and plan events for families, as well as art and academic enrichment programs. Everyone is welcome and new members are greatly appreciated. The PTO meets the 2nd Tuesday of the month at 7pm. Some of the benefits include:

- Connecting with your child's school
- Contributing to the enhancement of educational opportunities at AES
- Meeting your neighbors
- Having an hour out of the house!!

More information can be obtained by emailing the PTO at antrim.elem.pto.03440@gmail.com.

Communicating with Your Child's Teacher

Parents/Guardians are encouraged to communicate with their child's teachers. Parents can email or leave voicemails for teachers. Teachers will respond to emails or return phone calls as soon as possible. Email addresses for ConVal staff members include the initial of their first name, their last name, and "@conval.edu."

Emergency Procedures

Emergency Preparedness

Emergency drills and exercises (e.g., evacuation, lock down, and drop, cover, hold procedures) are practiced routinely and are conducted in accordance with district and state guidelines for students' safety.

In the event of a serious emergency, parents are asked to keep phone lines open and the streets surrounding the school clear. Therefore, we ask that you *not* come to school to pick up your child unless asked to do so. The school will send children home only if it is safe.

In the case of an emergency situation, AES will communicate essential information to parents/guardians through our Blackboard/Connect 5 system.

Snow Days/School Cancellations

Serious weather conditions often result in either a delayed opening or a day off. If there is a delay or cancellation, you will be notified by telephone through our Blackboard/Connect 5 system. Notice of delay or cancellation will also be made by radio/TV.

Additional School Policy and Practices

Birthdays

Teachers recognize birthdays with a song, and parents often send in a special snack. (Please refer to the healthy snack list on the ConVal website: <http://conval.edu/parents-students/wellness/healthy-snacks/healthy-snack-list/view>.)

A few ideas for a special snack:

- Cut-up vegetables
- Fruit kabobs
- Popcorn
- Pretzels
- Trail Mix (dried fruit, nuts, cereal)

Additional ideas for celebrating your child's birthday:

- Send in a poster board or autograph book on which classmates can sign their names and write a special message for the birthday boy or girl.
- Send in a newborn photo of the birthday boy or girl.
- Provide non-edible trinkets such as erasers, pencils, or stickers that are not too expensive.
- Donate a book, game, or supplies to the classroom.
- Send in a short recap of what happened in history on the day your child was born (find fun historical facts at www.historychannel.com).

Important note: If your child wishes to distribute birthday invitations to classmates in school, please have an invitation for *every* child in the classroom. Otherwise, invitations need to be mailed or distributed outside of school.

Bullying

Bullying behavior involves either a single significant incident or a pattern of incidents involving written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:

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

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

Student or Parent Reports

Any student who believes that he or she has been the victim of bullying or cyberbullying, as defined above, should immediately report the alleged act(s) to the Principal or the principal's designee (i.e., Fabiola Woods, teacher-in-charge; Robin Gregg, school counselor); however, if the student prefers, he/she may inform any school employee or volunteer.

Students or parents who have witnessed or who have reliable information that a pupil has been subjected to bullying or cyberbullying should immediately report the incident to the Principal or the principal's designee, or, if the student or parent prefers, he/she may inform any school employee or volunteer about the alleged bullying or cyberbullying.

Forms to report incidents of alleged bullying are available at the Principal's office. To learn more about the district's policy on bullying, please see Policy JICK Pupil Safety and Violence Prevention on pages 36-38 of this handbook.

When should I keep my child home from School?

Contagious/Communicable Illness. If you suspect that your child has a contagious disease such as strep throat, whooping cough, chickenpox, or conjunctivitis, keep your child at home until a doctor has indicated that they are no longer contagious.

Colds. Children with a new cough or severe cold symptoms such as sneezing, congestion and/or thick or constant nasal drainage should stay home. Minor cold symptoms such as mild stuffiness and clear nasal discharge are OK to be in school as long as your child feels well enough to participate.

Fever. Children with a temperature of 100 degrees or higher must stay home from school. Your child may return to school after he/she is fever free for a minimum of 24 hours—without the use of fever reducing medicine. Fever (temperature of 100 degrees or higher) is a normal response by the body to fight off an infection. It is also an indication that your

child could be contagious. Often, temperatures are lower in the morning and rise during the day. Giving your child acetaminophen or ibuprofen will reduce the temperature but will not prevent him/her from passing the illness to their classmates.

Nausea/Vomiting/Diarrhea. Your child should stay home from school if any of these illnesses have occurred within the last 24 hours.

The 24 Hour Rule/Guideline. Students may return to school after 24 hours on antibiotics, when their temperature has been less than 100 degrees for 24 hours, and/or no vomiting or diarrhea for 24 hours.

Dress Code

AES strives to provide all students with a safe and positive learning environment. With that, the dress code at AES focuses on ensuring that students dress in ways that support their ability to successfully participate in all school activities, as well as support the development of a positive learning environment.

- Clothing should depict school-age appropriate themes and modestly cover appropriate body parts.
- Clothing depicting or advertising alcohol/tobacco, obscenities or violence is not acceptable.
- Students should be dressed appropriately according to the weather. Outerwear for winter should include a coat, hat/hood, mittens/gloves, snow pants, and boots.
- Students should also wear clothing to school that allows them to participate in all school activities (e.g., PE, recess).
- Safe and appropriate footwear must be worn at all times. High heels and flip flops are not allowed. Sneakers are needed for Physical Education (PE) and Health Education classes.

Recommendations:

- Younger students occasionally have accidents. Sending an extra set of clothing to school can save time, embarrassment, and discomfort for your child.
- Students of all ages misplace or lose articles of clothing (e.g., sweatshirts, jackets). Labeling clothing helps when items are misplaced.

Food Allergies

Cafeteria Procedures

- If needed, an allergen-free table is provided.
- The staff on breakfast and lunch duty will ensure that the allergen-free table is washed by staff before breakfast and lunch begin and after each group finishes. The same table and benches shall be used each day and will be clearly marked as allergen-free. Students will not be responsible for washing allergen-free tables.
- Staff on breakfast and lunch duty shall monitor the students' compliance with the food allergy guidelines at allergen-free table
- Sharing or trading of food or utensils is not allowed.

Classroom Procedures

- Classroom teachers will consult with the parents/guardians of students with food allergies and the school nurse prior to any planned activity involving the consumption of food.
- The parent/guardian is responsible for providing an allergen free snack to be kept in the classroom in the event of an unplanned celebration.
- If needed, an allergen free snack table, or portion of table, will be provided.
- Sharing or trading of food, utensils and straws is not allowed.
- All classmates will wash hands after snacks and meals.
- Tables and desks will be cleaned with paper towels and district approved cleaning supplies before and after meals and snacks.
- In no instance shall a staff member make decisions to allow food to be given to a student with food allergies unless that staff member has spoken with the nurse or parent/guardian.
- Upon request of the parent/guardian, a letter from the school nurse and classroom teacher will be sent to all parents in the class informing them that a student with a food allergy is a member of the class and the required accommodations for the safety of the student(s).
- The classroom teacher and school nurse may educate classmates regarding the specific student's allergy, with parental permission.

Ideas for Parents/Guardians of Students with Food Allergies:

- Leave a bag of "safe snacks" in your child's classroom so there is always something your child can choose from during an unplanned special event.
- Be willing to provide safe foods for special occasions, e.g. bring in a treat for the entire class so that your student can participate.

Please contact our school nurse, Vicki Mellon, R.N., with specific medical concerns.

Holidays

Parties held during school hours sometimes celebrate holiday traditions from around the world including Halloween, Thanksgiving, Hanukkah, Kwanzaa, Christmas, and Valentine's Day. Please notify your child's teacher if your family does not observe these kinds of celebrations due to religious beliefs. Alternative options will be made available.

Lice

The presence of head lice is a nuisance that can happen to anyone. They are not a sign of being unclean. Head lice do not fly or jump. They are mostly transmitted by direct head to head contact. Signs of head lice include itching of the scalp and neck, a rash or scratch marks on the scalp, and the presence of nits (eggs). Nits are small silvery egg cases firmly attached to individual hairs close to the scalp; they look something like dandruff but stick to the hair strand. When checking for nits and head lice, look carefully behind the ears, at the back of the neck, and in the hair near the forehead. Lice move quickly and are difficult to see. At the discretion of the school nurse, a student with head lice may be sent home. If a child has live lice, the possibility of transmission to others often has been

present for at least a month. There are various treatment options available. Check with your health care provider or a pharmacist to determine which method is best for your child. It is also important to notify any close contacts such as playmates or friends who have slept over. The AES Nurse's Office also has information about head lice. Please call for information or support.

See the district's Head Lice Policy on pages 38-39 of this handbook for more information regarding (a) screening for head lice, (b) management on the day of diagnosis, and (c) criteria for returning to school.

Medications at School

Please do not send medicine to school with your child. All medications must be delivered in the original prescription container by the parent. Please ask the front office for the appropriate paperwork for administration of any type of medication. In the event that the school nurse is not on site, a qualified member of the staff (i.e., the health designee) can administer the medication to your child after receiving a signed authorization. See the district's Medication Policy on pages 39-40 of this handbook for more information.

Parking

When visiting the school or waiting for students, parents should park away from the front of the school to avoid blocking school buses and delivery trucks. **PLEASE DO NOT PARK DIRECTLY IN THE FRONT OF THE SCHOOL IN THE NO PARKING ZONE.** If you plan to be on-site due to a school function, please consider carpooling or drop-off arrangements to avoid parking shortages and/or traffic problems. In the morning please drop off your child at the side of the AES building which faces Great Brook School, as close to the playground as possible.

Playground Rules

For your child's safety as well as the safety of others, the following rules are strictly enforced:

- Stay within the boundaries of the playground.
- No aggressive physical contact (pushing, shoving, inappropriate touching, or play fighting).
- No unsafe behaviors.
- Listen to the playground supervising adults.

Recess

Students need to come to school prepared for outside recess every day. AES staff members monitor the weather conditions, as well as the outside temperature. If it is raining, students will remain indoors for recess. If the temperature is below 10 degrees, the students will remain indoors for recess. (The wind chill is taken into consideration.)

School Bus Expectations

While the law requires the School District to furnish transportation, it does not relieve parents of students from the responsibility of supervision until such times as the students board the bus in the morning and after the students leave the bus at the end of the school

day. Once a student boards the bus, he/she becomes the responsibility of the School District. Such responsibility shall end when the child is delivered to the regular bus stop at the close of the school day.

In view of the fact that a bus is an extension of the classroom, the children are expected to conduct themselves in the bus in a manner consistent with established standards for classroom behavior.

For your child's safety as well as the safety of others, the following rules are strictly enforced:

- Remain seated at all times.
- Live animals (snakes, hamsters, etc.) are not allowed on the bus.
- Conversation levels should not interfere with the driver's ability to communicate with passengers.
- Keep your body to yourself. Do not hurt the bodies or feelings of others.
- Eating and/or drinking are not permitted.
- Inappropriate language is never acceptable.

The bus driver will have the responsibility to maintain orderly behavior of students on school buses and will report misconduct to the student's principal. Loss of bus privileges will be the result of poor choices. Parents will be contacted in the event of a bus problem involving their child.

Student Privacy

AES does not release the names of students or any identifying information about students to outside agencies. However, the school reserves the right to release names and/or photographs of students in announcing honors and recognition won by students, participation in plays and musical programs to community news agencies.

All students get the opportunity to have their picture appear on the district and school's website. If you do not wish to have your child's picture posted on the school website, the Website Permission Form, which is sent home the first week of school, needs to be signed.

Student Records

In accordance with the Buckley Amendment, AES respects the rights of parents/guardians to examine the school records of their child. Please contact the school principal for more information.

Student Services/Curriculum

Antrim Eagles Soar!

The Antrim Eagles Soar Program is a school wide initiative that teaches and encourages students to develop and exhibit positive social skills. The purpose of the Antrim Eagles Soar program is to create and maintain a school climate that encourages optimal safety and learning. Our goal is to model for and teach our students, specific examples of what it is to

be **Kind, Respectful, Honest** and **Cooperative** in various locations and activities within the school day (see AES's Behavior Matrix on pages 20 and 21).

Social and Emotional Learning

In order to attend to the personal and social dimensions of students' growth and development, AES has chosen to focus on four character elements—respect, honesty, cooperation, and kindness. The emphasis throughout the school is to integrate these traits in the curriculum and thus create an atmosphere of high standards.

The working definitions for our character traits are as follows:

- Respect: To treat everyone and everything with value.
- Honesty: Telling the whole truth.
- Cooperation: Working together.
- Kindness: Treating others with courtesy.

	Kindness	Respect	Honesty	Cooperation
Instructional Areas	<ul style="list-style-type: none"> • Be open to others' ideas • Help others • Be encouraging • Use kind words 	<ul style="list-style-type: none"> • Listen to the speaker • Be patient • Take care of materials • Allow others to learn at their own pace 	<ul style="list-style-type: none"> • Focus on your own work • Take responsibility for your actions • Do your best work 	<ul style="list-style-type: none"> • Wait for your turn • Follow directions • Share ideas and materials • Work together to clean up your classroom
Playground	<ul style="list-style-type: none"> • Take turns • Welcome and invite others to play • Use kind words 	<ul style="list-style-type: none"> • Listen to each other • Follow teachers' directions • Take care of the playground equipment 	<ul style="list-style-type: none"> • Play by the rules of the games • Show good sportsmanship • Take responsibility for your actions 	<ul style="list-style-type: none"> • Follow safety rules • Ask a teacher for help if there is a problem (injury, conflict) • Share equipment and play areas
Hallways	<ul style="list-style-type: none"> • Be friendly • Give a non-verbal greeting to people you pass in the hall • Keep your place in line • Hold the door open for the person behind you 	<ul style="list-style-type: none"> • Walk quietly and face forward • Remain quiet so others can work • Keep hands and feet to yourself • Close lockers quietly 	<ul style="list-style-type: none"> • Take care of your belongings • Look at the work displays with your eyes not your hands • Use only your own locker • Get to where you need to be on time 	<ul style="list-style-type: none"> • Stay in line • Keep to the right • Keep lockers closed and hallways clear
Cafeteria	<ul style="list-style-type: none"> • Be friendly • Be polite and use table manners • Use kind words • Use "please" and "thank you" while getting your food 	<ul style="list-style-type: none"> • Follow teachers' directions • Use "inside" voices • Be patient while waiting in line • Ask for permission if you need to leave the table 	<ul style="list-style-type: none"> • Eat your own food, don't share with others • If you spill something, help to clean it up 	<ul style="list-style-type: none"> • Keep food on your tray • Put all trash in trash cans and help clean your table

	Kindness	Respect	Honesty	Cooperation
Bathrooms	<ul style="list-style-type: none"> • Use bathrooms for intended purpose 	<ul style="list-style-type: none"> • Conserve water, paper products, and soap • Maintain privacy • Keep voices quiet so others can work 	<ul style="list-style-type: none"> • Wash your hands • Flush after use • Make sure trash ends up in trash cans • Return to your classroom as soon as you're done 	<ul style="list-style-type: none"> • Take turns • Wait patiently
Arrival/ Dismissal	<ul style="list-style-type: none"> • Give friendly greetings • Acknowledge greetings 	<ul style="list-style-type: none"> • Keep lockers and floor area clean • Keep belongings inside locker • Close lockers quietly • Use inside voices 	<ul style="list-style-type: none"> • Stick with your family's original plans for after school 	<ul style="list-style-type: none"> • Walk safely • Hold the door for the person behind you • Listen to announcements
Bus	<ul style="list-style-type: none"> • Use kind words • Give the driver a friendly greeting 	<ul style="list-style-type: none"> • Talk quietly with the people near you • Stay in your seat and respect personal space 	<ul style="list-style-type: none"> • Take responsibility for your actions • Face forward in your seat 	<ul style="list-style-type: none"> • Allow others to sit with you • Wait your turn getting on and off the bus • Listen to the bus driver's directions
Assembly/ Special Event/Field Trip	<ul style="list-style-type: none"> • Be friendly to guests or chaperones • Be a good audience member 	<ul style="list-style-type: none"> • Listen to adults and follow their directions • Respect personal space • Be attentive to the presentation 	<ul style="list-style-type: none"> • Stay with your group • Take care of your own belongings and clean up after yourself 	<ul style="list-style-type: none"> • Listen to chaperones and stay together • Listen to the speaker • Remember you are representing AES

Responding to Student Misbehavior

When students misbehave, the staff at AES handle the misbehavior firmly while preserving the student's dignity. Our first step is to try and stop the misbehavior quickly and simply (for example, with a brief word or gesture). If needed, we take further steps to help the student regain self-control, fix any problems caused by his or her behavior, and get back to productive learning.

In deciding how to handle students' misbehavior, we take into account how severe the misbehavior is and how likely it is to happen again. We may:

- Simply give a reminder or tell the student to do something different.
- Have the student sit closer to the teacher or other adult (often being closer to an adult helps a student remember what he or she is supposed to do).
- Use "take-a-break" (the student goes to a distraction free space in the room for a little while to regain self-control).
- Limit the student's choice of activities for a while.
- Guide the student in fixing problems caused by his or her behavior (for example, cleaning up a mess he or she made; writing an apology note).

When a student needs additional supports, we may:

- Use a buddy teacher take-a-break (the student goes to a distraction-free space in another teacher's room for a while to regain control).
- Use private take-a-break (the student goes to a supervised non-classroom place, such as the school counselor's office, for a while to regain self-control).
- Have the student stay for a longer period of time in a supervised place, such as the office (in school detention, in school suspension)
- Have the student spend a period of time at home (out-of-school suspension).
- Meet with the student and the parents to find other solutions.

When a student is asked to stay home from school, we ask that the parent/guardian accompany the student to school the day following the suspension for a re-entry meeting with the teacher and the principal. This meeting is typically held right before school or during the first hour of the school day. The focus of this meeting is to discuss the inappropriate behavior and develop a plan for supporting changes in behavior.

We at AES strongly believe that students want to and can meet the established behavior expectations. We value partnering with parents to help students do well in school and feel good about going to school.

** See Appendix A for a description of behaviors that we at AES consider to be "major."*

Responding to Unsafe Student Behavior

If a student is engaging in unsafe and potentially dangerous behavior (e.g., physically aggressive behavior directed at other students or staff members), the principal or the teacher-in-charge may make the decision to ask classroom teachers to lock their doors, pull their door shades, and keep their students in the classroom until the principal or teacher-in-charge has determined that students will be safe traveling through the school building.

During times like this, the classroom teachers will take some time to talk with their students—e.g., asking them how they are feeling, answering any questions they may have. A major emphasis is placed on assuring students that it is the job of teachers and other adults in the building to make sure that everyone stays safe at school. When someone is not being safe, it is the adults' job to help.

Teachers may also emphasize that everyone is different and everyone is working at getting better at something. What one person may need to get better at (e.g., managing and regulating their emotions) could be very different from what another person may need to get better at (e.g., math facts, shooting a basketball, playing soccer). As a result, we all need to think about how we can support one another in our school community. For example, when someone is being unsafe, one way in which we can be supportive is to give that person space and privacy to calm down and regain control.

Note: If the decision is made to ask classroom teachers to lock their doors, pull their door shades, and keep their students in the classroom until the principal or teacher-in-charge has determined that students will be safe traveling through the school building, the school will send a note home to let parents/guardians know.

Counseling Services

AES promotes a philosophy that all children have a right to the services provided by the school counselor. Therefore, the programs and activities offered are both preventative and developmental in nature. The goals are accomplished through the following means.

Classroom Guidance:

- Addressing particular classroom issues.
- Structuring lessons on social skills and emotional literacy through the *Second Step Program* and *Skillstreaming*, among other curricula and resources.

Group Guidance:

- Structuring learning activities and/or facilitating peer support groups for children experiencing similar "life experience" challenges.

Individual Guidance:

- Providing support for individual children in crisis.
- Supporting children who have on-going social, emotional and academic difficulties.

Consultation:

- Providing support and consultation to parents/guardians whose children are experiencing school difficulties.
- Providing support and consultation to teachers and staff members working with children who experience significant social and emotional needs.
- Providing referral assistance to district resources (e.g., school social worker), as well as community agencies and organizations.

Field Trips

Field trips are an important and memorable part of students' school experience. Field trips that support curriculum goals shall be encouraged and shall be planned carefully as an integral part of instructional units. Trips organized by school officials will be considered as school activities and all of the regular school rules and regulations shall be in effect. Please help your child to remember that they are representing themselves, their family and their community, as well as their school, as they travel with their class on a field trip. Responsible, respectful behavior is of the utmost importance. Field trips are a privilege that can be lost through poor behavior choices.

Occasionally field trips may involve an admission cost. If you are not able to cover the cost, please let your child's teacher know, and we will locate other resources. It is important to us that *all* students have equal opportunities to participate in field trips.

Homework

The underlying purpose of homework is to provide meaningful practice while developing confidence and pride. It should be stressed that your child should "do" the homework whereas the parents' responsibility is to offer assistance or support as needed or requested. Homework is also a day-to-day connection between home and school for you and your child. It is a great opportunity for you to be involved in your child's education.

Library Books

Students can check out books that may be taken home and shared with family members. If a book is overdue, the student will not be able to check out another book until the overdue book has been returned. Should a book be lost or damaged, it is the student's responsibility to reimburse the library for the replacement cost.

Parent/Teacher Conferences

Parent/Teacher Conferences will be held on Monday, November 23rd. Parent/Teacher Conferences provide parents/guardians with time to discuss your child's progress with your child's teacher. Parent/Teacher Conferences also present an opportunity for you to ask specific questions or share concerns that you may have about your child's learning. Some parents find it helpful to write questions down before coming to a conference.

Teacher-in-Charge

Fabiola Woods is the teacher-in-charge for AES. When the principal is not in the building, the teacher-in-charge is available to students, staff, and parents who require immediate attention—with the understanding that the principal will follow-up on any issues requiring principal involvement/attention.

WIN Time

W.I.N. stands for What I Need. W.I.N. is a 30 minute block of time each day that provides your child with additional instruction and practice opportunities that are tailored and targeted to meet the specific learning needs of your child. There are four W.I.N. cycles during the school year. Prior to the beginning of each W.I.N. cycle, teachers meet to group students and determine/design a W.I.N. unit of instruction that will best meet the needs of your child. Because our goal is to offer highly targeted, differentiated instruction, we involve as many adults as possible. AES even has an opportunity to submit an application to the central district office requesting additional support. There are three highly trained reading paraprofessionals who travel across the district helping out with W.I.N. time. Therefore, during W.I.N. time, your child may work with the classroom teacher or another teacher in the building. Also, W.I.N. time instruction for your child may take place in your child's classroom or another room within the building.

Contoocook Valley School District Policies

AUDIO AND VIDEO SURVEILLANCE ON SCHOOL BUSES

ECAF

See also EEA, JICK

NON-DISCRIMINATION AC

The School Board, in accordance with the requirements of the federal and state laws, and the regulations which implement those laws, hereby declares formally that it is the policy of the Board, in its actions and those of its employees and students, that there shall be no discrimination on the basis of age, sex, race, creed, color, marital status, physical or mental disability, national origin, sexual orientation, **or any other categories protected by law** for employment in, participation in, admission/access to, or operation and administration of any educational program or activity in the School District.

Inquiries, complaints, and other communications relative to this policy and to the applicable laws and regulations concerned with non-discrimination shall be received by the Superintendent or his/her designee.

This policy of non-discrimination is applicable to all persons employed or served by the District. Any complaints or alleged infractions of the policy, law or applicable regulations will be processed through the non-discrimination grievance procedure. This policy implements PL 94-142, Section 504 of the Rehabilitation Act of 1973, Title II of the American with Disabilities Act, Title VI or VII of the Civil Rights act of 1964, Title IX of the Education Amendments of 1972, and the laws of New Hampshire pertaining to non-discrimination.

Legal References:

RSA 354-A:6, Opportunity for Employment without Discrimination a Civil Right
RSA 354-A:7, Unlawful Discriminatory Practices
The Age Discrimination in Employment Act of 1967
Title I of The Americans with Disabilities Act of 1990
Title VII of The Civil Rights Act of 1964 (15 or more employees)
Appendix: AC-R

1st Reading: February 19, 2008
2nd Reading: April 15, 2008
Adopted: April 15, 2008
Amended: September 2, 2008
Amended: February 5, 2013

Video cameras may be used on school buses to monitor student behavior. Audio recordings in conjunction with video recordings may also be captured on school buses, in accordance with the provisions of RSA 570-A:2.

Notification of such recordings is hereby established in this policy and in Policy JICK – Pupil Safety and Violence Prevention. 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 recordings are occurring.

The Superintendent is charged with establishing administrative procedures to address the length of time, which the recording is retained, ownership of the recording, limitations on who may view and listen to the recording, and provisions for erasing or destroying the recordings.

All recordings shall be retained for a period not to exceed thirty (30) days, unless the Superintendent, or designee, determines that the recording is relevant to a disciplinary proceeding.

Recordings may be viewed only by the following persons and only after expressly authorized by the Superintendent:

- Superintendent or designee
- Business Administrator
- Building Administrator
- Law Enforcement Officers
- Transportation Contractor Official

Parents of a student against who a recording is being used as part of a disciplinary proceeding will be permitted to view and listen to the recording. No other individuals shall be entitled to view or listen to the recording without the express authorization of the Superintendent.

Legal Reference:

RSA 570-A:2, Capture of Audio Recordings on School Buses Allowed

1st Reading: November 5, 2013
2nd Reading: December 3, 2013
Adopted: December 3, 2013

EXTENDED LEARNING OPPORTUNITIES

IHBH

See also IHBI, ILBA, ILBAA, IMBC

Purpose

The Board encourages students to pursue Extended Learning Opportunities (ELO) as a means of acquiring knowledge and skills through instruction or study that is outside the traditional classroom methodology. Extended Learning Opportunities may include, but are not limited to, independent study, private instruction, performing groups, internships, community service, apprenticeships, online courses/distance education, or other opportunities approved by the Superintendent or his/her designee, in conjunction with Board policies.

The purpose of Extended Learning Opportunities is to provide educational experiences that are meaningful and relevant, and that provide students with opportunities to explore and achieve at high levels. In order to maximize student achievement and meet diverse pathways for learning, this policy permits students to employ Extended Learning Opportunities that are stimulating and intellectually challenging, and that enable students to fulfill or exceed the expectations set forth by State minimum standards and applicable Board policies.

Roles and Responsibilities

All programs of study must meet or exceed the proficiencies and skills identified by the New Hampshire State Board of Education, applicable rules and regulations of the Department of Education, and all applicable Board policies. All programs of study proposed through this program shall have specific instructional objectives aligned with the State minimum standards and the District's curriculum standards. All Extended Learning Opportunities will comply with applicable laws and regulations, including child labor laws and regulations governing occupational safety.

Students wishing to pursue programs of study under these guidelines must first present their proposal to the school's ELO Coordinator(s) for approval. The name and contact information for the school's ELO Coordinator(s) will be found in the Student/Parent Handbook and by contacting the Principal's Office and/or the Guidance Department. The designated ELO Coordinator will assist students in preparing the application form and other necessary paperwork.

The Principal and/or designee will have primary responsibility and authority for ensuring the implementation of Extended Learning Opportunities and all aspects of such programs. The Principal will determine who will be responsible for approving student eligibility and such approval will include a consideration of the overall benefits, costs, advantages and disadvantages to both the student and the district.

Students approved for an extended learning opportunity must have parental/guardian permission to participate in such a program. Such permission will be granted through a

Memorandum of Understanding for Educational Services signed by the parent/legal guardian and returned to the district before beginning the program.

All extended learning opportunities, **including the cost of fees, books, and transportation**, not initiated and designed by the District, shall be the financial responsibility of the student or his/her parent/legal guardian.

High School Extended Learning Opportunities

Extended Learning Opportunities may be taken for credit or may be taken to supplement regular academic courses. If the Extended Learning Opportunity is taken for credit, the provisions of Policy IMBC, *Alternative Credit Options*, will apply. The granting of credit shall be based on a student's mastery of course competencies, as defined by Policies ILBA, *Assessment of Educational Programs*, and ILBAA, *High School Competency Assessments* as evaluated by Highly Qualified Teachers.

Extended Learning Opportunities may also be used to fulfill prerequisite requirements for advanced classes based on competencies evaluated by a Highly Qualified Teacher.

The Principal and/or designee will review and determine credits that will be awarded for extended learning opportunities towards the attainment of a high school diploma. Parents/Guardians and/or students may appeal decisions rendered by the Principal within the provisions below (see appeal process).

Students electing independent study, college coursework, internships, or other extended learning opportunities that are held off the high school campus will be responsible for providing their own transportation to and from the off-campus site.

Students approved for off-campus extended learning opportunities are responsible for their personal safety and well-being. Extended learning opportunities at off-campus sites will require a signed agreement among the school, the student, and a designated agent of the third-party host. The agreement should specify the roles and responsibilities of each party.

Program Integrity

In order to insure the integrity of the learning experience approved under this program, the student will be required periodically or upon demand to provide evidence of progress and attendance. The Principal, or designee, will be responsible for certifying course completion and the award of credits consistent with the District's policies on graduation.

If a student is unable to complete the extended learning opportunity for valid reasons, the Principal, or designee, or assigned Highly Qualified Teacher will evaluate the experience completed to date and make a determination for the award of partial credit or recommend an alternative experience.

If a student ceases to attend or is unable to complete the extended learning opportunity for insufficient reason (lack of effort, failure to follow through, indecision, etc.), the school's existing grading procedures will be followed.

In order to certify completion of co-curricular programs and activities based upon specific instructional objectives aligned to the standards, the school will develop appropriate mechanisms to document student progress and program completion on student grade report records.

Students transferring from other schools who request acceptance of course credits awarded through similar extended learning opportunity programs shall have their transcripts evaluated by the Guidance Counselor and Principal.

Legal References:

NH Code of Administrative Rules, Section Ed. 306.04(a)(13), Extended Learning Opportunities
NH Code of Administrative Rules, Section Ed. 306.26(f), Extended Learning Opportunities – Middle School
NH Code of Administrative Rules, Section Ed. 306.27(b)(4), Extended Learning Opportunities – High School

1st Read: October 28, 2008
2nd Read: December 2, 2008
Adopted: December 2, 2008

GRADING SYSTEM

IKA

See also IHBH

The Superintendent and the building Principals will develop a grading system appropriate for the grade levels of the respective schools. The grading system will be approved by the Board and published in the Parent-Student Handbook. All grading decisions shall be made at the building level and the decision shall be final.

1st Reading: December 2, 2008
2nd Reading: January 4, 2009
Adopted: January 4, 2009

PROMOTION AND RETENTION OF STUDENTS

IKE

See also ILBA

The Superintendent or his/her designee and the building principals shall develop guidelines for the promotion and retention of students. These guidelines shall be published in the Parent-Student Handbook.

Criteria to be considered regarding the promotion of students should include, but is not limited to, a student's mastery of course level competencies, grades, and teacher recommendations.

Legal References:

NH Code of Administrative Rules, Section Ed 306.14(d), Promoting Students

1st Reading: December 2, 2008
2nd Reading: March 31, 2009
Adoption: March 31, 2009

ASSIGNMENT OF STUDENTS TO CLASSES AND GRADE LEVELS

JG

All students who are included under the compulsory attendance law must be enrolled and are required to attend all classes prescribed by the state and the district unless exempt by school authorities.

Beginning in grade 1, students will be placed in the grade level and class that best meets their academic needs and in which they can be expected to master established district instructional and learning objectives, after consultation between the building principal, the student's teacher(s), and the student's parent/guardian. However, the building principal is ultimately responsible for making the decision regarding grade level and classes.

Students who are entering Kindergarten will be placed in a class by the building principal. In making this decision, the principal may consult with the student's parent/guardian.

Students transferring into the school district will be placed in the grade level and class that best meets their needs, after review of the records from the student's prior school, and after consultation between the building principal and the student's parents. However, the building principal is ultimately responsible for making the decision regarding grade level and classes.

Students receiving special education services will be placed in accordance with applicable federal and state laws and regulations and nothing in this policy shall be deemed to supersede those requirements.

The decision of the building principal regarding student placement in grades one through twelve may be appealed to the Superintendent, and then to the School Board. The School Board will give significant consideration to the principal's and Superintendent's recommended placement.

Legal References:

NH Code of Administrative Rules Section Ed. 302.02(l), Duties of Superintendent
NH Code of Administrative Rules Section Ed. 306:14(e), Instructional Program; Appropriate Assignment of All Incoming Students
NH Code of Administrative Rules Section Ed. 1111, Placement of children with Disabilities
RSA: 193:1 Compulsory Attendance

1st Reading: May 3, 2011
2nd Reading: June 7, 2011
Adopted: June 7, 2011

ATTENDANCE, ABSENTEEISM, AND TRUANCY JH

Absences

School-aged children enrolled in the District must attend school in accordance with all applicable state laws and Board policies. The educational program offered by the District is predicated upon the presence of the student and requires continuity of instruction and classroom participation in order for students to achieve academic standards and consistent educational progress.

Attendance shall be required of all students enrolled in the District during the days and hours that school is in session.

The Board considers the following to be excused absences:

1. Illness
2. Recovery from an injury
3. Required court attendance
4. Medical and dental appointments
5. Death in the immediate family
6. Observation or celebration of a bona fide religious holiday
7. Such other good cause as may be acceptable to the Principal or permitted by law

Any absence that has not been excused for any of these reasons will be considered an unexcused absence.

In the event of an illness, parents must call the school and inform the school of the student's illness and absence. For other absences, parents must provide written notice or a written excuse that states one of these reasons for non-attendance. The Principal may require parents to provide additional documentation in support of their written notice, including but not limited to doctor's notes, court documents, obituaries, or other documents supporting the claimed reason for non-attendance.

If parents wish for their child to be absent for a reason not listed above, the parent must provide a written explanation of the reason for such absence, including why the student will be absent and for how long the student will be absent. The Principal will make a determination as to whether the stated reason for the student's absence constitutes good cause and will notify the parents via telephone and writing of his/her decision. If the Principal determines that good cause does not exist, the parents may request a conference with the Principal to again explain the reasons for non-attendance. The Principal may then reconsider his initial determination. However, at this juncture, the Principal's decision shall be final.

Family Vacations/Educational Opportunities

Generally, absences other than for illness or injury during the school year are discouraged. The school principal or his/her designee may, however, grant special approval of absence for family vacations, provided written approval is given in advance. Parents are asked to write a note to their child's teacher at least two weeks before the trip. This

advance planning will allow the teacher enough time to work with parents and the student regarding homework completion.

Truancy

Truancy is defined as any unexcused absence from class or school. Any absence that has not been excused for any of the reasons listed above will be considered an unexcused absence.

- Ten half-days or five full days, or any equivalent combination thereof, of unexcused absence during a school year constitutes habitual truancy.
- A half-day absence is defined as a student missing more than two hours of instructional time and less than three and one-half hours of instructional time.
- Any absence of more than three and one-half hours of instructional time shall be considered a full-day absence.

The Principal or Truant Officer is hereby designated as the District employee responsible for overseeing truancy issues.

Intervention Process to Address Truancy

The Principal shall ensure that the administrative guidelines on attendance properly address the matter of truancy by including a process that identifies students who are habitually truant, as defined above.

When the Principal or designee identifies a student who is habitually truant or who is in danger of becoming habitually truant, he/she shall commence an intervention with the student, the student's parents, and other staff members as may be deemed necessary. The intervention shall include, but is not limited to:

1. Investigation of the cause(s) of the student's truant behavior;
2. Modification, when appropriate, of his/her educational the student's program to meet particular needs that may be causing the truancy;
3. Development of a plan, involving the parents, designed to reduce the truancy;
4. Alternative disciplinary measures, but still retains while still retaining the right to impose discipline in accordance with the District's policies and administrative guidelines on student discipline;

Parental Involvement in Truancy Intervention

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

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

Developing and Coordinating Strategies for Truancy Reduction

The Board encourages the administration to seek truancy-prevention and truancy-reduction strategies along the recommendations listed below.

1. Coordinate truancy-prevention strategies based on the early identification of truancy, such as prompt notification of absences to parents.
2. Assist school staff to develop site attendance plans by providing development strategies, resources, and referral procedures.
3. Encourage and coordinate the adoption of attendance-incentive programs at school sites and in individual classrooms that reward and celebrate good attendance and significant improvements in attendance.

However, these guidelines shall be advisory only. The Superintendent is authorized to develop and utilize other means, guidelines, and programs aimed at preventing and reducing truancy.

Parental Notification of Truancy Policy

The Superintendent shall also ensure that this policy is included in or referenced in the student handbook and is made available to parents annually at the beginning of each school year.

Legal References:

- RSA 189:34, Appointment*
- RSA 189:35-a, Truancy Defined*
- RSA 193:1, Duty of Parent; Compulsory Attendance by Pupil*
- RSA 193:7 Penalty*
- RSA 193:8, Notice Requirements*
- RSA 193:16 Bylaws as to Nonattendance*
- NH Code of Administrative Rules, Section Ed 306.04 (a)(1), Attendance and Absenteeism*
- NH Code of Administrative Rules, Section Ed 306.04 (c), Policy Relative to Attendance and Absenteeism*

1st Read: June 7, 2011
 2nd Read: July 19, 2011
 Adoption: July 19, 2011

STUDENT RIGHTS AND RESPONSIBILITIES

JJ

See also JICD

The privileges and rights of all students shall be guaranteed.

A primary responsibility of the Contoocook Valley School District and its professional staff to its students shall be the development of an understanding and appreciation of our representative form of government, the rights and responsibilities of the individual and the legal processes whereby necessary changes are brought about consistent with the United State Constitution, its amendments and the New Hampshire Constitution.

The school is a community and the rules and regulations of a school are the laws of that community. All those enjoying the rights of citizenship in the school community must also accept the responsibilities of citizenship. A basic responsibility of those who enjoy the rights of citizenship is to respect the laws of the community.

Students shall have the right to peaceably and responsibly advocate 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 this right must not interfere with the rights of others. Freedom of expression may not be utilized to present material which tends to be obscene or slanderous, or to defame character, or to advocate violation of federal, state, and local laws, or official school policies, rules, and regulations.

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

Student rights and responsibilities relative to student conduct and student discipline shall be published in the Parent-Student Handbook, and will be made available in another language or presented orally upon request. Student disciplinary procedures will be implemented pursuant to the provisions of Board Policies JIA and JICD.

Legal References:

- RSA 189:15, Regulations*
- NH Code of Administrative Rules, Section Ed 306.04(a)(3), Student Discipline*
- NH Code of Administrative Rules, Section Ed 306.04(f), Student Discipline*
- NH Code of Administrative Rules, Section Ed 317.04(b), Disciplinary Procedures*

1st Read: October 6, 2009
 2nd Read: November 17, 2009
 Adoption: November 17, 2009

STUDENT DUE PROCESS RIGHTS

JIA

See also JIC, JICD

Students facing discipline will be afforded all due process rights given by law. The Superintendent or designee appointed in writing, is authorized to suspend any student for ten days or less for violations of school rules or policies. The School Board, or representative thereof, designated in writing, is authorized to continue the suspension in excess of 10 days following a hearing with the aforementioned representative. Any suspension in excess of 10 days may be appealed to the Board committee charged with discipline review.

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 another language, as necessary, or presented orally upon request.

Legal References:

RSA 189:15, Regulations
NH Code of Administrative Rules, Section Ed 306.04(a)(3), Policy Development, Discipline
NH Code of Administrative Rules, Section Ed 306.04(f), Student Discipline
NH Code of Administrative Rules, Section Ed 317.04(b), Disciplinary Procedures Appendix: JICD - R

1st Read: May 6, 2014
2nd Read: June 3, 2014
Adopted: June 3, 2014

STUDENT CONDUCT
JIC

Students have a responsibility to know and respect the rules and regulations of the school. Students shall receive annually, at the opening of school, a publication (student handbook) listing the rules and regulations to which they are subject. Such publication will be made available in another language or presented orally upon request.

Legal References:

RSA 189:15, Regulations
NH Code of Administrative Rules, Section Ed. 306.04(f)(4), Student Discipline
NH Code of Administrative Rules, Section Ed. 306.06, Culture and Climate
NH Code of Administrative Rules, Section Ed. 317.04(b), Disciplinary Procedures
See Appendix: JICD – R

1st Reading: July 16, 2013
2nd Reading: September 17, 2013
Adopted: September 17, 2013

STUDENT DRESS CODE
JICA

The ConVal School Board recognizes that student individual dress is primarily a parental responsibility that should reflect concern for health and safety of students, staff, and others. When the dress of an individual student constitutes a health problem, is unsuitable for school wear, is a danger to any person, or causes a substantial and material disruption or substantial disturbance, the principal shall take appropriate action to correct the situation.

Building Principals are authorized to issue regulations consistent with this policy and developed collaboratively to provide on appropriate level of consistency throughout the

District. Such regulations should be approved by the Superintendent of Schools or designee.

1st Read: September 2, 2014
2nd Read: November 18, 2014
Adopted: November 18, 2014

STUDENT CONDUCT ON SCHOOL BUSES
JICC

See also EEA, EEAEC & JIC

Students using District transportation must understand that they are under the jurisdiction of the School from the time they board the bus until they exit the bus.

Students transported in a school bus shall be under the authority of the District and under control of the bus driver. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reasons for a student to be denied the privilege of transportation in accordance with the regulations of the Board.

The driver of the bus shall be held responsible for the orderly conduct of the students transported. Each driver has the support of the Board in maintaining good conduct on the bus. If a student is to lose the privilege of riding the bus, advance warning will be given, except for extreme misconduct.

The Superintendent or his/her designee will develop rules and regulations for conduct on buses, and these shall be printed in the Parent-Student Handbook, and made available in another language or presented orally upon request.

Legal References:

RSA 189:6-a, School Bus Safety
NH Code of Administrative Rules, Section Ed. 306.04(d)(1), School Safety
NH Code of Administrative Rules, Section Ed. 306.04(f)(4), Student Discipline
Appendix: EEA-R & JICC-R

1st Reading: September 2, 2008
2nd Reading: September 30, 2008
Adopted: September 30, 2008

STUDENT DISCIPLINE
OUT-OF-SCHOOL ACTIONS
JICDD

See also JICD, JICI and Rules JICD-R, JICI-R

The Board recognizes that out-of-school conduct of students attending school within this district are not normally a concern of the Board. However, the Board believes that disciplinary action for conduct occurring off school property and not involving a school activity is proper if the conduct has an adverse effect upon the school.

Therefore, it is the policy of the Board that any student attending school within this District will be subject to disciplinary action including, but not limited to, suspension from school for any conduct that, in the opinion of the

school administrators, has an adverse impact upon the school.

Such activity includes, but is not limited to, the following: damaging school property, e.g. a school bus; engaging in activity which causes physical or emotional harm to other students, teachers, or other school personnel; engaging in an activity which directly impedes discipline at school or the general welfare of school activities.

1st Board Reading: March 28, 2000
Board Adoption: May 16, 2000

**SIMPLE ASSAULTS:
PARENTAL NOTIFICATION POLICY
JICDDA**

In cases of all assaults, the building principal, or assistant, shall notify the involved students' parents by telephone and letter about the incident. The letter from the building or assistant principal shall describe the incident and the seriousness and harm done or potential harm and the School District's response to the incident to the extent permitted by confidentiality laws and regulations.

Additionally, "simple assault" as that term is used in New Hampshire criminal statutes, includes and knowing and unprivileged physical contact with another person. While simple assaults may result in injury, many, if not most, which occur in the school setting do not. Recognizing that under the statutory definition, simple assault can be very minor contact, building or assistant principals will consider the District's policies, rules and regulations concerning student conduct and discipline when making a determination about whether or not to file a Safe School Zone Offense Report with local Law Enforcement officials. The District will err in the direction of filing a report when there is any question. Law Enforcement and school officials can then jointly determine the best action to be taken.

Statutory Reference:
RSA 193-D:4, I (b)

1st Board Reading: March 28, 2000
Adopted: May 16, 2000

**STUDENT DISCIPLINE AND DUE PROCESS
JICD**

See also JI, JIA, JIC, JICC, JICK

Definitions

1. Disciplinary measures are reasonable, developmentally appropriate procedures that may include, but are not limited to, removal from the classroom, detention, in-school suspension, out-of-school suspension, restriction from school sponsored events and activities, probation, and expulsion, as a means of addressing student misbehavior.
2. Removal from the classroom means a student is sent to the building principal's office. It is within the discretion of the person in charge of the classroom to remove the student.

3. Detention means the student's presence is required during non-school hours for disciplinary purposes. The building principal is authorized to establish guidelines or protocol for when detention shall be served (either before school or after school.) Whether a student will serve detention, and the length of the detention, is within the discretion of the licensed employee disciplining the student or the building principal.
4. An in-school suspension means the student will attend school but will be temporarily isolated from one or more classes while under supervision. An in-school suspension will not exceed ten consecutive school days.
5. An out-of-school suspension means the temporary denial of a student's attendance at school for a specific period of time for gross misconduct or for neglect or refusal to conform to school rules or policies.
6. A restriction from school activities means a student will attend school and classes and practice but will not participate in school co-curricular activities or events.
7. Probation means a student is given a conditional suspension of a penalty for a definite period of time in addition to being reprimanded. The conditional suspension will mean the student must meet the conditions and terms for the suspension of the penalty. Failure of the student to meet these conditions and terms will result in immediate reinstatement of the penalty.
8. Expulsion means the permanent denial of a pupil's attendance at school for any of the reasons listed in RSA 193:13, II and III.

Standards for Removal from Classroom and Detention

Students may be removed from the classroom at the classroom teacher's discretion if the student refuses to follow the reasonable rules and/or applicable policies of the School Board or otherwise impedes the educational purpose of the class.

Likewise, classroom teachers may assign students to detention for similar conduct. The building principal may assign students to detention under the same standard.

Standards for In-School Suspension, Restriction of Activities, and Probation

The building principal is authorized to issue in-school suspensions, restrictions of activities, or disruption to the school environment, interferes with the rights of others, presents a threat to the health and safety of students, employees, and visitors, violates other Board policies or is otherwise inappropriate or prohibited.

Process for Out-of-School Suspension:

The power of suspension is authorized as follows:

1. The building principal or designated administrator is authorized to suspend a student for 10 school days or less for gross misconduct or for neglect or refusal to conform to school district policies or rules. A. Pursuant to Ed 317.04(a)(1), a suspension of 10 school days or less shall be considered a "short-term suspension" and may be issued for gross misconduct

DISCIPLINE PROCEDURES
JICD-R

or for neglect or refusal to conform to the reasonable rules of the school under RSA 193:13,I.

2. The Superintendent, or designee appointed in writing by the School Board, is authorized to continue the suspension of a pupil for a period in excess of 10 school days. Prior to this extended suspension, the Superintendent, or designee, will provide an informal hearing on the matter. The informal hearing need not rise to the level and protocol of an official hearing before the Board.
3. Any suspension in excess of 10 school days, as described in Paragraph 2 of this Section, is appealable to the Board, provided the Superintendent receives the appeal in writing within 10 days after the issuance of the decision described in Paragraph 2. Any suspension in excess of 10 school days shall remain in effect while this appeal is pending.
4. Due process standards for short-term suspensions (10 days or less) will adhere to the requirements of Ed 317.04(d)(1).
5. Due process standards for long-term suspensions (more than 10 days) will adhere to the requirements of Ed 317.04(d)(2).

Process for Expulsion

1. Any pupil may be expelled by the Board for gross misconduct, or for neglect or refusal to conform to District rules or policies, or for an act of theft, destruction, or violence, as defined in RSA 193-D:1, or for the possession of a pellet or BB gun, rifle, or paint ball gun.
2. Additionally, any pupil may be expelled by the Board for bringing or possessing a firearm as defined in Section 921 U.S.C. Title 18 in a safe school zone, as defined in RSA 193- D:1, unless such pupil has written authorization from the Superintendent. Any expulsion under this provision shall be for a period of not less than 12 months.
3. The District will ensure that the due process standards set forth in Ed 317.04(d)(3) are followed.
4. The Superintendent is authorized to modify the expulsion requirements of any student on a case-by-case basis.

Legal References:

RSA 193:13, Suspension & Expulsion of Pupils
NH Code of Administrative Rules, Section Ed 306.04(a)(3), Student Discipline
NH Code of Administrative Rules, Section Ed 306.04(f), Student Discipline
NH Code of Administrative Rules, Section Ed 317.04, Standards and Procedures For Suspension and Expulsion of Pupils Assuring Due Process

See Appendix: JICD-R

1st Read: August 19, 2014
2nd Read: September 2, 2014
Adopted: September 2, 2014

Suspensions of Ten Days or Less During the School Year

Students with disabilities shall be entitled to the same protections and procedures that are available to students without disabilities. School personnel may remove a student with a disability, who violates the code of conduct, from his or her current educational placement under certain circumstances. A student may be removed to an interim alternative educational setting, another setting, or suspension, for not more than ten (10) school days at a time for a violation of school rules in accordance with the discipline policy of the District that is used for all students, unless it is determined that the removal constitutes a change of placement.

When a student is removed from his or her current placement for ten (10) or fewer days in the school year, the District shall not be required to provide any special or regular education services during the suspension, as long as those removals do not constitute a change of placement under 34 CFR 300.536.

When these removals (10 days, or less at one time) accumulate to more than ten (10) days in a school year, school personnel, in consultation with at least one of the student's teachers, shall determine the extent of services needed to enable the student to progress in the general curriculum and toward the IEP goals, and the location in which the services will be provided.

School personnel may consider unique circumstances on a case-by-case basis whether a change in placement is appropriate for a student with a disability who violates the code of conduct. Change of placement includes removal for more than ten (10) consecutive days or a series of removals in excess of ten (10) days that constitute a pattern. When disciplinary action results in a change of placement, notice shall be provided to parents the day the decision is made.

Suspensions of More Than Ten Days

When any change in placement is contemplated for more than ten (10) school days because of a violation of a code of student conduct, the District, the parent, and relevant members of the IEP Team shall convene no later than ten (10) school days after the school decides to suspend the student and review:

- all relevant information in the student's file;
- the student's IEP;
- any teacher observations; and
- any relevant information provided by the student's parents

To determine:

- if the conduct in question was caused by the student's disability or had a direct and substantial relationship to the student's disability; or
- if the conduct in question was a direct result of the District's failure to implement the IEP.

If either of the above determinations are affirmative, the conduct shall be determined to be a manifestation of the student's disability. If determined that the student's conduct is a direct result of the District's failure to implement the IEP, the District shall take immediate steps to remedy those deficiencies.

If the behavior is not a manifestation of the student's disability, relevant disciplinary procedures that apply to students without disabilities may be applied in the same manner as they would be applied to other students, except that appropriate educational services must continue.

Manifestation Determination Decision

If the District, the parent, and relevant members of the IEP Team determine that the student's conduct was a manifestation of her/his educational disability, the IEP Team shall:

1. Conduct a functional behavioral assessment and implement a behavioral intervention plan for the student, or
2. If a behavioral intervention plan has been developed, the team shall review the existing plan and modify it as necessary to address the behavior; and
3. Except under "special circumstances" return the student to the placement from which s/he was removed, unless the parent and the District agree to a change of placement as part of the modification of the behavioral intervention plan.

"Special Circumstances" allowing for removal to an Interim Alternative Educational Setting

The student may be removed from her/his current placement by school personnel and placed by the IEP Team in an Interim Alternative Educational Setting (IAES) for up to forty-five (45) school days without regard to the manifestation determination in cases where the student:

1. Carried or possessed a weapon to or at school, on school premises, or to or at a school function under jurisdiction of a state educational agency (SEA) or District;
2. Knowingly possessed or used illegal drugs, or sold or solicited the sale of a controlled substance, while at school on school premises, or at a school function under the jurisdiction of an SEA or District; or
3. Inflicted serious bodily injury* upon another person while at school, on school premises, or at a school function under the jurisdiction of an SEA or District.

*Serious Bodily Injury: defined in USC 1365(g) means a bodily injury that involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or faculty. No later than the date of the disciplinary decision, the District shall notify the parents of the decision and of the procedural safeguards.

If parents disagree with the decision and request an appeal, the student shall remain in the alternative setting pending the appeal.

If there is a disagreement with the parents, the District may seek an order for a Hearing Officer for placement in an interim alternative educational setting when it believes that maintaining the current placement of the student is substantially likely to result in injury to the student or others.

A student who has not been determined to have a disability and is subject to disciplinary action may assert the protections in this part if the District had knowledge that the student was a student with a disability before the behavior the precipitated the disciplinary action occurred. The District will consider cases on an individual basis and in accordance with CFR 300.534 – **Protections for Students Not Yet Eligible for Special Education and Related Services.**

Nothing in this part will prohibit employees of the District from reporting a crime committed by a student with a disability to appropriate authorities. Neither will it prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a student with a disability, then the District shall also ensure that copies of the special education and discipline records will be transmitted for consideration by the appropriate authorities, but only to the extent permitted by the Family Educational Rights and Privacy Act (FERPA).

Attendance and Discipline

It is expected that all students in the ConVal School District will comply with the attendance and behavior expectations and rules of the schools. The District shall not discriminate against anyone on the basis of disability when administering attendance and discipline systems. To this end, a minority of students may require accommodations or modifications to the discipline or attendance policies because of their educational disabilities. If a student with a disability is in jeopardy of not meeting the attendance requirements or school rules, the Individualized Education Program (IEP) Team will convene and review and/or revise the student's Individualized Education Program (IEP) as appropriate.

1st Read: May 19, 2009
2nd Read: June 16, 2009
Adoption: June 16, 2009

ALCOHOL AND SUBSTANCE ABUSE JICH

The Contoocook Valley School Board believes:

- That alcohol and other substance abuse, directly or indirectly, affects a significant portion of the school population.

- That alcohol and other substance abuse must be considered a treatable illness, a view which is consistent with that of nearly all medical and social authorities.
- That prevention and early identification and treatment of alcoholism and substance abuse results in a high rate of recovery.
- That a school environment provides a unique opportunity for identification of potential problems with alcohol and drugs for staff and students and identification and referral steps will insure anonymity of the student or staff member.
- That the school district will work cooperatively with others in the community (industry, churches, social agencies, individuals, etc.) to establish effective counseling and treatment provisions for those experiencing alcohol or other drug-related problems.
- That the school district can and should make effective referral of staff and students experiencing alcohol or other drug-related problems and that neither the record of a student nor the record and job status of an employee will be jeopardized by seeking and accepting treatment.

1st Board Reading: August 21, 2007
Board Adoption: November 6, 2007

ALCOHOL AND OTHER SUBSTANCE USE JICH-R

Violations and Sanctions

Students enrolled in the ConVal School District are entitled to a drug free learning environment. To insure this for our students, through policies, prevention, intervention, education and strict enforcement, the ConVal School District adopts zero tolerance in our schools and school activities for alcohol, tobacco and illegal substances. This policy of zero tolerance extends beyond the boundaries of the school to all school functions at all locations. This policy emphasizes the illegality of drug and alcohol use by students. Thus, the purpose of the policy is to offer a clear message to students, parents, and the citizens of the community that possession and use of alcohol and other drugs will not be tolerated. This policy refers to any and all illegal substances or those represented as drugs.

To be effective, the School Board, Staff and Administration must support this policy. The School Board shall maintain oversight to insure that this policy is fully implemented and procedures followed.

No student:

- Shall possess, ingest, sell, provide, or be under the influence of alcohol or a controlled substance not prescribed to him or her by a medical practitioner
- Shall possess, sell or provide any paraphernalia associated with the use or sale of alcohol and/or controlled substances
- Shall possess, sell or provide any substance which is a look-a-like to a controlled substance or alcohol

The above restrictions shall apply in any of the following situations:

- On school property before, during or after school hours
- En route to or from school in a school bus or other school authorized vehicle
- En route to or from a curricular, co-curricular, extracurricular or athletic activity in a school bus or other authorized vehicle
- At a curricular, co-curricular, extracurricular or athletic activity

Given reasonable suspicion, school administrators may:

- Require physical and/or medical tests to determine whether a student is under the influence of alcohol or a controlled substance not prescribed by a medical practitioner
- Search a student and his/her property including but not limited to backpacks, lockers, common areas and cars
- Searches may be conducted by police personnel and/or certified, trained dogs and their handlers
- Authorize the seizure of property suspected of violating school rules and/or local, state or federal statutes; when required, such property shall be submitted to the local police

Elementary and Middle School Violations

Any student found to have violated this policy may be suspended from school for up to ten (10) days. Said student may also be referred to the Superintendent of Schools for additional suspension time. Any student found to have violated this policy for a second time within 365 days shall be referred to the Superintendent who may recommend to the school board that s/he be expelled for a period not to exceed 365 days. Suspension beyond ten days and/or expulsion will be determined in accordance with district and federal guidelines for hearing and appeal.

A student found to have violated any part of this policy:

- May be required to participate in an approved alcohol/drug assessment either by the district Alcohol and Drug Counselor or with a district approved Alcohol and Drug Counselor before returning to school
- Is required to meet (accompanied by parent) with an administrator prior to returning to school
- Shall be reported to the local police for appropriate action if local, state or federal statutes have allegedly been violated
- May be required to participate in a program of education regarding the abuse of alcohol or other controlled substances
- May be required to submit to drug testing by a certified agency prior to and after being allowed to resume attendance at school; proper written evidence of the drug test must be submitted to administration at the time of each testing and reentry to school is based upon "negative" test results. Failure to comply with any of the above requirements will result in continued suspension from school or expulsion from school.

High School Violations
[See complete policy at conval.edu]

Other Provisions

In all cases where there has been a violation, a school administrator will call a parent or guardian. The student will be released to the parent or guardian. If the parent or guardian cannot be reached or is unwilling to come to the school, the local Police Department will be called; informed of the facts, and requested to take protective custody of the student.

Any student who is suspended must have a reentry plan developed upon his/her return to school. The plan must address, but is not limited to, behavior expectations, participation in counseling, academic expectations and any other activities that will allow for positive reentry to school. Plans must involve administration, guidance, teachers (when appropriate), and parent(s) or guardian(s).

Failure of the student to work with a counselor or complete community service for the contracted time will result in the case being referred back to school officials for additional disciplinary action.

Class officers, Student Council officers, Team Captains and officers of other organizations automatically forfeit their positions when they violate the Alcohol and Other Substance Use Policies.

Members of school athletic teams and co-curricular organizations, upon the first offense of a violation of this policy will be immediately removed from participation in team competition or the organization's public events, for part or all of the season, but for no less than one game or event, based on the decision of the Administration. At the discretion of the Administration and the head coach or organizational advisor, members of school athletic teams and co-curricular organizations may be allowed to attend practice and/or meetings.

Upon a second offense, a member of a school athletic team or co-curricular organization will no longer be allowed to participate with the team or organization and will be removed from associating in any way with any sports team or organization for a full year (12 months) from the date of the second violation. Reinstatement to any team or organization will only be granted following a mandatory petition before the Administration.

Prescription Drugs/Other Medication

Any student who is required to carry a prescription drug or other medication during school hours shall do so under the provisions of Board Policy JLCD.

Alcohol Possession at athletic and other interscholastic events

No person shall drink or have in his possession any intoxicating beverage while in attendance as a spectator or otherwise at any place where a school interscholastic contest or event is being conducted. Whoever violates the provisions

of this section and, in addition to the above provisions, any person suspected to be in possession of alcohol at any athletic or other interscholastic contest, will be reported to the appropriate law enforcement agency.

Employees and Other Persons

Any other person, including all employees, for whom there is reliable evidence he or she is under the influence, or is in possession of illegal drugs, will be reported to the proper law enforcement agency.

Requests for Help

District counseling services will be available upon request to any student who is having problems with alcohol and other drugs. Also, when a student has violated Alcohol and Other Substance Use Policies, the student will be referred to a school counselor. The counselor will either provide the counseling on an individual basis, or in small groups, and/or assist in making appropriate referrals to outside agencies. Conversations will be kept confidential.

1st Board Reading: August 21, 2007

Board Adoption: November 6, 2007

DANGEROUS WEAPONS ON SCHOOL PROPERTY

JICI

See also JICI-R, JICD-R

Weapons are not permitted on school property, in school vehicles or at school-sponsored activities. This policy applies to students, staff, or members of the public alike. Student violations of this policy will result in both school disciplinary action and notification of local law enforcement authorities. Members of the public who violate this policy will be reported to local law enforcement authorities.

The term "weapons" includes, but is not limited to, firearms (rifles, pistols, revolvers, pellet guns, BB guns, etc.), ammunition, knives, slingshots, metallic knuckles, firecrackers, billyclubs, stilettos, switchblade knives, swords, canes, pistol canes, black jacks, daggers, dirk knives, explosives, incendiaries, martial arts weapons or self-defense weapons, such as tazers or chemical sprays (as defined by RSA 159:24 and RSA 159:20 respectively), or any other object or substance which, in the manner it is used or threatened to be used, is known to be capable of producing death or bodily injury. Additionally, this list is not intended to be exhaustive or all-inclusive. The principal may determine that any instrument, object or substance is a "weapon" within the intent of this Policy, if the principal believes that such instrument, object or substance was used or was intended to be used to inflict bodily harm on any person.

Student violations of the policy will result in both school disciplinary action and notification of the police. Suspension or expulsion from school could result.

Additionally, any Student who is determined to have brought a firearm (as defined by Title 18 U.S.C. 921) to school will

be expelled for not less than one year (365 days). The determination of whether to modify the expulsion shall be left to the discretion of the Superintendent upon review of the specific case in accordance with other applicable.

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

Weapons under control of law enforcement personnel are permitted.

The Superintendent shall ensure that all students will receive written notice of this policy at least once each year and will determine the method of notifying students (student handbook, mailing, etc.)

Legal References:

18 U.S.C. § 921, Et seq., Firearms
20 U.S.C. § 7151, Gun-Free Schools Act
RSA 193-D, Safe School Zones
RSA 193:13, Suspension and Expulsion of Students
NH Code of Administrative Rules, Section Ed. 317,
Standards and Procedures for Suspension and Expulsion of Pupils Including Procedures Assuring Due Process

1st Read: February 15, 2011
2nd Read: May 3, 2011
Adoption: May 3, 2011

PUPIL SAFETY AND VIOLENCE PREVENTION
JICK

See also JBAA, JIC, JICD, IHBA

I. General Statement of Policy and Prohibition Against Bullying and Cyberbullying

The Contoocook Valley School District is committed to providing all pupils a safe school environment. Conduct constituting bullying or cyberbullying will not be tolerated, and is prohibited by this policy in accordance with RSA 193-F. This policy applies to all pupils and school-aged persons on school property and participating in school functions, regardless of their status under the law.

The Superintendent is responsible for ensuring that this policy is implemented.

II. Definitions

The following definitions apply to this policy:

- A. Bullying: a single significant incident or pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:
 - 1. Physically harms a pupil or damages the pupil's property;
 - 2. Causes emotional distress to a pupil;
 - 3. Interferes with a pupil's educational opportunities;

- 4. Creates a hostile educational environment;
- 5. Substantially disrupts the orderly operation of the school.

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

- B. Cyberbullying: bullying (as defined above) undertaken through the use of electronic devices.
- C. Electronic devices: include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, and websites.
- D. Perpetrator: a pupil who engages in bullying or cyberbullying.
- E. School property: all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.
- F. Victim: a pupil against whom bullying or cyberbullying has been perpetrated.
- G. Educational opportunities: the curricular and extra-curricular programs and activities offered by the District.
- H. Interference with educational opportunities: a single significant incident or pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof which impedes a pupil's ability to participate in, or access, the educational opportunities offered by the District. The determination as to whether an incident or a pattern of incidents interferes with a pupil's educational opportunities shall be made by the person investigating the reported incident(s).
- I. Hostile educational environment: a single significant incident or pattern of incidents that is so severe and pervasive that it effectively denies a student equal access to the District's educational opportunities. The determination as to whether an incident or pattern of incidents has created a hostile educational environment shall be made by the person investigating the reported incident(s).
- J. The determination as to whether a single significant incident or a pattern of incidents causes a "substantial disruption to the orderly operation of the school" shall be made by the person investigating the reported incident(s), and shall be based on the totality of the circumstances, and may include disruptions to curricular or extra-curricular programs and activities offered by the District.

In accordance with RSA 193-F:4, the Contoocook Valley School District reserves the right to impose discipline for bullying and/or cyberbullying that:

- Occurs on, or is delivered to, school property or a school-sponsored activity or event on or off school property; or

- Occurs off of school property or outside of a school-sponsored activity or event, if the conduct interferes with a pupil's educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event.

III. Reporting Procedure

The Principal of each school is responsible for receiving oral or written reports of bullying or cyberbullying. The Principal may designate, in writing, an additional person to receive such reports.

Student or Parent Reports

1. Any student who believes that he or she has been the victim of bullying or cyberbullying, as defined in Section II, above, should immediately report the alleged act(s) to the Principal; however, if the student prefers, he/she may inform any school employee or volunteer.
2. Students or parents who have witnessed or who have reliable information that a pupil has been subjected to bullying or cyberbullying should immediately report the same to the Principal, or, if the student or parent prefers, he/she may inform any school employee or volunteer about the alleged bullying or cyberbullying.
3. Forms to report incidents of alleged bullying or cyberbullying shall be available at the Principal's office. Use of the form is encouraged, but not required. If the Principal or his/her designee receives the report verbally, he/she shall reduce the report received to writing within twenty-four hours of receiving the information.

Reports by Staff, Volunteer, or Employees of a Company Under Contract with the School District, or with any school in the Contoocook Valley School District.

1. Any school employee, volunteer, or employee of a company under contract with the Contoocook Valley School District, who has witnessed or has reliable information that a pupil has been subjected to bullying, or cyberbullying as defined in Section II above, shall report such incident to the Principal or his/her designee as soon as reasonably possible.

IV. Notice to Parents/Guardians

Within 48 hours of receiving a report of alleged bullying or cyberbullying, the Principal, or his/her designee, shall give notice of the report of the alleged incident to the parent(s) or guardian(s) of the victim and the perpetrator. The report shall be made by telephone or in writing; if made by telephone, a record of the report shall be made. The record should include, at a minimum, the date and time of the call. Any such notification under this policy must comply with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. 1232g. At a minimum, the notice shall advise the individuals involved of the nature of the incident, the date and time the report was received, and the procedures described in this policy. In accord with FERPA, the notice shall not contain any personally identifiable information obtained from student education records.

V. Waiver of Notification Requirement

The Superintendent may, within the 48 hour time period referenced in Section IV of this policy, grant the Principal or his/her designee a written waiver from the notification requirement in Section IV of this policy, if the Superintendent or his/her designee deems such waiver to be in the best interest of either the victim or the perpetrator. The granting of a waiver does not negate the responsibility to follow the other procedures set forth in this policy.

1. The Principal or his/her designee is responsible for investigating reports of bullying or cyberbullying. The Superintendent reserves the right to appoint another individual to conduct the investigation.
2. Investigations shall be initiated within five (5) school days of the date that the incident is reported to the Principal or his/her designee, and shall be completed within 10 school days.
3. If the Principal or his/her designee requires additional time to complete the investigation, the Superintendent or his/her designee may extend the time period for the investigation by up to seven (7) school days. Any such extension shall be in writing, and the Superintendent or his/her designee shall provide all parties involved with written notice of the granting of the extension.
4. Upon completion of the investigation, the Principal or his/her designee shall draft a written investigation report. The report must include, at a minimum, a description of the scope of the investigation, the findings, and the actions taken (i.e., the response to remediate, discipline, non-disciplinary interventions, etc).
5. Upon completion of the investigation, the Principal or his/her designee shall report all substantiated incidents of bullying or cyberbullying to the Superintendent or his/her designee.
6. Within ten (10) school days of the completion of the investigation, the Principal or his/her designee shall provide the parents of the alleged victim and the alleged perpetrator with written notice of the results of the investigation (i.e., substantiated or unsubstantiated) and the available remedies and assistance. The notice shall comply with FERPA, and other State and Federal laws concerning student privacy.

VI. Response to Remediate Substantiated Incidents of Bullying or Cyberbullying

The Principal or his/her designee shall develop a response to remediate any substantiated incident of bullying or cyberbullying. The response should be designed to reduce the risk of future incidents, and where appropriate, to offer assistance to the victim or perpetrator.

In those cases where a perpetrator or victim is identified as a student with an educational disability, the Principal's response to remediate any substantiated incident of bullying or cyberbullying shall be presented to the IEP Team. The IEP Team is permitted to amend or augment the response in a manner necessary to ensure that the perpetrator and/or

victim receives a free, appropriate public education, while still taking appropriate measures to remediate bullying.

VII. Discipline and/or Interventions

If, after investigating pursuant to Section VI of this policy, the Principal or his/her designee concludes that a pupil engaged in bullying or cyberbullying, that student may be subject to appropriate disciplinary action, which may include, but is not limited to, suspension and expulsion. Any such disciplinary action shall be taken in accordance to applicable board policy and legal requirements.

VIII. Prohibition Against Retaliation and False Accusations

All individuals are prohibited from retaliating or making false accusations against a victim, witness, or anyone else who in good faith provides information about an act of bullying or cyberbullying. The Principal or his/her designee shall investigate claims of retaliation or false accusations, and if substantiated, the retaliator and/or the false accuser may be subject to discipline, including but not limited to, suspension or expulsion.

Students who falsely accuse other students of bullying or cyberbullying may also be subject to disciplinary action, which may include, but is not limited to, suspension and expulsion. Any such disciplinary action shall be taken in accordance to applicable board policy and legal requirements.

At the discretion of the Principal or his/her designee, students who commit an act of bullying or cyberbullying or falsely accuse another of the same as a means of retaliation or reprisal may, either in addition to discipline or in lieu of discipline, receive nondisciplinary interventions. Interventions are not considered disciplinary in nature.

Nothing in this policy shall supersede the disciplinary procedures of the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act, including the protections offered through the manifestation determination process.

IX. Training

The Superintendent shall ensure that school employees, regular school volunteers, and employees of a company under contract with the Contoocook Valley School District, and/or any of the schools within the Contoocook Valley School District, who have significant contact with pupils annually receive training on this policy for the purpose of preventing, identifying, responding to, and reporting incidents of bullying or cyberbullying.

The School District shall provide age-appropriate educational programs for pupils and parents in preventing, identifying, responding to, and reporting incidents of bullying or cyberbullying.

X. Notice of Policy

The Superintendent or his/her designee shall provide written notice of this policy to students, parents, legal guardians,

school employees, school volunteers, and employees of companies under contract with the Contoocook Valley School District, or any school within the Contoocook Valley School District, through appropriate references in the student and employee handbooks, by publishing a copy of this policy on the District/SAU website, by providing companies under contract with the Contoocook Valley School District, with a copy of the policy, by providing training on the policy in accord with RSA 193-F, or through other reasonable means.

At the commencement of each school year, this policy shall be provided to all students. All students who enroll during the course of the school year shall receive a copy of this policy at the time they enroll.

XI. Capture of Audio and Video Recordings on School Buses

Pursuant to RSA 570-A:2, notice is hereby given that the ConVal School Board authorizes audio recordings to be made in conjunction with video recordings of the interior of school buses while students are being transported to and from school or school activities.

XII. Report to the Department of Education

The Principal or his/her designee is responsible for reporting substantiated incidents of bullying to the Superintendent or his/her designee.

The Superintendent or his/her designee shall, on an annual basis, or as requested, report substantiated incidents of bullying and cyberbullying to the School Board and/or Department of Education. The reports shall not contain any personally identifiable information pertaining to any pupil.

Legal References:

RSA 193-F, Pupil Safety and Violence Prevention Act of 2000

RSA 570-A, Wiretapping and Eavesdropping (if applicable - see Note and Section XIII, above)

NH Ed R. 306.04(a)(8), Student Harassment

1st Read: November 16, 2010

2nd Read: December 7, 2010

Adoption: December 7, 2010

Amended: April 3, 2012

HEAD LICE POLICY JLCC

Screening

Based on recommendations from the American Academy of Pediatrics, school-wide screening for nits alone is not an accurate way of predicting which children will become infested with head lice, and screening for live lice has not been proven to have a significant decrease on the incidence of head lice in a school community. As needed, the school nurse will provide information to families of all children on the diagnosis, treatment, and prevention of head lice. Parents are encouraged to check their children's heads for lice if the

child is symptomatic. The school nurse may check a student's head if the student is demonstrating symptoms.

Management on the Day of Diagnosis

Head lice infestation poses little risk to others and does not result in additional health problems. The management of pediculosis should proceed so as to not disrupt the education process. Nonetheless, any staff member who suspects a student has head lice will report this to the school nurse or Principal. Students known to have head lice will remain in class provided the student is comfortable. If a student is not comfortable, he/she may report to the school nurse or principal's office. Such students will be discouraged from close direct head contact with others and from sharing personal items with other students. District employees will act to ensure that student confidentiality is maintained so the child is not embarrassed. The Principal or school nurse will notify the parent/guardian by telephone or other available means if their child is found to have head lice.

Criteria for Return to School

Students will be allowed to return to school after proper treatment. No student will be excluded from attendance solely based on grounds that nits may be present. The school nurse may recheck a child's head. In addition, the school nurse or school social worker may offer extra help or information to families of children who are repeatedly or chronically infested.

Legal References:

RSA 200:32, Physical Examination of Pupils

RSA 200:38, Control and Prevention of Communicable Diseases: Duties of School Nurse

RSA 200:39, Exclusion from School

1st Reading: May 3, 2011

2nd Reading: June 7, 2011

Adoption: June 7, 2011

MEDICATION POLICY

JLCD

Each local school board, with the advice of the school nurse(s) and school physician if available, shall establish policy and procedures to give protection and controls to the matter of medications in schools.

The school nurse shall be responsible for establishing specific procedures to protect and control medications administered in schools.

The following policy will be adhered to when a student requires medication administration during school hours and scheduled school activities:

Medication is to be administered by the school nurse. In the absence of the school nurse, the principal or principal's designee may assist the student in taking the prescribed medication. This assistance consists of providing the

medication to the student, observing and documenting that the student took the medication. If the medication requires administration, only the school nurse or the school nurse's delegate may administer the medication. If the student requires a comprehensive nursing assessment and/or evaluation, this must be done by the school nurse and cannot be delegated.

In accordance with standard nursing practice, the school nurse may refuse to administer or allow the administration of medication, which based on his/her individual evaluation and professional judgment, has the potential to be harmful, dangerous or inappropriate. In these cases, the school nurse shall notify the parent/guardian and may notify the licensed prescriber with the reason for refusal explained and shall document the information in the health record.

Prescribed medication should not be taken during school hours if it is at all possible to achieve the medical regimen during hours at home. Any student who requires prescription medication administration must have a school medication permission form completed by parent/guardian and a licensed prescriber and placed on file in the health office. The forms shall comply with standards set forth in NH Code of Administrative Rules Section Ed 311.02.

Over the counter (OTC) medication should not be encouraged for use while at school. Only the school nurse with the written authorization of the parent/guardian shall administer nonprescription medication. At the discretion of the school nurse, a written licensed prescriber's order may be required. If the school nurse is not available and written parent/guardian permission is on file, the principal or principal's designee is permitted to assist students in taking OTC's after consultation with the parent/guardian. School personnel shall not make available personal medication to students.

Any student who requires herbal medication administration must have a school medication permission form completed by the parent/guardian and licensed prescriber and placed on file in the health office.

At the discretion of the school nurse, the licensed prescriber's order from the previous school year may be used until September 30th of the new school year. A new form must be completed each school year or whenever there is change in medication, dosage, time to be administered or route of administration.

Verbal orders from a licensed health care provider may be accepted followed with a written order. Faxed orders are acceptable.

A parent/guardian or a parent/guardian designated responsible adult shall deliver all medication to be administered by school personnel to the school nurse or other responsible person designated by the school nurse as follows:

1. The prescription medication shall be delivered and kept in a pharmacy or manufacturer labeled container
2. The school nurse or principal's designee receiving the prescription medication shall document the quantity of the prescription medication delivered
3. The medication may be delivered by other adult(s) provided that the nurse is notified in advance by the parent/guardian of the delivery and the quantity of prescription medication being delivered to school is specified.

No more than a 30 school day supply of the prescription medication for a student shall be stored at school.

All medications shall be stored in their original pharmacy or manufacturer labeled container in a securely locked cabinet that is substantially constructed. If at any time the cabinet is broken into resulting in missing medication, school administration and the police will be notified immediately. The parent/guardian will be notified of the incident and must replenish the supply of medication. Emergency medications may be stored in other readily accessible locations.

Student's medications may be retrieved from the health office by the parent/guardian or a designated adult at any time during regular school hours. Medication will be discarded if not picked up within 10 days after the medication is discontinued. All medication must be picked up by the last day of school or it will be discarded.

A single dose of medication may be transferred by the school nurse from the original container to a newly labeled container for the purposes of field trips or school related activities.

Students are not allowed to carry medications during the school day, except for those medications allowed by law to be carried and self-administered (RSA 200:42;RSA 200:46). Inhalers and epinephrine auto injectors must be properly labeled with the student's name and type of medication. The student will be held responsible to keep self-carried medication in a safe place that is not accessible to other students.

If any student is found to be irresponsible with their medication, the school administration and parent/guardian will be notified for further action. At the discretion of the school nurse, other medications, such as insulin, may be carried and self-administered. If a student self-carries medication, the parent/guardian shall be responsible for supplying the health office with a back-up medication.

Students with known history of anaphylaxis or potential for severe allergic reaction (such as bee stings, peanuts, etc) must have written authorization from the licensed prescriber for administration of medication such as diphenhydramine or epinephrine and a specific protocol for administration from the student's health care provider.

If the student is a minor, parent/guardian must provide written approval by completing a school self-administration form in accordance with RSA 200:42 and RSA 200:46. Immediately after using the epinephrine auto-injector during the school day, the student shall report to the health or principal's office to enable the nurse or principal or principal's designee to provide appropriate follow-up care.

It is the responsibility of the parent/guardian to notify the school health office of any changes in their child's health, allergy status or medication changes.

Legal References:

RSA 200:42 Possession and Use of Auto Inhalers Permitted

RSA 200:43 Use of Epinephrine Auto Injector

RSA 200:44 Availability of Epinephrine Auto-Injectors

RSA 200:45 Pupil Use of Epinephrine Auto-Injectors – Immunity

RSA 200:46 Possession and Self-Administration of Asthma Inhalers Permitted

NH Code of Administrative Rules Section Ed 311.02

1st Read: March 31, 2009

2nd Read: April 28, 2009

Adoption: April 28, 2009

WELLNESS POLICY

JLCF

The Contoocook Valley School District is committed to providing a school environment that enhances learning and the development of lifelong wellness practices. To accomplish these goals, the Board directs the administration to implement rules and regulations aimed at ensuring:

- Child Nutrition Programs will comply with federal, state, and local requirements, and will be accessible to all children.
- Sequential and interdisciplinary nutrition education will be provided and promoted.
- Patterns of meaningful physical activity that connect to students' lives outside of physical education will be encouraged.
- Physical education programs will meet federal and state regulations and standards.
- School-based activities will be consistent with local wellness policy goals.
- All food made available on school grounds during school hours, including vending concessions, a' la carte, student stores, parties, and fund raising will be consistent with competitive food guidelines for K-12 schools.
- At least 75% of all food made available on school grounds after school dismissal, including vending, concessions, a' la carte, student stores, parties, and fundraising will be consistent with the Competitive Food Guidelines for K-12 Schools.
- All beverages made available on school grounds, including vending concessions, a' la carte student

stores, parties, and fund raising will be consistent with the Competitive Food Guidelines for K-12 Schools.

- All foods provided by the District will adhere to food safety and security guidelines.
- The school environment will be safe, pleasing, and comfortable, and will allow ample time and space for eating meals.
- Food will not be used as a reward or punishment, unless necessitated by a student's Individualized Education Plan/504 Plan. Implementation/monitoring of this policy will be reported to the School Board annually by the Superintendent's designee, with recommendations for guideline changes if necessary or appropriate.

Legal References:

*RSA 189:11-a, Food and Nutrition Programs
Section 204 of Public Law 108-265, Child Nutrition and
WIC Reauthorization Act of 2004
NH Code of Administrative Rules, Section Ed. 303.01 (g),
Duties of School Boards
NH Code of Administrative Rules, Section Ed. 306.11, Food
& Nutrition Services
NH Code of Administrative Rules, Section Ed. 306.40,
Health Education Program
NH Code of Administrative Rules, Section Ed. 306.41,
Physical Education Program FDA Food Code*

Adoption: May 17, 2011

Amended: February 5, 2013

Amended: February 4, 2014

BEHAVIOR MANAGEMENT AND INTERVENTION JLDBA

It is the policy of the Board to promote an environment that is safe and conducive to learning for all students and staff. To ensure that our students and staff have an environment that is safe and conducive to learning, the Board directs the Superintendent or designee to set forth procedures for behavior management and interventions that are designed to maintain a positive environment.

Student conduct that disrupts class work, involves disorder, or invades the rights of others will not be tolerated and may be cause for disciplinary action which may include suspension.

The administration of disciplinary action will focus both on consequences and on changing or managing inappropriate behavior.

It is important that there be careful evaluation of the individual situation so that the school's response to the student is appropriate.

If the student has an Individualized Education Program (IEP), the process will follow federal and state laws governing special education.

All available resources should be utilized, including preventive and positive interventions and supports to support

student needs. These interventions should include psychological, curricular, and behavioral services, which should take place within classrooms, schools, and alternative settings. Exclusion from the classroom should be the disciplinary action of last resort.

The Superintendent or designee will also ensure that positive classroom behavior management skills are addressed through professional development, and that there is an adequate system of recordkeeping regarding disciplinary infractions and interventions.

The use of corporal punishment is prohibited in District schools.

This policy will be reviewed on an ongoing basis in accordance with the Board's policy review process.

Legal Reference:

*NH Code of Administrative Rules, Section Ed. 306.04(16),
Behavior Management and Intervention for Students*

1st Reading: May 19, 2009

2nd Reading: June 16, 2009

Adopted: June 16, 2009